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Session

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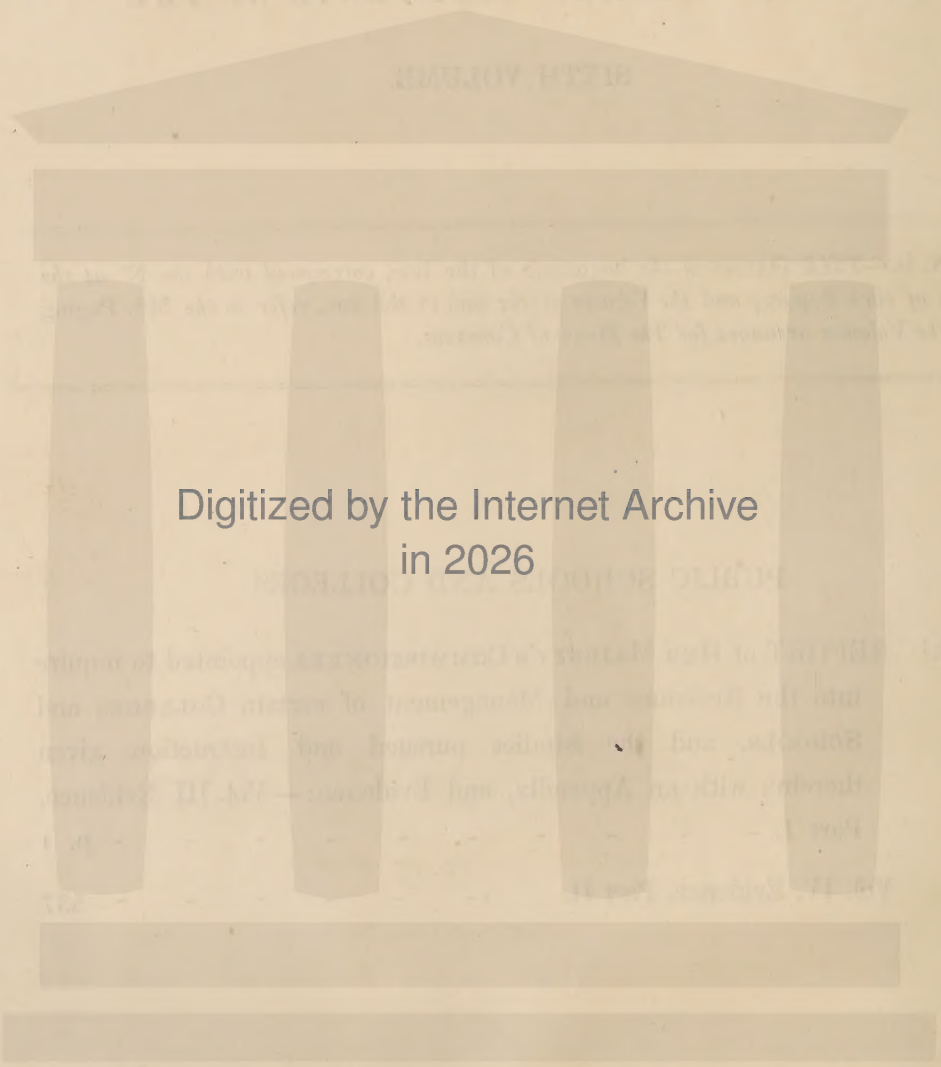

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REPORT

OF

HER MAJESTY'S COMMISSIONERS

APPOINTED TO INQUIRE INTO

THE

REVENUES AND MANAGEMENT OF CERTAIN COLLEGES AND SCHOOLS,

AND THE

STUDIES PURSUED AND INSTRUCTION GIVEN THEREIN;

WITH

AN APPENDIX AND EVIDENCE.

REFORM CLUB
PALL MALL

VOL. III.

EVIDENCE, PART 1.

Presented to both Houses of Parliament by Command of Her Majesty.

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[3288] III

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MINUTES OF EVIDENCE.

ETON.

LIST OF WITNESSES.

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	1862.			1862.	
Rev. C. O. Goodford, D.D., Provost of Eton College; Rev. G. J. Dupuis, M.A., Fellow and Senior Bursar; and Thomas Batcheldor, Esq., Registrar.	July 4	1–14	Rev. C. K. Paul, B.A., late Conduct and Assistant Master in College.	July 14	199–205
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The same further examined, with Rev. John Wilder, M.A., Fellow.	July 5	14–37	Rev. E. Hale, M.A., Assistant in the Mathematical School.	„	230–237
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			J. T. Walford, Esq., M.A., Classical Assistant Master.	Nov. 21	264–271
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William Johnson, Esq., M.A., Classical Assistant.	„	133–160	The Hon. C. G. Lyttelton - - -	Nov. 22	272–279
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Victoria Street, Friday, 4th July 1862.

PRESENT:

Earl of Clarendon.	Lord Lyttelton.	The Rev. W. H. Thompson.
Earl of Devon.	Sir Stafford Northcote.	H. Halford Vaughan, Esq.

The Earl of Clarendon in the Chair.

The Rev. C. O. Goodford, D.D., Provost of Eton; The Rev. G. J. Dupuis, M.A., and Thomas Batcheldor, Esq., examined.

1. (*Lord Clarendon to the Provost.*) I believe, Dr. Goodford, you are Provost of Eton College?—I am.

2. How long have you been Provost?—Since the 14th February.

3. Previous to which time you were Head Master?—I was.

4. For how long?—For nine years.

5. (*To Mr. Dupuis*). I believe you are Bursar?—I am.

6. How long have you been so?—For five years.

7. (*To Mr. Batcheldor.*) I believe you are Registrar?—I am.

8. (*To the Provost.*) Will you have the goodness to tell us in what manner and by whom the property is held in trust?—By the Provost and College.

(*Mr. Dupuis.*) The leases run in those words.

(*Mr. Batcheldor.*) All the property is conveyed by charter of Henry VI. to the Provost and College.

9. (*Lord Lyttelton to Mr. Batcheldor.*) It is expressed by the words "all in trust for?"—You will find by the charter of incorporation that all the estates are conveyed to the Provost and College in fee, and they have every kind of leasing powers, and all the rest is as in other Colleges.

10. (*Mr. Vaughan.*) Is there any property held in trust for the College that is not held by the College?—Only the exhibition funds; these are set out at the end of the answers. In preparing that part of the answers which fell to me, it was on this point that a difficulty presented itself, the question requiring a statement of the various kinds of property held by or in trust for the College. Here is a translated copy of the charters of foundation; you will find here that all the property is given to the Provost and College as a corporation in fee, and the onus on the College is set out by the statutes. There are no trusts set out and you will find that is the case in all the muniments of the College. If you will refer to, I think, the 5th volume of the Rolls of Parliament you will find nearly all the deeds.

11. (*Lord Lyttelton.*) We have them in this book of Mr. Heywood's; there are 5 charters?—Yes, you will find them all run in that way.

12. (*Lord Clarendon.*) In your written answer to question 3, you say, "The system adopted for the "management of the property is in accordance with "the directions given in statute XIII." Will you have the goodness to explain to us rather more fully how you consider the property is administered in accordance with those directions?—The property passed by the charter of foundation, and according to the statutes the College granted leases from that time down to the present for terms of years certain. They have received their rents and carried them to the College account in the same manner as every other College has done.

13. And that is in strict conformity with statute XIII.?—I conceive it to be so; the College have leases from very early times, and they all run that way.

14. These rents are paid to the College account with whom: with your bankers?—Yes; formerly they were collected by the bursars from each estate; they used to go round and collect the rents on the estates, afterwards the banking establishments came into vogue, and the rents have been paid there.

15. (*To Mr. Dupuis.*) And accounted for by the bursars at the annual audit?—Yes.

16. Who audits the accounts?—The College among themselves. The whole College are present, and they check the sums and examine them, and ask any questions they like; but there are no other auditors but the members and the Provost.

17. You do not call in any professional aid?—No, we do not.

18. (*Mr. Vaughan to Mr. Batcheldor.*) What is the number of years for which your leases run?—That is very uncertain.

ETON.

Rev. C. O. Goodford. Rev. G. J. Dupuis. T. Batcheldor, Esq.

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19. What is the extreme?—The extreme leases now are 10 years for the tithes, excepting in one or two instances, 20 years for the land, 21 years for many houses, but the College take advantage of the statute of Elizabeth, which allows them to let houses in corporate and market towns with less than 10 acres of land for 40 years, Eton being a market town by charter.

20. Do you consider that these leases for 40 years are strictly within the provisions of the statutes?—The statutes of Elizabeth?

21. I mean the statutes of the founder?—I will take some of the leases granted in very early times, for instance in the reign of Edward VI. for 50 years. Some of their large estates have been demised for 51 years, and there are many leases of 51 years. In extracting these dates I thought it likely that question would arise. Soon after the foundation of the College, for instance, in 1446, the leases were granted for seven years, some of them for 10 years, and so it went on till they got down to 21 years leases.

22. When were the 21 year leases introduced?—In 1455, that is 35th Henry VI.

23. How long was that after the foundation?—That is about 15 years after the foundation.

24. Is there not a provision in the statute as to making 20 years for parts of the property the extreme?—Yes, now it is strictly adhered to.

25. Do you consider that those leases for 40 years and 21 years, particularly for 40 years, are in conformity with that direction of the statutes?*—It is in conformity with the Act of Parliament; leases were granted in very early times, and it was always a difficult matter, as you will find by consulting the books, to get at what really was the time a lease could be granted for. It was supposed that about 40 years was the term. Those leases went on till they got to 40, 50, and 60 years' leases. Then came the statutes of 13 and 14 Elizabeth, which are called restraining statutes. They limited the time for which leases should be granted, because the injustice was so manifest as leases could be granted for 40 or 50 years, and when 10 or 15 years of a lease had expired, the parties would apply for a concurrent lease or a renewal, on payment of a sum of money. That was a transaction which would not appear on the face of the lease in any way, and that was well understood by the legislature in the reign of Queen Elizabeth. Sir Thomas Smith understood it well. He was Provost of Eton. The restraining statute enacts, that a lease should not be granted for a longer term than 21 years, nor a concurrent lease till within three years of the expiration of the lease in being, so that other concurrent leases, which were as common as could be, were all restrained and done away with from that time, and the College have granted their leases in conformity with this very statute of Elizabeth down to this day.

26. But in case there was any variation between the permission given in the statute of Queen Elizabeth and the statutes of the Founder, should you consider that the statute of Elizabeth, in which the legislature granted permission beyond its own restraint as it were, could at all affect the statutes of the Founder?—I think you will find that a public Act of Parliament, affecting real property, nearly always overrides a private Act of Parliament, and you will find in practice that all the conveyancers of the day adopted that Act of Parliament, and it is carried out to this day, and ecclesiastical corporations grant leases of 40 years for tenements in corporate market towns, and they grant leases for 21 years now, instead of leases for three lives. In fact the title of the statute of 18th Elizabeth is for Eton, Windsor, Colleges in the University, and Winchester. I did not bring any books with me; on another occasion I will bring them.

27. (*A Commissioner.*) Is that permission given in the same statute which restrains?—No; there was an enabling statute of the 32nd Henry VIII., which acknowledges that fines were of very common occurrence in that day, and all persons granted leases for long terms of years upon payment of a fine. Afterwards by some fiction of law, a recovery or something of that sort, they got rid of the long lease.

28. (*Mr. Thompson.*) And ousted the lessee?—Yes; of course I cannot keep all these cases in my mind, but if you refer to the books you will find that was the case, and that was the reason why the statute of the 32nd Henry VIII. was passed.

29. (*Mr. Vaughan.*) Is your view of the matter this; that supposing a particular founder leaves property, and specifies certain restraints upon leases, with regard to his particular foundation, and then the legislature makes certain restraints with regard to leases in general, and gives certain permissions with regard to leases in general afterwards removing those restraints, that that permission operates to release the holder of the property under the foundation from the rules imposed upon it by the founder?—Most certainly; I think all ecclesiastical leases are granted under the 14th and 15th Elizabeth which are enabling statutes, and override anything else. It is rather a remarkable thing that these extended leases commence very early, soon after that; for here we have leases of 51 years as common as can be. We have a lease of Langley of the 20th August, 28 Henry VI., to Nicholas Clopton for 50 years. I rather expect William Waynflete, who is supposed to have had everything to do with the College statutes, was Provost at that time.

30. (*Lord Lyttelton.*) The words of this statute are, that their manors are not to be let in any way beyond 20 years?—That is the statute. Now we go to the practice. From that time to the passing of the statute of Henry VIII., the practice of granting leases was very common indeed.

31. Of granting longer leases you mean; because leases are provided for here, but they are limited to 20 years?—For a longer term of years.

32. (*Mr. Vaughan.*) How soon after the founder gave these statutes do you find that extension of the leases which you mention?—This lease to Nicholas Clopton was in the 28th Henry VI., about ten years after the foundation.

33. I believe they were extremely disturbed times?—Yes.

34. There was no security to property?—No; and it is a very difficult matter to get a proper account of the property during that time; but then we come to a later period, and before the passing of the statute of Elizabeth.

35. I suppose within a very short period of the founding, it might very well happen that the original Founder's statutes were little respected?—The necessities of the times, I expect, interfered a great deal with them.

36. So that any departure from the statutes might, at such a time, have been, in fact, an open violation of the statutes, and not a pretended obedience to the statutes?—Certainly. I may be permitted, perhaps, to explain the practice. If you go on to Sir Thomas Smith's Provostship, you will find that long leases, even in reversion, were granted. Now there

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* See Stat. XXXIV. and Mr. Batcheldor's letter, *infra*, p. 63; and Secretary's Notes Appendix.

The Act 13 Eliz., c. 10, contained the following proviso:—"Provided "nevertheless that this Act nor anything herein contained shall be "taken or construed to make good any lease or grant to be made by any "such College or Collegiate church within either of the Universities of "Oxford and Cambridge or elsewhere within the realm of England for "more years than are limited by the private statutes of the same "College."

By 14 Eliz. c. 11. s. 17, it was enacted that the restraints of the preceding Act should not extend to leases of houses within any borough or market town; such houses, with not more than 10 acres of land adjoining, might be leased "as by the laws of this realm, and the several "statutes of the said colleges, cathedral churches, and hospitals, they "lawfully might have been before the making of the said statute, or law-"fully might be if the said statute were not made." By s. 19 it was provided that no lease should be made by virtue of that Act in reversion, nor without reserving the accustomed rent at least, nor for more than 40 years at most.

It is quite clear that neither these Acts, nor those of the 18th Eliz., gave to any collegiate body any power to lease for a longer term than was allowed by its private statutes.

Sir Thomas Smith was doubtless a distinguished man, and was Professor of Civil Law at Cambridge, and Chancellor of a diocese, but I do not know that he was otherwise eminent as a lawyer. His biographer, Strype, admits that he was accused of extortion and covetousness, of buying and selling benefices, and of "chopping and changing lands," though he defends him from these charges. He obtained the Provostship of Eton whilst in the service of the Duke of Somerset, and was also Dean of Carlisle, "being at least in deacon's orders," and Steward of the Stannaries, but lost all these preferments on his patron's fall.—*Note by the Secretary.*

was no excuse for a departure from the statutes by Sir Thomas Smith because he was, I believe, the first lawyer of the day, and the minister of Queen Elizabeth. I think he paved the way to corn rents, and to those very restraining statutes. Now you will see what he did in his time. Here is a lease of Newington Rectory, with Flacks lands, dated 22nd September, in the fourth year of Edward VI., 1551, for 40 years from the Feast of the Annunciation of the Virgin Mary, which will be in the year 1554, or whenever the lease granted to John Norton shall expire. Yearly rent 17*l.* 16*s.* 8*d.* That seems to have been in pretty good practice then; and you will find the lease of tenements in Eton and Windsor for 51 years as common as can be. I shall feel it my duty, in conformity with the instructions the College have given me, to make you any extracts from these leases.

37. Do I understand you to state that immediately or very soon after the foundation there was a departure, in that particular, from the statutes of the founder?—Yes. I think I had better give you the date as near as I can. The first lease is a lease of Stratfield Mortimer, a considerable estate belonging to the College, granted on the 7th April, 23d Henry VI., 1445, to William Bunney for 10 years. That is the first lease we have. Then the next lease is for 10 years. That is Stogursey, a large estate in Somersetshire. Then comes Creeting, for seven years. That was a shorter term. Then Blakenham, for seven years. That was the 24th Henry VI. Then there is Leominster, the 26th Henry VI., in Provost Westbury's time. I believe that is a 20 years lease; Langley to William Pynmore, for 12 years; it is not confined to any particular term; and Stogursey for 15 years.

38. (*Mr. Thompson.*) What date is that?—Twenty-third September (33d Henry VI.) 1453.

39. (*Lord Lyttelton to Mr. Dupuis.*) Which year of Henry VI. was the foundation?—In the 21st.

40. (*To Mr. Batcheldor.*) You gave the name of Clopton; that was a long lease?—Langley, 20th Aug., 28th Henry VI., to Nicholas Clopton for 50 years.

41. That was a manor, was it not?—It was land.

42. That was the first lease beyond the terms of the statute, as I understand?—Yes; I think there is another where there was some little confusion in the grant. I think that was for 50 years. It was close on the same time. I am very desirous of drawing the attention of the Commission to these leases of Sir Thomas Smith's time, because they are really very curious. Here is a lease of a large estate the college have in Wales. Then we get to Henry VIII. It is 31st Henry VIII., for 30 years. Tenements in Windsor, dated 4th April, 4th Edward VI., for 51 years, rent 40*s.* A concurrent lease for 30 years of the Ship, Windsor, rent four marks. The Spittle estate, which is a considerable estate, leased 1st September, 4th Edward VI., 1551, for 20 years from Michaelmas 1565. That was leased in reversion. The restraining statute is to prevent the grant of leases in reversion, and very properly so. This was under Sir Thomas Smith's Provostship. Then there is Newington Rectory, with Flacks.

(*Mr. Dupuis.*) That is a perfectly flat district on the banks of the Thames.

43. (*Mr. Thompson.*) The word means "flat" I believe?—"Flacks" is the spelling.

(*Mr. Batcheldor.*) It is for 40 years from the Feast of the Annunciation of the Virgin Mary, which would be in the year 1554. That was three years after the date of the lease, or whenever the lease granted to John Norton shall expire.

44. (*Mr. Thompson to Mr. Batcheldor.*) Who was that granted to. From the nature of the case you would suppose a foregift was received?—Yes; I have had a great deal to do in hunting up these things. I am Chapter Clerk of Windsor, and we have a very great many muniments there, and I believe there never was a lease of any kind granted to anybody without a foregift, because these leases were intended to bear on the interest of the reversioner, and there is no doubt, if a person sold his estate for a sum of money, you would find many old conveyances of the time of Edward I. and II., where the consideration is very distinct. It is in consideration of a competent sum of money to them in hand paid. That is in the case of conveyances, but with regard to leases they do not put the consideration money in, because they do not wish to give the reversioner or anybody else any information, and no law compels them to do it, and it is just a bargain that takes place. A man has the power of leasing, and he will get as much money for a grant as he possibly can, and he will make his lease for a long term of years. When a portion of that term has expired he will make a bargain again. There were abundant proceedings of that kind even here, where you have the statutes restraining, and where they were under the management, as you will dmit, of one of the cleverest men of the day, a man who took a part in all the affairs of the kingdom, and paved the way for these very statutes. Then we have, on the 7th January, 4th Edward VI., Cogs for 41 years, for 25 quarters of wheat and one boar. That is by Sir Thomas Smith, and I really believe it is about the earliest instance you will find of a corn rent, which he carried out afterwards in devising the restraining statute of Elizabeth.

45. (*Lord Clarendon.*) That was the rent?—Yes; it was in order that the rent should keep pace with the time.

46. (*A Commissioner.*) But there were rents payable on these estates?—Yes, I have quoted the rents.

47. (*Mr. Vaughan.*) With regard to the auditing of the accounts, are the accounts now audited in conformity with the statute?—I believe so.

48. (*To Mr. Dupuis.*) Can you state in a few words how the accounts are audited, and by whom?—They are audited in the first or second week in December, in the presence of the whole College.

49. Is there any intimation given to the College to meet to audit the accounts?—It is annual, on very nearly the same day, and the College agree among themselves. We may have an audit say next Tuesday or next Tuesday week, but it is always in the first or second week in December.

50. When the accounts have been audited is there any communication of the accounts in any way to the Fellows?—No, they are all aware of the result; they all see the accounts and balance, and all take part in it. Each has a sum given him, and they check each other.

51. They are always present in person?—Yes, if they are not incapacitated in any way.

52. I ask because the statutes provided that there should be a record made of the accounts, and shewn to all the Fellows?—They are all registered in the ledger books, from nearly the foundation down to the present time.

53. Is it the custom for the Provost to make any progresses over the estates to see their condition?—Occasionally. The Provost makes a progress, I believe, next week.

(*Mr. Dupuis.*) Perhaps you will allow me to say that I have been a Fellow for 22 years, and certainly the progress which I know is ordered in the statute has been in desuetude; I think Provost Hodgson, 20 years ago, revived it, and he did go one or two years in company with the then bursar, and I believe Mr. Batcheldor also, to several of the estates. I do not say that he saw them all. Since then I cannot say there has ever been a regular progress, but I have been, as bursar, to almost all the estates. The late Provost, Dr. Hawtrey, went into Norfolk one year, but there has been no regular progress, certainly.

54. (*To Mr. Dupuis.*) When it was revived by one of your late Provosts, was that done because you thought it a useful institution, which it was better to keep up?—Certainly; and it was felt to have been a dereliction to be lamented that it had not been regularly kept up.

55. But since that time has it been kept up to the full extent to which he introduced it?—I should

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hardly say it had, because it has devolved on myself only, and the Registrar. The late Provost, as I say, went but once into Norfolk. I may say that I have personally seen, sometimes more than once, nearly all the estates of the College, but it has not been a regular progress. It has consisted of visiting the estates and becoming acquainted with the tenants and buildings and condition of the property as far as one could.

56. I believe the Provost is particularly charged by the statutes, is he not, with the superintendence of the property?—Yes.

57. (*Mr. Thompson to Mr. Batcheldor.*) What is the earliest record you have of the amount of any fines or foregift received by the College?—The fines do not form part of the College accounts that are audited and settled.

58. But you have given us information on that subject?—Yes.

59. Are they not copied anywhere?—The bursar keeps a book; I doubt whether there is any account of fines. I think the bursar can give you a better account of that than I can. I know they have been kept for the last 50 years.

60. There are no archives in which there is any record of the sums received by way of foregift, which I have no doubt you are correct in saying was a very early practice; you do not find any record of the amount?—I do not know anything earlier than the present century.

61. (*Mr. Vaughan to Mr. Dupuis.*) Is it your opinion that the management of the property at present provides you with any means of ascertaining the condition of your more distant estates, such as would reasonably enable you to dispense with visiting the property?—I think that visiting the property must be advantageous in order to become acquainted with the tenants and lessees, the character and condition of the land and buildings.

62. You think to effect the proper productiveness of the property it is almost a necessary step?—I think it is a very necessary and useful step.

63. I think the statute which requires the Provost and others to make a progress through the property, directs him to take some person with him who is competent to form a judgment on the different matters which would come before him?—We always take our Registrar, and we have many agents in different parts of the country who are amenable to us, and responsible to us.

(*Mr. Batcheldor.*) The property has been in fact managed by them, till within the last 25 years, for very many years.

64. (*To Mr. Dupuis.*) But still you consider the personal superintendence of the Provost is extremely useful?—I think so.

(*Mr. Batcheldor.*) The College get proper surveys and plans; they know every acre of their estates.

65. (*Lord Clarendon to Mr. Batcheldor.*) Do you consider that the estates are now managed in the best way, according to the system by which landed properties are managed?—I should think so.

66. You think that the system of letting and looking after the property is the best one?—I should not like to give an opinion about the present mode of letting and renewal fines and those things.

67. (*To Mr. Dupuis.*) But that is a very important matter?—I may say I think it is a disadvantageous arrangement.

(*Mr. Batcheldor.*) I should not like to give an opinion on that, because it involves many questions. If any gentleman will make researches among the muniments of any religious house he will find, as these papers unfold, that after all the lessees have nearly all been the makers of church property. They have advanced their capital and industry and every thing else in improving the church lands, and I believe by very eminent men it has been considered that that was the great safety of the property of the church, that there was a community of interest between the church and the lay persons who were ready to advance their labour and money in cultivating the lands. It was only carrying out the system adopted in those early times, when the class of men rather above the common serf or bondsman acquired a little property.

68. Would you consider that the church as holding property is different from any other holder of property, that there are different relations between them and the lessees of their property than in other cases?—Yes, to this extent: if a man is holding at less than rack-rent he has an interest in the property, and he will embark his capital.

69. (*Lord Lyttelton.*) You mean that as a general rule you consider the system of fines is not advantageous?—No.

(*Mr. Dupuis.*) I think if the property of a College like Eton or any other was managed as any private gentleman's estate is, it would be a more advantageous way of doing it; but still I see insuperable difficulties to arriving at that, short of a long period of years. The greater part of them are now let on long renewable leases, but there are many on rack-rent.

70. What you say has no special reference to Eton?—No; I do not suppose any private gentleman would like to have his estate in the same position.

71. (*Mr. Thompson.*) You conceive the circumstances of these times do not necessitate fines by way of precaution or protection to church property as in the times when they were originally taken?—I think so. In these early times I do not know how Eton College could get its rent without great difficulty, and it was necessary to have these long leases in those days. The estates of Eton College are situate in 22 counties. There is one as far north as Lincolnshire, and there is Devonshire on the other side. Even in Cornwall there is a small portion. It is scattered and extended in different ways.

72. (*Sir Stafford Northcote to Mr. Dupuis.*) And the same difficulties you now see in the way of getting rid of the system of long leases and fines to rack-rents must always have existed from the time that those fines and long leases had once come into operation?—Certainly.

73. They are not peculiar to the present time; but that must have been the case 100 or 200 years ago, the long leases having once become the rule?—Certainly; but I apprehend, even 100 years ago, that the idea of letting those leases run out hardly ever occurred to anybody.

(*Mr. Batcheldor.*) The tenants for life were always a bar to the running out of a lease; they had nothing but their fines.

(*Mr. Dupuis.*) I may say, as you are upon this part, that for some years, we have gradually commenced running out leases. At the present moment I think there are 22 leases which we have declined to renew, which are gradually expiring, and which, when they do expire, will add considerably to the available revenues of the College. I should mention, perhaps, and many of the Commission probably are aware of it, that a large estate belonging to Eton College, at Primrose Hill, is gradually being built upon. That was almost all leased within my memory. We have foregone a large portion of fine, and it is now being built upon to very great advantage. I should think, since I have been a Fellow, a rental of mere ground rents of 1,500*l.* a year has accrued within the last 20 years.

(*Mr. Batcheldor.*) You will find these rents set out.

74. (*To Mr. Dupuis.*) Can you at all form a judgment of what that estate at Primrose Hill is likely to produce within, say, the next 10 or 20 years?—It has increased to 1,400*l.* or 1,500*l.* a year, which, I think, is the sum which stands in the last year's audit books. That is accrued, within 25 years, and therefore, I suppose, you may argue that for the next 25 years, if London is to go on building, it would be doubled again; and that it would be 3,000*l.* a year then.

75. You do not look to more than that in the way of falling in of leases?—They are 80 and 90 year leases.

76. Are there not other leases still to fall in, in the Primrose Hill or other London property?—No; Primrose Hill is all new within 25 years.

77. There are no leases outstanding?—Wild's estate is in that neighbourhood, but it has not been built upon. That is 350 acres of land, which is let on lease.

78. Has that long to run?—It was renewed about two or three years ago.

(*Mr. Batcheldor.*) I think there is about 17 years in that lease.

(*Mr. Dupuis.*) But before the end of that period there will be another fine taken and another seven years added to the lease if the present system of leasing is to go on.

79. (*To Mr. Dupuis.*) Can you judge what the value of that property will be at the end of 17 years at rack-rent?—It was valued not many years ago for the purpose of setting the proper fine upon it. There is an estate of 350 acres of very fine land in Hampstead parish; it would be worth 1,000*l.* or 1,100*l.* a year, I should think.

80. (*Lord Devon.*) What portion of the Primrose Hill property still remains unbuilt upon?—A very considerable portion.

81. Is half of it occupied in building?—No, it is not. I think the original estate at Primrose Hill comprised about 150 acres.

82. Is it stated in the written answers?—I do not think it is.

83. Is it the Chalcots estate mentioned at page 7, the acreage of which is said to be 83 acres?—(*Mr. Batcheldor.*) That is the land built on.

(*Mr. Dupuis.*) There is about as much more grass land.

84. (*To Mr. Dupuis.*) As available for building as that which is already occupied?—I think so.

(*Mr. Batcheldor.*) All the Chalcots estate is.

(*Mr. Dupuis.*) We have applications now before us, I believe, for more land to be built upon, and probably it will all be built upon if there is no check.

85. (*Sir S. Northcote.*) That would very much increase the value of your London property?—Very much; it is increasing every year.

86. Have you formed any kind of estimate as to what the total value of your London property at rack-rent might be; say 20 years hence, supposing you did not renew?—That could not apply to Chalcots, because these are building leases for 99 years; you must wait 80 years more. We have not much other property in London. There is a house in Cheapside, three in Holborn, and a house in Bread Street. There is some property in Westminster, called Westminster tenements, within 200 yards of this very place, which is running out. That lease we have declined to renew; it will expire in nine years' time.

87. (*Lord Devon.*) You will find Chalcots mentioned again at the bottom of page 6?—It will not be renewed, and expires in nine years hence.

88. (*Sir S. Northcote.*) Then below that you find Chalcots again?—Yes; that is "land and houses "adjoining Primrose Hill and Haverstock Hill, "Hampstead."

89. Which expires in 1880?—Yes; that is the portion of the property which has not been built upon, and which has been renewed.

90. Are you aware that there is a general impression that when all that property falls in hand the value of the College property will be increased by several thousands a year?—Yes, without doubt it will.

91. (*Lord Clarendon.*) You do not think levying fines, though it may not be the very best mode of administering the property, is in any way contrary to the statutes?—No, I never have thought so. There is nothing mentioned about fines, but it seems to me to have been the custom to levy them from the very beginning.

92. (*Mr. Vaughan.*) The expression is *ad firmam*; do you know the general interpretation of that term?—No.

93. It must be solely *ad firmam*, does that imply an annual rent?—(*Mr. Dupuis.*) It must be applied to the rent.

94. (*Lord Clarendon.*) Do you consider the manner in which the fines are levied a question of the construction of the statutes?—I do not know that I can say it is a question of the construction of the statutes. I can only say that from the very first we believe fines have been taken, and they have been increased as the value of the property has increased and new surveys have been made. It is a sort of anticipation of rent, it seems to me.

95. (*Lord Devon.*) Do I understand your view, Mr. Dupuis, to be that, provided an annual rent is paid, there is nothing in the statutes to require that it shall be to the full value?—The reserved rents depend upon the statute of Queen Elizabeth. There are to be paid certain sums of money, certain quarters of wheat, certain quarters of malt, and so on, and that is the shape in which the College have been enjoying them ever since the time of Queen Elizabeth. With respect to the reserved rents, they have all been regulated by statute.

(*Mr. Batcheldor.*) One-third is to be paid in kind.

96. (*Mr. Thompson.*) Is that in money, that reserved rent?—Yes, it is reserved by the lease.

97. Is it not the corn rent that is reserved?—They are money rents which were reserved, but they were calculated at the time under the statute.

98. (*Sir S. Northcote.*) I suppose these foregifts always came into the hands of the bursars from the first?—Certainly.

99. Were not the bursars bound to render an account to the College of the receipts which came into their hands?—No doubt they always did; I have always done so myself.

100. Do they not require you to render an account of the fines and foregifts?—I do not think that any record of the foregifts or fines has been kept in the same way that the rental is.

101. But according to the statutes they ought to have been entered on the accounts, and to have been rendered *ad communas sociorum et scholarium*, under the 13th statute?—No doubt the existing body have always been accredited with the amount of the fines, whatever they may have been, but I do not think that any actual account of them has ever been given in the College books. I have gone back a very long way, but I cannot find anything of them.

102. (*Lord Clarendon.*) Do you mean to say that they are not audited now?—Not so as to come into the accounts. They are not brought into the ordinary books. I think you will find that it was the custom of every religious house to have a rent reserved in the lease; the payments of rent were audited, and they kept the fines.

103. Do you think that that would give a just idea of what the value of the property is, or how it is dealt with?—Certainly not; but I think that if you refer to the Report on Church Leases, at page 38, you will find the whole explanation as to the nature of fines and reserved rents, and you will find, I think, that in the accounts of most religious houses the rack rents and fines are never noticed. It is only the reserved rents, the rents reserved in the leases. The Committee who investigated the subject went into the whole question of fines and rack rents.

104. (*Lord Lyttelton.*) With regard to the statutes of Eton College, are not the words of the 39th Statute plain in regard to the audit, "finalis computus "omnium receptorum et communarum et expen- "sarum hospitii dicti Regalis Collegii et aliarum "intrinsecarum et forinsecarum quarumcunque "per bursarios seu alias factarum finaliter et com- "plete audiatur et debite ingrossetur." How can it be said that the words "receptorum et communa- "rum" do not include the fines whenever they exist. They are part of the receipts of the College?—(*Mr. Dupuis.*) I must admit that, but as far as I know they never were audited.

105. (*Mr. Vaughan.*) Statute 40 contains the pro-

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vision enjoining bursars to account for the rents and the annual value of the property of the College. If rents only exhaust all they could have to account for, and there is no reference anywhere to fines at all, is it not a fair inference from that that there were no such things as fines at the time ?—I should not say that we must necessarily infer from that that there were no fines at all.

106. (*Lord Lyttelton.*) Does not the passage rather infer that if there were any fines they ought to be brought to account ?—That is another matter.

107. (*Mr. Vaughan.*) There being a strict audit exacted, and the manner of it specified, would not the fact that there is no mention whatever in the statutes respecting fines raise any inference that no such fines existed ?—But the answer to that is that fines do exist, although they may not have been mentioned in the statutes. We have the fact before us that fines do exist on this very property.

(*Mr. Batcheldor.*) I have not the least doubt about it ; you are quite aware that this question is involved in a great deal of obsolete law, but it was a very common thing with reference to almost every religious house in the land in the time of Henry VIII., and before his reign, that there should be two values to landed property in their possession, namely, the reserved rental value under the lease, and the fineable value, the fine that was received for granting the lease, which was divided by the corporation when the fine was paid, and for the same purposes which I have endeavoured to explain. No doubt it was a sale of a portion of the estates, and that sale was considered legal. I shall have no difficulty whatever in showing you that the lease to which we have been referring was executed by Sir Thomas Smith under that impression. It is quite a case for a search for some good old black-letter lawyer, and I have no doubt whatever that it led to the passing of the statute of Elizabeth, by which the power of granting such leases was restrained, and it is provided that you are to have so much, a certain rent reserved according to the price of grain, which is named the yearly rental of the College, and which is the sum which that and every corporation since has gone on.

108. (*Lord Lyttelton.*) What I wish to know is whether the College can see any difference in these receipts, I mean between the fines and the rest of their income. Do they consider that these fines constitute a part of the property which they hold in trust for the College ?—(*Mr. Dupuis.*) The fines have been divided immemoriably between the Provost and the Fellows.

109. Do they consider that they are not accountable for the appropriation of that property ?—It never has been accounted for in the audit.

110. (*Mr. Vaughan.*) You contend, Mr. Batcheldor, do you not, that these fines always from the first formed part of the property of the College and Fellows ?—(*Mr. Batcheldor.*) I think so, and I do not confine it exactly to this College, but I say the same observation is applicable to every religious body.

111. And do you maintain that however great may be the distinction between that and other portions of the property, that they were not accountable for that portion just in the same way as they were for the rest of the property ?—(*Mr. Dupuis.*) No, they are not accountable. That is to say that those accounts are not brought into the audit book.

112. Is that consistent with the words in the statutes that all the accounts shall be brought to audit ?—The fines have never been audited.

113. Would it not, in point of fact, have made the audit almost nugatory if these fines were not to be taken into consideration, and no account were to be given of them ?—(*Mr. Batcheldor.*) I fear it is part of the doctrine of fines. It was unusual to take them into account.

114. (*Mr. Thompson.*) It may have been in those days, but not now, surely ; is that so ?—Down to this very day. You inquire of the accountant of any dean and chapter unless they may happen to have been brought under the control of the Ecclesiastical Commissioners, and I think you will find that there is a great audit book, in which the chief rental values of the several manors, but that the fines and foregifts for granting renewals are considered to belong to and are divided between them every half year.

115. (*Lord Clarendon.*) I do not think the question is, what it is the habit of various deans and chapters to do, but whether it is in accordance with the Eton Statutes that this appropriation of the fines by the Provost and Fellows shall be made. You think it is ?—(*Mr. Dupuis.*) I never thought it was not, or else my conscience would be loaded very much.

116. You say that the custom of dividing these fines is supposed to have existed from time immemorial, and that there has not been any record whatever kept of when it was begun ; but Mr. Huggett had some reasons for thinking that the practice was begun in 1661 by Craddock, then Fellow and subsequently Provost of Eton. Do you believe it was commenced about that time ?—I believe it was long before that. (*The Provost.*) There is certainly no change in the audit book for 1661, as compared with 1660 and many years before, or any mention of fines in them. Dr. Craddock became Fellow 1679, Provost 1680.

117. I do not know how you will explain this ; but it must have been a matter very often considered, and it seems to me that the appropriation of these fines, and their division between the members of the governing body, and their not using them for the purpose of defraying the ordinary expenses of the establishment and the school, is in direct contravention of the statutes, because each of these statutes over and over again bind the Provost and Fellows by the most solemn oaths to adhere strictly to the stipendiary salaries specified by the founder, and to apply the whole of whatever surplus may remain to the College for the common use and advantage of the members of the foundation. The statutes, being so precise and specific in regard to this matter, the mode of applying the surplus revenue must often become a subject of discussion and consideration by the governing body, and I should like to know in what way they can reconcile the division of the fines with the observance of the statutes ?—(*Mr. Dupuis.*) The only answer that I feel I can make to what your Lordship has asked is that it has always been so ; a bad reason, perhaps you will say, but I really do not know any other. We have been elected one after the other, with this system coming down to us, and we took it as we found it, and have been carrying it on.

118. Before Mr. Brougham's Committee of 1818, when some such question was asked of Dr. Goodall, I believe he admitted that the appropriation of the College fines by the administrators of the Eton revenues was neither statutable nor legal, although he, like you, said that other deans and chapters did the same. I believe he said that it was usage also ; but you see in 1818 the matter was brought before the governing body of Eton College, which was warned that it was not according to the statutes, and if I am not wrong in my quotation, Dr. Goodall admitted that it was not. Do you know whether that was so ? —Have you Dr. Goodall's very words ?

(*Mr. Batcheldor.*) I do not think they went to that extent. If your Lordship will look at the examination of Mr. Peter Hind, who certainly did speak what was quite correct and right, but who, when the question was put to him, did not give a very favourable answer.

119. (*Mr. Thompson.*) Who was Mr. Peter Hind? —He was a Fellow of King's and had been an Assistant Master of Eton.

(*Mr. Dupuis.*) His evidence is in print. I have a copy of it at Eton.

(*Mr. Batcheldor.*) I think I have it here. He is asked, "Do you know whether, in letting leases, fines "are taken ?—Yes, they are ; at least I presume so. "What is done with the amount which is received for "fines ?—It goes to the College revenue, and is "divided among the fellows, I believe. What is

"done with the timber on the estates?—It goes to "the annual revenue. Are they not at all re- "strained in the statutes with respect to the fines "and the felling of timber, and so on?—No, not at "all; they are only restrained by the Act of Eliza- "beth, by which they must have a grain rent." Now, Mr. Peter Hind professed to know all about it, and I have no doubt he did, because he was a very clever man, and had looked well into the whole question. He was, in fact, asked whether he knew all about it, and he said he did, that he knew all about the statute of Elizabeth, and everything connected with the matter.

120. (*Lord Lyttelton.*) No doubt the argument of usage was employed upon that occasion, whether it was a good or bad one; but it appears to me that upon the terms of this statute, either fines were not contemplated at all, or that if they were contemplated, they must of necessity be brought into the account. Must it not necessarily be either the one or the other?—I am not prepared to answer that question. I cannot answer for what has happened except in my own time.

121. Setting aside the argument from usage altogether, and having reference entirely to the exact letter of the statute, does it not follow either that fines are not contemplated (under the words of the statutes), or that if they are, they must necessarily be brought to the audit or account?—They certainly have not been brought to any audit or account, neither the one nor the other. I am sorry not to be able to give you any more satisfactory explanation, but that is my only answer. You may perhaps say it is illegal, but my reply to that would be that it is not.

122. Not illegal, in the general sense of the word, but is it not contrary to the statutes of the College, which provide that all revenues whatever are to be brought to audit and account?—I must repeat again that they certainly never have been brought to audit or account.

123. (*Sir S. Northcote.*) You have records from the earliest time, as I understand, of what was brought to audit and account?—(*Mr. Dupuis.*) Yes.

124. But no record of any fines being brought to audit and account?—(*Mr. Batcheldor.*) Not one account of the kind.

125. You think, however, there is strong presumptive evidence that fines were taken very early?—I think it is perfectly clear that fines were taken here as in the case of other religious houses.

126. So that the practice which has prevailed, whether it was contrary to the statutes or not, has prevailed from the earliest times?—Yes.

127. (*Mr. Vaughan.*) What is the earliest times at which you have proof of fines being taken?—As far as I know during about 50 years of the present century.

128. My question is what is the earliest period with respect to which you have any proof of fines being taken?—As far as I know anything about it, I say during about 50 years of the present century. That is as far as my own knowledge goes.

129. With regard to a similar question which Sir Stafford Northcote asked you, I understood you to give a different answer, and to say that there was proof of fines having been taken from the earliest time. Are you intending to qualify that answer?—No.

130. (*Sir S. Northcote.*) I asked you whether there was not strong presumptive proof that fines were taken from the earliest time, and you replied that you thought fines were taken here as in other religious houses, was not that so?—Yes.

(*Mr. Batcheldor.*) I believe that if you look through any documents and records connected with church property, you will find that fines were always taken. In point of fact I think that leases were hardly ever granted without a sum of money being taken as a fine. It was, as I said before, similar to the sale of a portion of the estate, and when we find that a lease has been granted for 50 years at a small rent, I think we are bound to assume that there is a fine on renewal.

131. Are you not assuming the whole question, because it can scarcely be doubted that if a man let property at a small annual rent he would take a fine. Are you not assuming that a small and inadequate rent was taken from the earliest time?—I should rather think it was.

132. (*Lord Lyttelton.*) Can you show that the rent of any particular property was small and inadequate?

133. (*Mr. Vaughan.*) Can you show that at the earliest time the rents which were given for particular estates that were leased out were small and inadequate?—That is purely a matter of calculation. I think that when we find some of these considerable estates let as low as from 3*l.* to 4*l.* a year, it is purely a matter of calculation with reference to the coinage, which has varied in value in all ages.

134. (*Lord Lyttelton.*) Have you satisfied yourself whether that is a low rent, by referring to the value of the then existing currency, as compared with the present value of money?—I think so; I think all the rents were less than rack-rents would have been, and I have said so.

135. (*Mr. Vaughan.*) Have you investigated the question?—I have thought of it; not investigated it particularly.

136. (*Sir S. Northcote:*) Some of the leases were reversionary leases, were they not?—Yes.

137. Is it probable that reversionary leases were granted, except on the condition of a fine being paid?—Certainly not.

138. (*A Commissioner.*) Will you just say what you mean by a reversionary lease?—A lease granted in reversion after another lease has expired.

139. (*Mr. Vaughan.*) A reversion, properly speaking, would be in the owner of the fee, would it not?—No; not exactly.

140. (*A Commissioner.*) They are concurrent leases, are they not?—They are to all intents and purposes concurrent leases. In this very land leased by Sir T. Smith the lease is reversionary, and the statute of Elizabeth was passed to cure these seeming defects.

141. (*Mr. Thompson.*) Could there be any motive in a body religious, or otherwise, letting land on lease in that reversionary manner, unless for the purpose of obtaining some present advantage?—Certainly not; and the present advantage was the fine they took for it.

142. (*Mr. Vaughan.*) Permit me to point out to you the language of the statute that seems to contradict the doctrine that the account was to be limited to rents which were inadequate, in fact are not the bursars required to give not simply an account of the rents, but to render a strict account "of the true annual value of the property?"—Yes.

143. Do you think it is consistent with the expression "true annual value of the property" that they should give an account of the rent only, and not of anything else which pertains to the true annual value of the property?—Yes; according to the estimated value of the rent at the time the lease was made. I think it is extremely probable that they would consider a fair reserved rent such a sum as might be reserved in the lease.

144. Would that, which is in your opinion a mere inadequate rent, be a sum which would represent the true annual value of the property?—No; it would not be equal to the rack-rental value.

145. Do you think that you could put any other interpretation upon the words "the true annual value "of all and singular the manors, lands, rents, houses, "tenements," as well as "of all the receipts of the "past year," than that the real annual value of the property, whatever may have been the form in which the money was received, should be brought into the account?—Yes; of course you quite understand that I am giving you a correct answer. You have asked in your written questions for a return of the annual value for the year 1860 of the College estates, and we have given you the annual value.

146. (*Lord Lyttelton.*) That is apart from the fines?—We have not put the fines in that return, because, in point of fact, they are an incumbrance on the estate. They are a charge upon the estate; but

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you will allow me to say that all the fines for the last 20 years are returned.

(*Mr. Dupuis.*) To find the rental of the College, you should add the ground rental here to the fines.

(*Mr. Batcheldor.*) You will find that whenever the subject is investigated, it will be fraught with a great deal of difficulty, and that no satisfactory account can be had of it till the time of Elizabeth. I am merely showing the practice under the administration of Sir T. Smith, and what his view of it was.

147. (*Mr. Thompson.*) There is no prohibition in the statutes of any fines or foregifts?—No.

148. Would you argue from that in favour of the existence of the practice?—If I were capable of arguing the question at all, I should say that the estates were given to the Provost and College of Eton, conveyed to them with full powers over the freehold, subject to the charges contained in the statutes; and that possessing those powers they have exercised them, and granted leases, and, according to the practice of the time, have taken fines, and done the best they could with the property.

149. You think that the absence of any prohibition to take fines must have been construed by the original Provost and Fellows as conveying to them a right to receive such fines?—Fines have been taken.

150. Do you think that the absence of any prohibition against taking fines in the statutes was construed by the original Provost and Fellows as giving them permission to do what all other religious bodies did? Is that your argument?—I should not like it to be said that I was arguing the point at all.

151. What would be your impression upon that point?—That is my opinion, because Sir T. Smith has done a great many things that were absolutely restrained by the statutes, and no doubt he thought he was doing right.

152. (*Lord Lyttelton.*) With regard to the first long lease, to Clopton, what was the amount of the reserved rent on that letting for 50 years?—2*l.* 3*s.* 4*d.*

153. What is the extent of the estate?—I do not know exactly. It is some land at Langley, I believe.

(*Mr. Dupuis.*) It does not belong to the College now.

154. How much is it?—I can get it. I have not taken out the parcels, because I was not aware it was necessary; but if you will allow me I will sketch out the parcels.

155. What I want to find is, with reference to the comparative smallness of the reserved rents in these early lettings; and I wish to know whether you do not think they afford a strong presumption that fines were to be taken on renewal. Can you point out any case in which the rent is so small as to raise that inference. What is Creeting?—Creeting rental is 40 marks.

156. What is the extent of the land?

(*Mr. Batcheldor.*) The manor and the whole demesne lands, free of tithes.

(*Mr. Dupuis.*) Not the tithes, they belong to the rector. The property of Creeting, that is to say, the land, is 230 acres in extent; but who can say what it was worth in Henry VIII.'s time? The College are lords of the manor of Creeting, which consists of a number of copyholds which will all have a fine on them when dropped. There is another estate of Creeting, 30 acres more, but how can we arrive at what it was worth originally?

157. What is that let at?—(*Mr. Batcheldor.*) 40 marks, I think; and a mark was then 13*s.* 4*d.*

(*Mr. Dupuis.*) It is something over 30*l.* a year.

158. (*Mr. Thompson.*) Something under, is it not?—It was at that time.

159. (*Lord Clarendon.*) But these fines never appeared in the accounts of the foundation?—Never.

160. Do you think then that that gives a fair estimate of what the annual value of the property is. Supposing, for instance, a man pays a fine for having a lease granted or renewed, say he pays a large fine; and upon that account land is let at 5*s.* an acre, which, if he had not paid it, would be let at £1 an acre; ought not the fine to be brought into the account, in order to comply with the statutes, which say that the whole annual value of the property should be brought to audit and account. Is not this part of the real value of the property, and ought it not to be put into the accounts in order to give a correct statement of the receipts of the College?—I have said that the amount of the fines should be added to the rents if you wish to obtain the actual value of the property. But, as I have said before, the fines have never been brought into the accounts.

161. (*Mr. Vaughan.*) Should you consider fines on land, such as Lord Clarendon has been referring to, would fall under the term, "fructibus, redditibus, et "proventibus?"—I should.

162. Should you think it possible to exclude them?—No.

163. (*Lord Lyttelton.*) "Omnium receptorum," "fructibus, redditibus, et proventibus," these words would include them?—Yes.

164. (*Sir S. Northcote.*) In Dr. Goodall's evidence reference is made to a petition which was presented to the Provost by Sir H. Saville. The Provost states that among the muniments of the College there exists a petition to the Provost from the Fellows, which was presented by Sir H. Saville, praying him to increase their allowances. Do you know any thing of that petition?—(*Mr. Dupuis.*) No, I do not.

165. Do you, Mr. Batcheldor?—(*Mr. Batcheldor.*) No.

166. (*Lord Clarendon.*) You have given a list of the fines which have been levied during the last 20 years in one of these tables, have you not?—Yes.

167. You have not estimated the sum total of those fines have you?—(*Mr. Dupuis.*) There is a sum total at the bottom.

168. (*Lord Lyttelton.*) An average for the 20 years?—(*Mr. Batcheldor.*) No, you will find in another page, in a paper marked A 1, the full total. It is 127,700*l.* fines on renewal of leases. The average is given under it, 6,385*l.* annually.

169. (*Lord Clarendon.*) That is excluding the amount received from fines and heriots from manors during the last 20 years is it not?—Those are given to the College fund.

170. They are?—Yes, all the proceeds of heriots from manors.

171. And the fines on renewal of leases during the last 20 years amount to 127,700*l.*—Yes.

172. And that amount of fines has been divided during the last 20 years among the Provost and Fellows?—Yes.

173. The Provost taking two shares to each Fellow's one?—Yes, that has been so.

174. And it has appeared to the Provost and Fellows that there is nothing contrary to the statutes in their so doing?—No.

(*Mr. Dupuis.*) The fines and heriots of the manors, as you will perceive, were taken into account. It is only the fines on renewals of leases that were not. You will observe that there is also a total amount of receipts given of those fines that were taken into account, which will show you the amount at once. The amount that was received for fines and heriots for manors last year was 700*l.*

(*Mr. Batcheldor.*) The average amount for the last 20 years is 482*l.* 5*s.* 1½*d* annually.

175. (*Lord Lyttelton.*) That comes into the account?—Yes.

176. (*Lord Devon.*) I observe that in answer to question 4, you say some alteration has taken place within the last 50 years. "Till within the last "50 years," you say, "nearly all the estates were out "upon lease either for lives or terms of years. Some "of these have since been let at rack-rent in order to "meet the increased annual expenditure of the "College." That is so?—Certainly; the expenditure has been much increased.

177. Would it not seem to follow from that, that if any fair and reasonable cause were assigned for the further increase of expenditure to a considerable

amount, the Provost and Fellows would recognize the principle of so dealing with the property as to meet the necessary increase of expenditure which arises from the alteration in the mode of life?—Yes, and they have done so by allowing 22 leases to run out.

178. Therefore you are beginning to adopt that principle?—Certainly.

179. (*Lord Lyttelton.*) But at your discretion?—Certainly.

180. (*Lord Devon.*) The question has been asked, whether you have ever formed any estimate at all, supposing all the leases were allowed to run out, what your annual income would be in 20 years hence?—None that I should consider at all accurate or which could be depended upon. I have my own idea about it, of course, which must be taken at its own value. I should say that the revenues which at present are about 20,000*l.* a year, including fines and everything else, would, if all these leases were run out, increase the College property about one third; therefore it would be about 30,000*l.* a year, but I do not pretend to give any accurate information upon a question like that.

181. (*Lord Clarendon.*) With respect to the property in regard to which you say that 22 leases have been permitted to run out, is that property of considerable extent?—One of them is of considerable extent, namely, the estate of Modbury, in Devonshire. There is also an estate in Sussex. The Duke of Richmond is at present the lessee of the College. The lease in that case is not to be renewed, but is running out. It is near Chichester.

182. Do I understand you that you would not renew the lease, or is it that no application has been made for its renewal?—We did not renew it because no application was made. There is also house property in Westminster of considerable value, which is running out.

183. You do not intend to renew simply because your tenants do not wish to do so; is that the case?—There is some other property which we declined to renew; it is chiefly house property in Eton and Windsor. I should say, with respect to many of the estates, the leases antecedent to our time were allowed to run out by our predecessors. There are some large estates in Dorsetshire, over 1,000 acres, the leases of which our predecessors allowed to run out, and they are now on rack-rental. There are other estates, the leases of which we intend shall run out. A great deal of our land is copyhold, with lives on it, so that it will be a great many years before it will fall into hand.

184. Perhaps your predecessors were animated by a notion that it was better for the College property that those leases should be allowed to run out?—I cannot pretend to answer for them.

185. (*Lord Lyttelton.*) It is clear that the tenants did not make any application to renew the leases?—Not the least. There is another estate in Oxfordshire, called Little Tew, which is a capital estate, and has long been let at rack-rent; but I am not aware of the circumstances under which it came to be at rack-rent. It is let now at 317*l.* a year.

186. It was at one time on lease, like the rest?—No doubt. There is also an estate in Monmouthshire, which is also at rack-rent.

187. Do I understand you to say that originally the whole of the property was let, subject to fines?—I cannot say.

188. Did the College refuse to renew in the case of Modbury?—No, the tenant declined to renew only last year.

189. (*Lord Clarendon.*) Was there any proposition made to the tenant with reference to renewal?—Yes; when the usual time came round the lessee was communicated with, but whether from age or other circumstances he said it would not be worth his while to renew, and therefore he declined to do so.

190. It is rather, then, from the tenant's declining to renew than from any interposition on the part of the College that these leases have not been renewed?—We should have renewed, certainly, if he had requested us to do so.

191. We rather understood, when you said that 22 leases had not been renewed, that it was consequent on the adoption of some new plan introduced for the benefit of the College?—Not in the case of Modbury; we did not initiate the matter.

192. "The increased annual expenditure has arisen partly from the increased allowances of commons, attendance, &c., made to the King's scholars." It would be well to have on record what these increased allowances for commons, attendance, &c., are. Will you have the goodness to inform us; and it might be as well also to state what the condition of things was which rendered that increased expenditure necessary?—I think that some of the answers lower down will furnish that information.

193. (*Lord Lyttelton.*) Would not some of them be for additional buildings?—(*Mr. Dupuis.*) There is a greater allowance for their meals (breakfast, dinner, and supper), at no time within my memory have so good and so plentiful a supply of provisions been found for the boys. When I was a boy on the foundation there was no breakfast found for the Collegers, but now breakfast has been found for the past 20 years. That will account for the increased allowance for commons.

(*Mr. Batcheldor.*) They had also an insufficient supper. There have, therefore, been considerably increased allowances for commons; and, of course, there will be a large additional sum for attendance.

(*Mr. Dupuis.*) There has also been a large sum of money expended in new buildings for the accommodation of the Collegers. You were over the new buildings yesterday, and you observed that there was a matron, a housekeeper, and five or six servants, just as there would be in a private establishment. There is also attendance in hall at dinner. They are waited on and carved for.

194. (*Lord Devon.*) That used not to be the case, used it?—(*The Provost.*) Certainly not. They used merely to bring up the commons and set them down on the table.

(*Mr. Dupuis.*) We carved for ourselves, I remember. Perhaps this explanation will account for the increase in the commons and attendance given to the general school, apart from the increase of charges in consequence of the construction of new buildings.

195. (*Lord Clarendon.*) Do you know at all what is about the cost annually of the increased comforts, allowance and attendances?—(*The Provost.*) The payment to the master in College is stated. That officer did not exist before.

(*Mr. Dupuis.*) I should say about 1,000*l.* a year.

196. (*Lord Lyttelton.*) That is the annual charge in respect to the improved comforts, without taking into account any payments with respect to the debt?—That has nothing at all to do with it. The establishment which is maintained there, and the assistant master, whose salary is 250*l.* a year, cost, I should say, altogether about 1,000*l.* a year.

197. Is that all provided by the College?—Yes.

198. The increased comforts for the boys?—Entirely so.

199. Was there not a donation given some time ago for the purpose of increasing their comforts?—I do not remember that there was any given to increase their comforts. Do you mean Dr. Godolphin's in the year 1780?

200. That is a different matter from what is referred to in this paragraph?—(*Mr. Batcheldor.*) As we have already said, the allowance to the boys is much above what it used to be.

201. (*Mr. Vaughan.*) Has not the sum which Dr. Godolphin left been borrowed by the College?—Yes.

202. In the annual increase which you have just mentioned of 1,000*l.* a year you do not include the interest of that money which has been borrowed?—The interest of that money has been carried to the College account. Although it has been expended we

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have never diminished the interest, as you will see by referring to the audit book.

203. What I mean to say is, that in the 1,000*l.* which you now speak of as the cost of the additional commons, attendance, &c., you do not include any portion of the interest of the Godolphin fund which you have borrowed?—No. With respect to the increased allowance for commons, all I can say is, that when I was a boy, some 40 or 50 years ago, the dinner which we used to have was, so to speak, no dinner at all. We do not take any credit to ourselves for improving the system; we have been merely performing our duty by doing so, and I assure you that it has been a pleasure for us to do so. I should like you to have seen the way in which the boys were treated formerly, so as to be able to compare it with that in which they are now served; nor do I say that everything is done which can be done in the way of improvement, by any means.

204. (*Lord Clarendon.*) Were not the College bound to have provided out of the Godolphin fund a different and superior description of food for the boys to that which they did?—Yes, in former days they ought to have done so, no doubt.

205. How much does that amount to?—(*Mr. Batcheldor.*) It was 5,550*l.*; the College have accumulated the remainder themselves. The original gift was 4,000*l.*, and the interest on that was 150*l.* or 160*l.* a year. The College accumulated the fund themselves, and they also added to the Commons something beyond what the boys used to have in those days. Godolphin left 4,000*l.*, which produced 5,550*l.* in stock.

206. (*Sir S. Northcote.*) And the difference between that and the existing fund has been accumulated by the College?—Yes.

207. (*Lord Devon.*) At the time you were a boy there, Mr. Dupuis, you ought to have had the full benefit of Dr. Godolphin's benefaction; you were there as a boy subsequently to its being given to the College, were you not?—(*Mr. Dupuis.*) Dr. Godolphin's benefaction was in operation certainly when I was there as a boy, but what good we got by it I really cannot say. I only know that my dinners, as I said before, were really no dinners at all. I believe that the puddings in the Hall on the Sundays originated in Dr. Godolphin's benefaction.

208. (*Lord Clarendon.*) The benefactor says specifically that the proceeds of his legacy shall be expended in beef, mutton, and puddings for the Collegers?—Yes.

209. (*Sir S. Northcote.*) But instead of providing food for the boys in that way they accumulated the interest and increased the fund?—I presume so.

210. (*Mr. Vaughan.*) Was it not a specific provision of the founder that the proceeds of certain estates were to be expended in providing commons for the school?—They were to be fed, no doubt. Not a doubt can be entertained upon that point.

211. The sum was originally for every scholar 10*d.* for his commons. Tenpence, I presume, was a sufficient sum at that time, for the Fellows had only 18*d.* The same provision that gave 10*d.* to the Scholars gave 18*d.* to the Fellows, and more to the Provost?—(*The Provost.*) I think you will find that the Provost was to have double the Fellows.

212. That was only for food was it?—Food only.

213. (*Mr. Thompson.*) Was that weekly?—(*Mr. Dupuis.*) Yes, weekly.

214. (*Lord Clarendon.*) Multiplying that by 16 for the difference in the value of money, that would make 160 pence, or 13*s.* 4*d.* a week?—Yes, I think it would come to more than that sum now.

215. I think in your time you ought to have had some dinners for that?—Yes, I ought in my time, in regard to the allowance for commons; for, although it was well known that the Fellows received eighteenpence a day and the Provost three shillings, it is equally well known that we now receive no commons at all except on a few days in the year. No doubt we have by statute the right to be maintained every day, but that has long ceased.

216. And no compensation whatever was given—No.

217. (*Mr. Thompson.*) Nor to the Provost either?—No.

218. (*Lord Lyttelton.*) Do you know how long it is since that ceased?—In my memory, as a boy, there was an audit dinner at the Fellows' table three times a week on the three whole school days, Monday, Wednesday, and Friday. I was quite a boy then; but I recollect the audit dinner, and that the Head Master as well as the Fellows attended it. It ceased 45 years ago. There was no compensation whatever given in lieu of it, and we might renew it to-morrow if we liked, and claim our commons.

219. (*Lord Clarendon.*) You say that in 1842 a new wing to the College was built for the better accommodation of the school. Though greatly assisted by the munificent contributions of old Etonians, the College provided a large sum in addition; and again, in the next paragraph, the College Chapel has been repaired and beautified, as also the hall; and, although here again the expense was defrayed in great part by a very handsome and liberal gift of one of the present fellows, yet the improvement had not been completed without considerable outlay on the part of the College. Of course there has been an account kept of these contributions?—Yes, there is an account of every subscription kept in the library.

220. You could not tell from memory what the amount was, I presume?—No, I have not looked at it for years.

221. Will you have the goodness to furnish us with it?—With the sums contributed do you mean?

222. Yes; both the cost of the work and the sum contributed by the old Etonians and the College?—Yes.*

223. (*Lord Lyttelton.*) Will you also furnish us with an account of the amount of subscriptions given by the College to the building of St. John's Church, towards which you say it contributed largely. The school uses that church, does it not?—I do not think the amount of these subscriptions is mentioned. Is it the cemetery chapel you mean?

224. No; the cemetery chapel, we understand, was built entirely at the expense of the College. What I meant was, the amount of contribution given by the College to the building of St. John's Church. It will be better to have an account of that as well as the other, because there was a large subscription?—(*Mr. Batcheldor.*) Yes.

225. (*Lord Clarendon.*) We do not want the sum subscribed by Mr. A. or Mr. B., but simply the total?—All this was done at very considerable expense; I think about 28,000*l.*, and of course it could not be met by the ordinary funds of the College. It was, therefore necessary, from time to time, to borrow money.

226. But is it all appropriated?—You want the several items.

227. (*Lord Lyttelton.*) Do I understand that the improved sewerage was done solely at the expense of the College?—(*Mr. Dupuis.*) Yes.

228. (*Lord Devon.*) Is it satisfactory?—Most satisfactory. There is not a finer system of sewerage anywhere than there is at Eton.

(*Mr. Batcheldor.*) There is not a gallon of sewage made that is not at least three miles away in half an hour. It falls into the stream below the weir, and the velocity of that stream is about three miles an hour. It is a particularly large sewer, and the water runs in from the Thames, so that there is constantly a large stream of water passing through it, so that every particle of sewage that is created is diluted and dispersed.

229. (*Sir S. Northcote.*) Do you think that the construction of that sewer has improved the health of the place?—A very great deal.

230. (*Mr. Vaughan.*) As to the application of the funds which you have mentioned, to the increased accommodation in building, was not that application in obedience to the statutes of your founder, that is to

* See Mr. Batcheldor's letter, *infra*, p. 63.

say, in compliance with them?—Do you mean to say that we were bound by the statutes so to apply the funds?

231. I do not ask quite so much as that, but whether that application of the funds of the College was not strictly in accordance with the directions of the founder?—(*The Provost.*) There was no violation of the statutes, certainly, in making those additional accommodations.

232. In so applying the money?—I suppose that there was no violation of the statutes in so doing.

233. Was it not only no violation, but an application of money strictly in fulfilment of the statutes?—(*Mr. Dupuis.*) I suppose that they were bound to maintain these boys comfortably, and it was stated that they were not maintained comfortably; and great exertions were made to increase the accommodation by additional buildings.

234. I wish, in reference to these buildings, to ask you whether there is not a special statute which provides for the "sustentatio et reparatio ecclesiæ et "aulæ, ac aliorum ædificiorum ejusdem?"—Yes.

235. That you will find says: "Item, Volumus, "Statuimus, et etiam ordinamus, quod ecclesia nostri "Regalis Collegii, et aula, singulaque alia ædificia "ejusdem, Dei adjutorio laboriose nostris sumptibus "ædificata, in muris, co-operturis et qualibet sui parte "perpetuis futuris temporibus debite, sufficienter, et "congrue in omnibus sustententur." In the previous statute, "de dispositione camerarum," it is stated how the boys are to be placed, if under 40 in number; and in this to which I am alluding, it goes on to say, "Præterea ordinamus et volumus quod cum novæ "ædificationes vel aliquæ reparationes domorum "immineant faciendæ;" so that a work of re-erection and new erection was contemplated by the statutes. What I want to know is, whether you have done this as a work of new erection or re-erection, under the statutes?—It is a work of new erection, no doubt.

236. (*Lord Lyttelton.*) Would the governing body under the statutes be called upon not only to keep in repair the College buildings, but to make complete alterations and additional buildings, such as were not originally named or referred to in the statutes?—That I cannot say. If the statutes bind us in one thing they would bind us in another.

237. (*Mr. Vaughan.*) Was the sewerage at all for the benefit of the town?—Not originally, nor is it now.

(*Mr. Batcheldor.*) No, it is entirely for the College.

238. Solely for the benefit of the College?—Yes.

(*Mr. Batcheldor.*) The town declined to have anything to do with it.

(*Mr. Dupuis.*) I thought we refused to allow them to come in.

239. (*Mr. Vaughan.*) Did not many of the boarding houses have the advantage of it?—Yes.

(*Mr. Batcheldor.*) Every house within the precincts of the College was included.

(*Mr. Dupuis.*) The sewerage was originally made in Henry the Sixth's time, and a more remarkable system of sewerage is not to be seen in England. In 1441 the old sluice sewer was made, and it is still in operation. Those who saw it at the time the alterations were made were amazed at it.

(*Mr. Batcheldor.*) And yet it is a common sluice sewer.

240. (*Lord Clarendon.*) You say that the ground for a new cemetery was acquired and a cemetery built at the sole expense of the College, and that the maintenance of this devolves wholly upon the College; is that so?—Entirely.

241. Is that maintenance what may be termed a very large outgoing?—Not as yet. It is a new building; in point of fact, the cemetery chapel is not yet 20 years old.

(*The Provost.*) It is about that.

(*Mr. Dupuis.*) The building has never yet required repair, but whenever repairs are necessary the expense will fall on the College.

242. (*Lord Clarendon.*) Is the cemetery exclusively for the use of the town?—For the entire parish of Eton.

243. Which you are bound to provide for?—Yes. It is all conveyed to the foundation; they have the whole charge of it.

244. You have availed yourselves of the opportunity of exchanging property at Primrose Hill for property belonging to the Crown in Eton, and you say that by doing so you were enabled to remove many houses in the vicinity which were scarcely habitable, and to erect upon the site assistant masters' houses; do you consider these assistant masters' houses to belong to the College?—They are the property of the College, which receives a rental for them.

245. Do you mean that the rental is paid by each of the assistant masters?—Some of the assistant masters are not tenants of the College. All the houses in the town of Eton do not belong to the College.

246. Are these houses you allude to boarding houses entirely?—Entirely.

247. You build no houses except assistant masters' houses?—None. We are building one now.

248. And when they are built they will be the property of the College, and will be let as an investment?—Yes.

(*Mr. Batcheldor.*) The exchange which was made produces about 800*l.* a year, the whole of which the College acquired by the surrender of a portion of the property at Haverstock Hill; that is to say, the domus acquired 800*l.* a year by that transaction.

249. (*Lord Clarendon.*) You say that the carrying out all these arrangements was not effected without very considerable cost, about 28,000*l.*, which could not be met by the ordinary funds of the College, and that notwithstanding the munificent contributions of old Etonians you were obliged to borrow a large sum of money?—Yes.

250. I do not know whether you gave the date of these loans, or the objects for which the money was borrowed, in the tabular statement of the *fortuiti proventus* at page 13?—I think the table gives the date for 20 years of the sums paid by the Provost and Fellows towards the repayment of the money, stating what was done in every year.

251. From 1841 to 1861?—Yes. You will find in each year a statement of the sum paid.

252. I see that the total sum for loans borrowed for buildings and other works amounts to 19,090*l.*?—Yes.

253. That amount was necessary, besides all these contributions?—Yes.

254. And that has been in process of repayment?—It has, with the exception of what was borrowed from the Godolphin fund, which, I think it is stated, is not yet repaid.

255. How has that been repaid, altogether by the Provost and fellows?—It has been repaid by great exertions. We taxed ourselves out of our own incomes at the rate of 10 per cent. for 14 or 15 years. I think it is mentioned that we paid 8,422*l.* by voluntary taxation, and the rest has been made up by surplus revenue arising from the careful management of the funds. Supposing, for instance, the expenditure of the College was 10,000*l* a year, and the receipts from rentals were 12,000*l.*, then 2,000*l.* would be available for this purpose, and it has been put by, and with the exception of the money borrowed from the Godolphin fund, it has been paid off for the last four or five years.

256. The Godolphin fund is 8,000*l.*, is it not?—We consider ourselves amenable for the sum which Dr. Godolphin left, which was 5,550*l.*

257. But it amounts to 8,000*l.* now?—Yes, because it has been accumulated at different times, and it has now arrived at the sum of 8,000*l.*

258. But this accumulation has been at the expense of the scholars, as it seems to me, because the money was to be spent in beef and pudding. That was the purpose for which it was left, and it is plain it has not been employed in that way. How, then, is that to affect beneficially the present Provost and fellows. How could it have accumulated if it had been employed in the manner in which the testator intended?—I do not know.

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(*Lord Clarendon.*) But having been accumulated by the governing body, and having now amounted to 8,000*l.*, we must consider it as a legacy. I do not think we can deduct from that the sum which has accumulated. I see that you consider yourselves responsible for only the 5,550*l.* which was left. I do not see how you can separate the two things.

259. (*Lord Lyttelton.*) Is the accumulation continuing?—No.

(*Mr. Dupuis.*) Nor is it likely to continue long now.

260. (*Lord Clarendon.*) How long has the accumulation been going on?—I do not know.

261. It was 5,550*l.* when it was left. Then you say that the dividends have accumulated from time to time, in consequence of the manner in which it has been invested by the College, until it amounted to 8,000*l.*, when it was borrowed in 1844 for the purpose of carrying out the improvements which you have mentioned?—(*Mr. Batcheldor.*) The College have given notice that that is to be repaid, I think, in these returns.

262. But are they accountable for the repayment of the original legacy only, and not accountable for the accumulation, because you say you have borrowed the whole of it?—Yes.

263. Then in addition to this 19,000*l.*, which you say has been repaid, there is still 8,000*l.* of the Godolphin fund to be repaid?—Yes.

264. So that in fact that will be surplus revenue, and taking the 8,422*l.* which the Provost and Fellows have repaid, and the 8,000*l.* of the Godolphin fund which is to be repaid, that will make 16,422*l.* which is to be treated as surplus revenue, and of that sum there has only been repaid 8,000*l*?—Not by domus.

265. (*Lord Lyttelton.*) It appears that the Godolphin fund was borrowed for cognate purposes, namely, for alterations in the building?—(*Mr. Dupuis.*) The borrowing of that fund has enabled us to make great improvements in the building.

266. But that is not the purpose for which Dr. Godolphin left it?—But the interest goes on just the same, and is applied for the purposes for which it was left.

267. (*Mr. Vaughan.*) You do apply the interest to the purposes for which Dr. Godolphin left the money?—Yes.

(*Mr. Batcheldor.*) It is a charge for the dieta.

268. (*Lord Clarendon.*) While we are on this point of revenue, I would just call your attention to the compensation for land taken for the railway. I see in the table at page 13 it is put down at 8,372*l.* Has that been carried to the College fund?—Yes, it has been carried to the College account every year, and a considerable portion of it has been laid out in the purchase of other land.

(*Mr. Batcheldor.*) It has been laid out and re-invested under the Lands Clauses Consolidation Act.

(*Mr. Dupuis.*) It is invested in the funds, and therefrom the College receives the annual dividend.

269. Does that come under the audit just the same as the other income of the College?—Yes.

270. The result has been to increase considerably the revenue of the College, and materially to improve the condition of the place. No doubt that is the fact, but in what way has it increased the revenue of the College?—(*Mr. Batcheldor.*) You will find that by the second table.

(*Mr. Dupuis.*) The rental of the houses that we have been enabled to build by means of the exchange of property, which has been very advantageous. I think I am not wrong in saying that the increased rental of the College by means of that exchange in Eton alone has been 1,000*l.* a year. Is not that so, Mr. Batcheldor?—(*Mr. Batcheldor.*) Nearer 2,000*l.* a year.

271. (*Mr. Vaughan.*) Have not the Provost and Fellows any advantage of that increase of income, to which their personal sacrifice of income has contributed?—No, they have nothing to do with it; it goes to the expenses of the College.

(*Mr. Dupuis.*) It is only the fines which go to the Provost and Fellows. The increased rentals you will see by the table are made up annually in the account and go to the College.

(*Mr. Batcheldor.*) The rents and rack-rents received in 1841 amounted to 6,646*l.* 5*s.* 9½*d.*

272. And from that increase you say the Provost and Fellows got no benefit at all?—No. In 1860 the rents and rack-rents amounted to 10,807*l.* 15*s.* 5½*d.*

273. (*Sir S. Northcote.*) Are the houses and lands occupied by the assistant masters let on rack-rents?—Yes, let on rack-rents.

(*Mr. Dupuis.*) Mr. Coleridge's is on a ground rent, which lease is still in force for 10 years, and when this falls in it will be an additional source of revenue.

274. (*Lord Devon.*) Is 1,298*l.* about the average amount expended on repairs?—About.

275. (*Mr. Vaughan.*) Does the first sum for dieta, amounting to 2,688*l.* 3*s.* 4½*d.*, which is set down for commons of the scholars, and public dinners for the school at election, founder's day, and other festivals, include any other public dinners?—It is all put down here, I believe, bread, beer, mutton, beef, and other commons for the scholars, servants, and almswomen for the year, provisions for the several public dinners at election, founder's day, and other festivals.

276. (*A Commissioner.*) "For the several public dinners;" that sounds very like entertainments. Who partake of these public dinners. Not the scholars?—There are public dinners served in the Hall on these days.

277. (*Sir S. Northcote.*) The whole detail is given, I suppose, on page 14?—(*Mr. Batcheldor.*) Yes, the amount of every dinner.

278. (*Mr. Vaughan.*) I wish to know, with regard to all those items and public dinners, how much is for the scholars and how much for other persons?—The public dinners are a mere trifle compared with the general account. There are about three or four public dinners during the year.

(*Mr. Dupuis.*) You may put them down at 100*l.* a year if you add the audit dinners.

279. Is there included in the charge for dieta anything consumed by the Provost and Fellows?—(*Mr. Batcheldor.*) The item bread account will throw some light on it. Deduct for bread paid for the Provost and Fellows, so much. Everything they have at the buttery is paid for and deducted on account.

280. That is included in the dieta, then, is it?—Yes, and deducted afterwards.

281. That is to say, there is a certain amount of beer or bread for the Provost and Fellows?—Yes.

(*Mr. Dupuis.*) There is no allowance for beer for the Provost and Fellows, except an allowance to the Provost in lieu of ale.

282. (*Mr. Thompson.*) They actually pay for it?—Yes, they all have to pay for it.

283. And then it is deducted?—Yes.

284. (*Mr. Vaughan.*) But in the dieta table some is paid for and some not; is there any distinction between the two?—There are 4 hogsheads of ale allowed by ancient custom to the Provost, and if he has more than that he must pay for it.

285. It is a very small item; is that all that the Provost and Fellows receive from the dieta?—(*Mr. Batcheldor.*) The customary allowances to the Provost and Fellows do not amount to anything like 100*l.* a year out of the charge on the dieta.

286. Does not the charge for dieta come in the place of the commons that were provided for the scholars by the statutes?—It is part of it.

287. And by the same statute certain commons are provided by the founder for the Provost and Fellows?—Yes.

288. Have they the benefit of that now?—No, nor any compensation for it.

289. Do you know when they first ceased to have the benefit of that?—I said just now there were about three dinners a week, called audit dinners. They are the last remnant of it. No doubt in olden times they dined every day in Hall.

290. (*Lord Lyttelton.*) Who dines at the public

table ?—The Head Master and assistant master in College. They are present. I suppose they make it a lunch.

291. (*Mr. Vaughan.*) Does that 2,688*l.* all come out of the revenues of the College, independently of the Godolphin bequest, or does the Godolphin bequest come in in aid of that charge ?—If you turn to page 15 you will see that it is taken from it; that is to say, there is paid by the Godolphin fund 189*l.* 7*s.* 2*d.* out of a charge for mutton and beef served for the scholars' commons, which amounts to 1,046*l.* 14*s.* 6*d.*

292. It is deducted, then ?—Yes, you will see the whole details on page 15.

293. That will reduce it to 857*l.* 7*s.* 4*d.* ?—Yes.

294. Is that the effect of it, or not ?—Yes.

295. Then the whole of this 2,688*l.* does not come out of the revenues derived from fines, heriots, and the produce of the timber of the College ?—(*Mr. Dupuis.*) It all comes out of it. This dieta includes beer, and bread and milk, and so on.

(*Mr. Batcheldor.*) The Godolphin fund has to be deducted ?—Yes.

296. It has to be ?—Yes; before the account is made up. That is the total amount of the first item.

297. What would it be with the deduction ?—It is already deducted as a matter of account. The total amount for beef and mutton is 1,046*l.* 14*s.* 6*d.*, from which is deducted 189*l.* 7*s.* 2*d.*, leaving a residue of 857*l.* 7*s.* 4*d.*, paid out of the College revenues for these purposes.

298. (*Sir S. Northcote.*) In answer to question 7, you say the total amount received on account of the College for the year 1860 was 13,219*l.*; but when I look at the bottom of page 22, where you give the detail of the expenditure, and the balance due to the bursar, I find that the "summa totius oneris ut "patet ex titulis viginti precedentibus," amounts to 14,304*l.* 7*s.* 10*d.* Does that represent the same sums as those which are represented by the total receipts, or what is there deducted in the former case ?—In order to make the sum total, you must add the balance from the preceding year, which will make it right.

299. (*Mr. Vaughan.*) With respect to the *liberatura*, being the gown cloth of the scholars, choristers, and servants' liveries, is there not a provision made for that by the statutes ?—Yes.

300. Was there not by the same statute a similar provision, or rather, to speak more correctly, a corresponding provision made for the Provost and the scholars ?—I think so.

301. Have they received any further benefit; that is to say, is there anything in the way of clothing that is provided for the scholars ?—Yes; the gowns.

302. Is that the only thing which the scholars receive in the way of vestiture ?—Yes.

303. Do you consider that, under the statute, that is all the clothing to which they are entitled. The statute says that they are to have "de bonis commu- "nibus ejusdem Collegii omnia alia et singula quæ ad "vestitum pertinent." Do you not think that would properly include other clothes than the gown ?—It is difficult to say. I suppose it would be the ecclesiastical dress of the time.

304. Do you think that, in the time of the founder, it was not intended by that that the scholars should be clothed ?—I cannot say.

305. Do you think they were not to have shoes ?—I cannot say.

306. Nor any outer garments ?—I cannot say.

307. Nor a hat ?—No. They probably wore no hat at all, like the Blue Coat school boys in the streets of London.

308. Are you referring to the same statute by which the scholars shall have "de bonis communibus "ejusdem Collegii omnia alia et singula quæ ad "vestitum;" that gives clothes exclusive of and besides the gown ?—No; that is included.

309. I should like you to look at the statute for a moment ?—I believe I am speaking accurately. The statute mentions the exact quantity of cloth they shall have in their garments.

(*Mr. Vaughan.*) If you turn to the statute de communi ansura vestium liberata, you will find in that statute of the founder the following passage:— "Statuentes præterea, quod Scholares dicti Regalis "Collegii universi, et clerici, ac choristæ, necnon "xiii. pauperes juvenes prædicti, erga dictum festum "Natalis Domini singulis annis imperpetuum, de "bonis communibus ejusdem Collegii, de panno, ut "præfertur, similis aut prope similis coloris, licet "diversi pretii vestiantur. Ita tamen, quod pannus "hujusmodi de albo vel nigro russeto, vel glauco "colore, aut rubro, non existat; et quod tantum de "panno hujusmodi ipsorum cuilibet tribuantur, de quo "unam togam talarem cum capicio sibi facere poterit "condecenter." And then it states what is to be the price of the cloth, and so on, for the gown.

(*Lord Lyttelton.*) It is not to be black or white, but russet, "de albo vel nigro russeto, vel glauco "colore, aut rubro."

310. (*Mr. Vaughan.*) That is in statute 29; but there is another statute by which all clothing is provided for the benefit of the scholars, in these words:— "Adhuc adjiciendo statuimus, quod ultra communas "prædictas, Scholaribus et Choristis nostri Collegii "prædicti omnibus et singulis ministrentur continue "per manus bursariorum aut magistri informatoris, "aut alicujus alterius administratoris per præpositum "ad hoc deputandi, de bonis communibus ejusdem "Collegii omnia alia et singula quæ ad vestitum et "lectisternia eorundem, aliaque eis necessaria, per- "tinent, quamdiu fuerint Scholares aut Choristæ in "nostro Collegio memorato; dummodo totalis exhi- "bitio omnium Scholarium et Choristarum prædic- "torum præter et ultra eorum communas septimanales "et liberatas puerorum centum marcas in uno anno "aliqualiter non transcendat." Do you not consider under these two provisions taken together that the founder laid an obligation on the College to provide out of its funds not only the gowns but the clothing for the year, within certain limits ?—(*Mr. Dupuis.*) Do you mean there was to be a certain coloured coat ?

311. No, I do not mean anything other or less than the entire clothing. (*To the Provost.*) Were not the scholars to have the clothing ?—(*The Provost.*) I cannot deny that.*

* The Provost subsequently asked leave to add the following statement in correction of this answer: "It looks so, but in no audit book does "any charge of the kind appear, beyond that for *livery* under the head "of '*Pannus emptus*,' and as the *liberata* is called in statute 29 *vestura*, "and the *Pannus* that, quo '*vestiantur*' it seems that *liberata*, *vestitus*, "and *vestura* are taken to mean one and the same thing. I have exa- "mined the books from 1506, the first which exists." Upon the above statement of the Provost, in correction of his answer, Mr. Vaughan has made the follwing observations:—"Does it not, on the other hand, appear that "the clothing or *vestitus* given in statute 15, quoted above, was intended "by the statutes as something quite distinct from the *liberata* given "in statute 29. In the first place, the liberata or gown is given to all the "members of the College, whereas the clothing is provided only for the "choristers and scholars. Again, the gift of clothing is accompanied by "the gift of bedding, whereas the gift of the gown or liberata is not. "Further, the provision for clothes extends expressly to 'everything "'which appertains to clothing,' whereas the liberata is expressly "limited to so much clothes for the scholars as will eke out a gown and "hood. In the fourth place, is not the allowance for clothes in the "statutes, quoted, expressly given *over and above the liberata* (præter "et ultra eorum liberatas), and therefore necessarily different and "additional?" The Provost subjoins:—"The expression in statute "15 is not 'præter et ultra *eorum* liberatas,' but 'præter et ultra "*eorum* communas septimanales et liberatas *puerorum*,' clearly "distinguishing between the persons meant by '*eorum*' (the scholars "and choristers), and those meant by puerorum (perhaps the 13 pau- "peres pueri). The scholars are, I believe, nowhere in the statutes "called *pueri*, nor are the choristers, unless with the addition of "'*Choristæ*,' or, where that expression is referred to, as '*pueri prædicti*.' "Had the founder here intended to speak of the liberata of the scholars "and choristers, would he not either have omitted the genitive case "after *liberatas*, or have used *eorundem?* This passage does not, there- "fore, show the *vestitus* of the scholars and choristers to have been "distinct from and additional to *their liberata*, and as it is stated to be "distinct from the liberata of another class of persons, and is not "stated to be distinct from them, and their *vestura* and *liberata* are in "another passage spoken of as identical, the inference seems to be "that *their vestitus* was not distinct from *their* liberata. In statute 29 "scholars are forbidden to wear *vestes*, clothes of a particular fashion, "but ordered to wear instead *togæ talares:* to dress, not according to "their own taste, but as the founder directs; the *toga talaris* being "the only thing opposed, as equivalent to the forbidden *vestes*. If the "*vestitus* meant wearing apparel in addition to the *toga talaris*, or "*liberata*, would they not have been ordered to wear the *vestis* given "them? The bursarii and informator are required to see that the "scholars use the *necessaria honesta atque ut decet*, which seems a "natural direction in the case of the *toga*, *bed furniture*, and *bedding*, "but not in the case of articles of wearing apparel generally. It seems, "therefore, either that the scholars are to wear their *Pannus* made up "into a *toga talaris*, as it is now, the other members the *Pannus* "merely, or that *vestitus et lectisternia* means bed-clothes, furniture, "and bedding, everything pertaining to the bed, as the scholars now "have it; but it does not seem probable that if the scholars are from "the first provided with all wearing apparel, this would have ceased "before the year 1506, the first of which we have any accounts."

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312. (*Lord Lyttelton.*) Did the College go on the principle of a set-off, namely, that they do a great deal more for the scholars than the statutes require, and do they consider that a set-off against the non-compliance with them?—That is the view I should take of it myself; nor do I think it is a thing which the parents would desire. They would much rather let the boys have what they have got now, single rooms and other comforts, than that they should be clothed, as it was originally intended.

313. (*Lord Clarendon.*) They were to be clothed?—I think so; but I believe if you put it to any parent that he would much rather we should give his boy a single room than that we should give him this clothing.

(*Mr. Vaughan.*) If that ground is taken, I must ask a few more questions on the subject, since it is too late to-day, when we meet again.

314. (*Mr. Thompson.*) Do you think they ever wore clothing in the manner described here?—I am not able to say. I should think it very likely they did, and that they threw up the dress because they did not like it.

315. (*Lord Lyttelton.*) It has been sometimes maintained, and sometimes not?—Yes.

316. (*Mr. Vaughan.*) Immediately following I see these words, "Dictorum vero bursariorum, seu magistri "informatoris, ac alterius administratoris hujusmodi, "conscientias in hac parte arctius oneramus."

317. (*Mr. Thompson.*) Suppose the boys' parents said, we will not have this dress, but allow us to clothe our boys as other boys are clothed; would not they be allowed to do so?—Yes.

Adjourned till to-morrow.

Victoria Street, 5th July 1862.

PRESENT:

Earl of Clarendon.	Lord Lyttelton.	Rev. W. H. Thompson.
Earl of Devon.	Sir S. Northcote.	H. Halford Vaughan, Esq.

Rev. C. O. Goodford. Rev. G. J. Dupuis. Rev. J. Wilder. T. Batcheldor, Esq.

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The Earl of Clarendon in the Chair.

The Rev. C. O. Goodford, D.D., Provost of Eton; the Rev. G. J. Dupuis, M.A.; the Rev. John Wilder, M.A.; and Thomas Batcheldor, Esq., further examined.

318. (*Lord Clarendon.*) Mr. Batcheldor, you promised to furnish us with some information; have you got it ready?—No.

319. It was respecting the sums subscribed for improvements at Eton by individuals, and those furnished by the College, either individually or collectively?—Yes; I think that was undertaken by the bursar.*

(*Mr. Dupuis.*) Allow me to say that I did not go down to Eton yesterday, and I do not know where to lay my hand on those accounts immediately; but we shall take care that your Lordships shall be furnished with them.

320. (*To Mr. Wilder.*) I believe you are senior Fellow of Eton College?—I am one of the senior Fellows of the College.

321. May I ask how long you have been a Fellow of the College?—Twenty-two years.

322. (*Mr. Vaughan.*) I wish to ask the Provost, before we proceed to the precise point on which I reserved a few questions at the last meeting, whether, under the statutes which have been quoted, the Fellows are not entitled to something in the shape of clothing, *i.e.* for gowns?—(*Mr. Dupuis.*) Yes, there was an allowance made for the Provost and Fellows.

323. Do the Provost and Fellows derive any benefit from that provision?—None.

(*Mr. Dupuis.*) There are the gown items under the head "Liberatura," and among others, "To the bur-"sars for azure, 3*l.* 7*s.* 8*d.*" It is so entered at page 15. The bursars receive that from immemorial custom under that statute. I presume that in ancient times the bursars did receive something for the blue coat which was to be made from the azure; but whether they wore blue livery or not, I do not think anybody can now tell. Probably it was for their servants.

324. They receive a small sum?—Yes.

325. Which the other Fellows do not receive?—No; the other Fellows do not receive anything in that shape.

326. Nor the Provost?—No.

327. (*Sir S. Northcote.*) You do not wear blue gowns now?—No; we never see the colour of the cloth.

328. (*Mr. Vaughan to the Provost.*) When you said that the College confers certain other advantages upon the scholars in lieu of the advantages which they are to receive under the statutes, to what are you particularly alluding?—I am alluding to their having separate rooms, separate beds, and so on.

329. For how long a period have they had those advantages?—I think somewhere about the last 18 years.

330. All of them?—Not all of them; the first 50, I think.

331. Do you consider that that advantage (considering the altered character of the times in which we live) is more than the College might fairly have been required to give to the boys under the statutes?—It is clear they were not required to do it under the statutes.

332. Do you think that the altered state of the times should at all alter the mode in which the statutes should be carried into effect or not?—I suppose that people would look for a different style of accommodation in the present day as compared to that which was afforded 400 years ago.

333. Do you suppose that the provision which the founder made at the time of the foundation of the school for the living and clothing of the boys, and which were provisions that it was common enough to make for boys of that age at that time, are provisions which might be called fairly reasonable for boys of the class of Eton boys in the present age?—I do not know.

334. Have you not materials for answering whether you would consider that provision reasonable for boys now at the school?—I really cannot say.

335. I believe that your statutes define what the provision for the boys was?—I think they do.

336. For instance, with respect to their lodging and sleeping in one room or one floor, and the younger of them two in one bed?—I think that was what it was.

337. Was not at the same time a provision made for the lodging of the Fellows?—They were to occupy the room over.

338. How many rooms were the Fellows to have under the provisions of the statutes?—I really do not know.

339. I think if we refer to the statutes we should find that each Fellow had one room. Is not that the case. "Quod in superioribus cameris quadrati dicti "collegii nostri primo et præcipue omnes socii "ejusdem et magister informator singuli in singulis "cameris collocentur." Would it not appear from that that the lodging provided for each Fellow was a single room?—Yes.

340. What has been the provision for the lodging of the Fellows in recent times?—They have had separate houses.

* Subsequently furnished by Mr. Batcheldor. See p.63.

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341. Each Fellow has a separate house, and I suppose a gentleman's house, that is to say, of the usual size and with the ordinary conveniences which attach to a gentleman's house?—Yes; some of them are better than others, they are not all the same.

342. Do you consider that in providing that description of lodging for the Fellows, the College has overstepped the provision made by the Founder for the lodging of the Fellows?—I suppose that after the Reformation when the Fellows became married men and had families, they had more accommodation in the way of lodging afforded to them, and that, I presume, is the reason why they came to occupy separate houses.

343. Do you think that it would come to this, that in the altered state of the times the provision which is made for the Fellows now, is not much more than it might be considered they might have a reasonable claim to under the statutes of the Founder; or do you think it was a work of supererogation on the part of the College to provide them with such houses as they now occupy?—It became necessary that they should have them, and they could not live there unless they had.

344. Do you think that that improvement in the lodging of the Fellows has been a less benefit to them than the benefit which the scholars have received in the recent provisions which have been made for them?—No.

345. Do you think it has been a greater benefit to them?—It was not more than they required.

346. Do you think it was more of an improvement upon provisions made in the Founder's statutes, than that which has been made even up to the present time for the scholars?—I presume it puts them both upon about the same footing.

347. Am I right in inferring that whatever has been done for the scholars, and which has given them a certain increase of accommodation which they had not before under the statutes, a similar advantage not less in degree, has been conferred upon the Fellows?—Yes.

348. Do you think it would have been fair to permit things to remain in the same state as respects the boys, as they would have remained under the statutes, and yet to have conferred upon the Fellows all the advantages which were given them in the shape of additional accommodation?—The present Fellows took things as they found them; it was not they who increased the accommodation. They took things as they found them in regard to themselves, but they increased the accommodation for the scholars. Whether the Fellows who originally increased the accommodation for themselves increased the accommodation for the scholars also, I do not know.

349. I am not speaking of it as an act on the part of the present Fellows, but simply as one on the part of the College as a permanent corporation. By the statutes there was equally a provision for the Fellows and for the scholars?—Yes.

350. Would it be fair under the circumstances which we have brought out, the increased provision as to lodging which has been made for the Fellows not being regarded in the nature of a set-off against any advantages which they have lost, to propose to the parents of the scholars that they should have certain improvements made in their lodgings at the College as a set-off against their statutable privilege of being provided with clothing?—The allowance for clothing was never made to the parents; nor do I mean to say that they ever had the offer.

351. Would it have been a fair offer on the part of the College to have put it to them in that way?—I should think that on the part of the men who found them in the state they were, it would have been a fair offer to make.

352. (*Lord Lyttelton.*) I believe the original provisions of the statute required the instruction to the scholars to be gratuitous?—They required that the *magister informator* should receive nothing from the scholars for teaching.

353. How is the teaching defined in the statutes?—They were to instruct the scholars in grammar.

(*Mr. Dupuis.*) And singing.

354. In grammar and music?—Yes.

355. Would that be considered to mean the ordinary grammatical instruction given in schools at that time?—(*The Provost.*) I suppose it would.

356. The instruction which is now given to the scholars is not gratuitous?—No; they pay their tutors.

357. But do they pay the Head Master anything?—No.

358. Does the Head Master consider himself bound, or is it his practice, to teach them more than what he is required to do by the statutes?—No; the Head Master does not *per se*.

359. But does he provide for it in the system of the school?—He provides masters who instruct the boys in the school.

360. And does the teaching of those masters go beyond the provisions of the statutes with respect to what the boys were to be taught?—No; it does not go beyond it, certainly.

361. What I mean is, that the teaching which the scholars receive in their ordinary school work goes beyond what is provided for them in the statutes. I do not mean the teaching which they receive in respect to any payment, but the compulsory part of the schoolwork?—Far beyond, certainly. I misunderstood the question.

362. Does the College look upon that as part of the "set-off" against non-compliance with the statutes in other respects?—I imagine so; the instruction which they receive in school.

363. That instruction being more than is required by the statutes to be given?—It is carried further in the higher branches.

364. And though it is not wholly gratuitous, do the College consider, that in regard to a great part of it, it is of more value than what they pay?—Yes.

365. In regard to the accommodation, the boys have all single rooms?—Every boy has a small partitioned room to himself.

366. That, with respect to about 20 of them, has only been the case within the last two years?—Less time than that.

367. In regard to the food, but apart from their dinners, do the College provide more meals to the scholars than they are bound to do by the statutes?—There is no definite provision as to the number of meals in the statutes.

368. Is it simply a provision that the scholars shall be provided with commons?—It is so much for commons.

369. Do you think that the sum which was allowed for that purpose enough to provide for them?—I suppose they would find, taking a series of years, that the amount would in reality diminish in consequence of the increased cost of provisions.

370. How many meals are now found for them?—Dinner, breakfast, tea, and supper, and, in the summer, an extra allowance of bread and beer in the afternoon.

(*Mr. Dupuis.*) What we call "bever."

371. (*Lord Devon.*) In addition to the four meals?—Yes.

372. (*Lord Lyttelton.*) With regard to the change of habits in the present day, do you consider that the provision, in a school like Eton, for the boys to have separate rooms and other comforts to the extent to which they are now given, is beyond what may be fairly expected by the parents and the boys themselves, in accordance with their ideas of propriety?—(*The Provost.*) The provision for separate rooms is much better than it is even in the boarding houses; for in some of the dames' houses you will often find brothers put together, and even in the case of some of the little ones, boys who are not brothers.

373. But in respect to other great schools, are you aware that in some of them a number of boys are put together in common dormitories?—I fancy they are at Westminster.

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374. They are partitioned off at Westminster to some extent?—I have never been over that school.

375. Do you think that, to provide separate rooms to the extent that has been done, is going actually beyond what could be required?—Yes.

376. (*Lord Devon.*) Was there any provision made in former times at Eton for giving separate rooms to the boys?—I do not know; I should think not.

377. In addition to any alteration in the quality or quantity of the food given to the boys, has there not been some arrangement made by which the boys can take their breakfasts and teas more conveniently in separate rooms than before?—Yes.

378. These improvements are quite modern, are they not?—Yes.

379. Where used the boys to get their breakfasts before?—They were obliged to hire rooms in the town at considerable expense to their parents.

380. At great expense to the parents?—Yes; in point of fact, the expense of the collegers was very little below that of the oppidans.

381. How much below that of an oppidan is that expense now?—I should think about 100*l.* a year.

382. You think that their expenses, which formerly were very little below those of oppidans, are now less than those of oppidans by about 100*l.* a year?—Yes.

383. I believe that there were cases, also, in which, instead of renting rooms, you have made arrangements by which boys, instead of having private rooms in the town, went to the boarding houses?—Yes; for their meals.

384. Of course that was by payment?—Yes.

385. (*Lord Clarendon.*) I am not sure that I understood the Provost with respect to the greater accommodation that has lately been given to the scholars. Did I understand you to say that it did not extend beyond 50 of them?—Not till within the last two years; the first alteration embraced only about 50 boys.

386. Are we to understand that that restriction still exists?—No; the advantage is extended to the whole 70 now.

387. (*Lord Devon.*) Will you have the goodness, Mr. Batcheldor, to furnish the Commissioners with a statement of the date of the alterations?—(*Mr. Batcheldor.*) Yes.*

388. Will the Provost be good enough to look at page 16, where you will find a special reference to the servants of the College. Will you state how long these servants have been had in modern times?—(*Mr. Wilder.*) They are all statutable.

389. I am referring to that portion of the account commencing "Mr. Whitfield, cook, 10*l.* 0*s.* 4*d.*," and going down to "Mr. John Long, groom"?—(*Mr. Dupuis.*) I think you will find that they are all named in the statutes.

390. Does that apply to Atkins, the under brewer?—No.

391. With the exception of Atkins, they are all statutable?—(*Mr. Wilder.*) I think that Holderness, the verger, has been added within the last few years.

392. (*To Mr. Wilder.*) My question was rather pointed to this, we have reason to believe from the evidence which we have taken in other cases, that the system of fagging in public schools has very much diminished, and that the younger boys are much less called on than they were formerly to do service for the seniors?—Very much less.

393. I wanted to know what additional expense had been entailed on the College in consequence of that?—(*Mr. Batcheldor.*) That would include all the College servants.

(*Mr. Wilder.*) The servants now mentioned, perform certain services, such as waiting on the boys at dinner, carving for them, and so on, which used to be done a few years ago by themselves.

394. Still those persons to whom we have been referring, were previously employed?—Yes.

395. I think this is the proper place to have an answer to the question as to what additional expense, under the head of wages to servants, the College have taken upon themselves, in consequence of the diminution of personal service by the junior boys?—(*Mr. Wilder.*) I think that the whole arrangements in the new buildings by which the boys have obtained single rooms, has entailed a good deal of expenditure on the College. Some of the small services are paid for out of 5*l.* 5*s.*, which are paid annually to the assistant master in college. That is the only charge which has been made to the collegers by the College, and out of that 5*l.* 5*s.*, which each boy pays to the assistant master in college, he pays the additional servants' wages.

396. Are you able to state, after allowing for the 5*l.* 5*s.* paid by each boy in college, what expenses beyond that the collegers pay in reference to the general establishment of servants in the College?—I beg your pardon.

397. The alterations in the College, and the diminution of the system of fagging, have together rendered necessary a very considerable addition to the staff of servants?—Yes.

398. And a certain portion of the expense arising from that addition is made up by the payment of 5*l.* 5*s.* each year by the collegers to the assistant master?—Yes.

399. I want to know whether in point of fact, the 5*l.* 5*s.* paid by each boy on the foundation is sufficient to meet the whole expense of the additional establishment, or whether any, and if so, what portion of the expenditure so incurred comes out of the funds of the College?—(*Mr. Wilder.*) There is a superior servant who receives 52*l.* 10*s.* a year for waiting on the boys, and superintending their chambers, and so forth. Then there are also two under servants, one who attends on them at breakfast, and another who cleans their shoes, lights the fires, and so on. These three servants have been added within the last three years, and the payment to them will not come out of the 5*l.* 5*s.* which is paid by the boys on the foundation to the assistant master.

400. (*Lord Clarendon.*) The payment to them you say will not come out of the 5*l.* 5*s.*?—No.

401. (*Lord Devon.*) Are there any other servants the wages of whom will not be met by that sum?—I do not think that the 5*l.* 5*s.* a year will be able to meet all the servants' wages.

402. Do these three servants appear on the returns, and are there any more?—There are the *cameræ scholarium*, or the additional expenses, mentioned at page 20. Those are the expenses which are met by the payment of 5*l.* 5*s.*, and it is to them that I alluded when I said that would include the wages of the servants. There are also various other items mentioned beyond the wages of the servants.

403. You mean, I presume, that first item in the account, "To the assistant master in college, for additional payments made by him for servants' wages, butter, and milk, expenses in sickness, grocers' and other bills, from Dec. 1, 1859, to Nov. 30, 1860, 276*l.* 18*s.* 4*d.*"?—Yes, the additional expenditure may be taken at that.

404. Does this item for additional expenditure, which you say may be taken at 276*l.* 18*s.* 4*d.* come out of the 350 guineas a year which is contributed by the 70 boys on the foundation?—No.

405. Is the washing provided?—(*Mr. Dupuis.*) The washing is provided by the College.

406. It was not before?—No; it was not before.

(*Mr. Wilder.*) Only a portion of the washing was provided for some time ago. When the change was made, it was arranged that the boys should pay for a larger portion of the washing, because they are now provided with tea, which the parents used to pay for themselves. The meal of tea was considered unnecessary under the old system; when the parent of each boy paid for tea at the shop for him, it was

* Subsequently furnished. See Mr. Batcheldor's letter, p. 63.

considered a very great inconvenience, and the result is, that the College now provide tea, which is a fourth meal, while the boys pay for the washing, so that it is as nearly as possible equal for the parents.

407. Then am I correct in supposing that a portion of the item of 276*l.* 18*s.* 4*d.*, and a portion also of the next item of 270*l.* constitute an additional charge on the funds of the College, consequent upon the system of fagging being to a great extent done away with, by the alterations of the College?—(*The Provost.*) Besides the payment to the assistant master himself.

408. How much is paid to the assistant master?—(*Mr. Dupuis.*) £230 a year.

409. With respect to the 350 guineas, which is the aggregate sum arising from the payment of 5*l.* 5*s.* by each boy on the foundation, does it appear on these papers how that sum is disposed of?—It is not mentioned.

410. Are you able to tell us?—It is given entirely in wages. The whole of it is exhausted.

411. Is there a matron?—A matron; and there are also several female servants, and necessarily there is an expense attached to keeping them.

412. Is the matron in the position of a lady?—Not exactly; something a little below the position of a lady, and above that of a servant. She may be said to be between the two.

413. (*Sir S. Northcote.*) Are you aware whether washing is provided for in the statutes?—Certain things in connexion with the washing are mentioned. For instance, the "Lotrix" is referred to in the statutes. That servant is still in existence, and is employed to wash the tablecloths and towels, and things of that sort.

414. (*To Mr. Dupuis.*) And the surplices of the boys, are they not included?—Yes; the charge for washing them is included in the 270*l.*

415. (*Lord Lyttelton.*) The words of the statute are clear; that the scholars are to have all things necessary, "Et lectisternia eorundem aliaque eis "necessaria"?—Yes; everything that they either used at the table or wore. They were to be provided with all things "quæ ad vestitum et lectisternia pertinent," and I was going to say, that besides the *lectisternia*, the College provides them with bureaus, bookcases, tables, chairs, and so on.

416. (*Mr. Vaughan.*) With regard to the *stipendia*. First, with respect to the Provost: are you aware what, strictly speaking, the *stipendium* of the Provost was by the statutes of the Founder?—(*Mr. Dupuis.*) £75, I think.

(*The Provost.*) Something more than that.

417. If that money was translated into the money of the present day, how much should you suppose it would be worth?—(*Mr. Dupuis.*) I have always been told you must multiply it by about 20 to get at the value of money at that time.

418. That would, if that were the correct valuation, make the present value of the income of the Provost under the name of *stipendium* 1,500*l.*?—Yes.

419. Is not the actual *stipendium* which he receives 279*l.* a year?—Yes.

(*The Provost.*) I am not able to say, never having received it.

420. You are made aware by this return that it is 279*l.* as a stipend?—Yes.

421. So that the stipend of the Provost would amount in the present day, if estimated according to your estimate of the different value of money in the Founder's time, and now to 1,500*l.* a year?—Yes.

422. Are you aware whether, when the Founder named that sum as his stipend, he virtually forbade him to take any other emolument whatever?—No; because he allows him to take as many ecclesiastical benefices as he can get.

423. From the revenues of the College, I mean?—He makes him certain allowances for servants, and so on. There are also certain other payments to be made to the Provost.

424. Among other things, it is mentioned that a certain payment shall be made to him on account of his gowns, is it not?—There are certain allowances to be made for servants.

425. I am coming to that; but except for the gowns, and certain annual allowances to be made for servants, specified in the same statute, he is forbidden, is he not, to take any other emoluments whatever. The words are "Et in plenam recompensam omnium "et singulorum fructuum, decimarum, et oblationum "ac emolumentorum quorumcumque dictæ collegiatæ "ecclesiæ," so that the stipend is all the pecuniary emolument which he is to receive from the College property with the exception of certain allowances made in the same statute?—I dare say that is so.

426. As a matter of fact, does the Provost receive any allowance for servants at all?—I really do not know.

(*Mr. Dupuis.*) No.

427. With regard to the *stipendia* of the Fellows, I believe that their *stipendia* are also mentioned in the same statute?—(*The Provost.*) Yes.

428. Do you know what it would amount to?—(*Mr. Dupuis.*) Not without looking back to the statute.

429. I believe it is 10*l.*?—This 52*l.* mentioned in the *stipendia* of 1860 is not to be considered as having been paid from the time of the foundation.

430. No; I was only asking what it was originally. Is this 52*l.* all that the Fellows receive as stipend at present?—Yes.

431. I was merely asking you whether you knew what the Founder allowed in money as the stipend for the Fellows?—I cannot say without looking back to the statutes. I cannot tell you from memory with any degree of accuracy unless I had the statutes before me. I am perfectly satisfied, if you say it is 10*l.*, that it is so.

432. Should you consider that in order to give the Fellows the same value in money at the present time that was given originally by the Founder's statutes, the sum should be multiplied 20 times?—If the Provost's "stipendium" is to be multiplied 20 times, then, of course, that of the Fellows must be.

433. I do not know whether you personally have formed any idea of the value of money at that age as compared with the present?—I thought that 20 times was rather a higher value than was usually paid when comparing the value of money in Henry the Sixth's time with ours.

434. (*Lord Clarendon.*) Perhaps you think that multiplied 16 times it would be more likely to be correct?—Yes; 16 times is more likely, I think.

(*The Provost.*) I thought that the value of money in Henry the Eighth's time should be multiplied by 16 to give a corresponding value at the present age.

(*Mr. Thompson.*) There can be no doubt that if you multiplied by 16 you would be nearer the truth than if you multiplied by 20.

435. (*Mr. Vaughan.*) Putting it at 16, as you put it, that would, of course, make a larger sum which ought to be paid to the Fellows under the name of "stipendia," than that which they now receive?—Much larger, of course.

436. Do you know at what time the sum of 279*l.* was fixed as the *stipendium* of the Provost?—(*The Provost.*) In 1675.

437. Do you know the basis on which it was fixed at 279*l.*?—I do not. No basis is assigned.

438. You would give the same answer, I presume, with regard to the Fellows?—Yes; I cannot tell you.*

439. You do not know, either you the Provost, or you the bursar, whether there is any supposed connexion between the amount of the *stipendia* they are paid and the amount as allowed by the Founder?—I am not aware that there is.

* See Mr. Batcheldor's letter, *infra*.

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440. Neither do you know the time, I suppose, at which the changes were made?—No.

441. (*Mr. Vaughan.*) Are these all statutable servants that are named in the rest of the "stipendia"?—(*Mr. Dupuis.*) I believe they are, from Mr. Mitchell, the organist

442. Down to Mr. Tolly?

(*The Provost.*) Yes.

(*Mr. Dupuis.*) Yes; Mr. Burgess, Mr. Mudge, Mr. Bridgewater, Mr. Knowles, Mr. Marriott, Mr. Dyson, Mr. Adams, down to Mr. Tolly. They are the members of the choir,—statutable members.

443. (*Lord Clarendon.*) With respect to the "distributiones," these are what are called regular annual payments; they vary very little, I suppose?

(*Mr. Dupuis.*) They are the same every year.

444. (*Lord Devon.*) Mr. Dupuis, can you refer me to the statute under which it appears that the singing men were to be statutable members?—I think I could if I had the statutes.

445. Are they not the "decem seculares"?—Yes, the chapel clerks, the lay clerks; that is their proper name. "Decem capellani seculares," and they are to be "in cantu sufficienter instructi, in vocibus ad deser-"viendum, et cantandum quotidie in choro ibidem "convenienter et bene dispositi."

446. (*Lord Clarendon.*) With respect to the "re-"munerationes officiorum," are they customary payments?—(*Mr. Dupuis.*) Ancient payments.

447. Statutable payments?—I could not say that. When you say statutable payments, I do not know from my own knowledge that they are; that is to say, I am not certain that these sums are mentioned in the statutes at all.

448. But it accrues to the different offices for certain duties that are probably assigned to them under this head of "remunerationes," as contemplated by the statutes?—Yes.

449. Under which of the statutes are these sums paid, and what are the duties which pertain to the persons who receive them?—(*The Provost.*) I think the payments are stated in the statutes.

450. (*Lord Lyttelton.*) Is this among them, "notarius publicus"? Statute 38 is "De servientibus "nostri collegii"?—Yes.

451. (*Lord Clarendon.*) What are they, Mr. Batcheldor. What, for instance, are the duties of the "registrar"?

(*Mr. Batcheldor.*) The duties of the registrar are to assist the bursars in keeping all the College accounts, to be in constant attendance when required, to transact the general business of the College, and to go round with the bursars.

(*Mr. Dupuis.*) To draw the leases also.

(*Mr. Batcheldor.*) Yes; to prepare all the leases and other legal instruments that pass under the college seal.

452. Then he would fulfil the duties of the office contemplated under the statute—the statute "De "notario publico"?—(*Mr. Batcheldor.*) Not exactly; the notary is required to attest all deeds that must be tested. His duties are more of a public nature.

453. You have not the notary?—No; we have no regular notary now. We have a notary down on the admission of Fellows. It very rarely happens that his services are required, except on the admission of Fellows, or the Provost.

454. (*Lord Lyttelton.*) Practically, Mr. Batcheldor does the duties?—(*The Provost.*) I should say he possesses equal, if not better facilities for doing them.

455. (*Lord Clarendon to Mr. Batcheldor.*) You perform many of the duties that were contemplated as to be performed by the notary, and which, in point of fact, are assigned to the notary by the statutes?—Yes.

456. The office of registrar as such, has not been contemplated by the statutes?

(*Mr. Batcheldor.*) No.

(*Mr. Dupuis.*) Not under that name.

457. I see there is an item put down here, "Dr. "Goodford for mathematical instruction, 150*l.*," what is that?—(*The Provost.*) That is handed over immediately to the mathematical master.

458. That is the sum, I suppose, which is provided by the College for the teaching of mathematics?—Yes; for the mathematical instruction.

459. Then there is a small item, "Dr. Goodford, "catechist?"—That is for catechising the school, and delivering the lectures on four Sundays in Lent.

460. Does the Head Master do that?—Yes, when appointed.

461. (*Mr. Vaughan.*) With regard to the bursars, there is a payment of 46*l.* 6*s.* 8*d.* to the two bursars. Do you know the origin and foundation of that payment?

(*Mr. Dupuis.*) No.

(*The Provost.*) I think there is a payment allotted to them by the statutes.

462. (*Mr. Vaughan.*) Five marks a year a piece. It is 3*l.* 7*s.* 3*d.* for azure under the head of "libe-"ratura." (*To Mr. Dupuis.*) You do not know, I suppose, either when that sum of 46*l.* 6*s.* 8*d.* was fixed, or in relation to what it was fixed?—No. I know it has been paid for many years, but I do not know on what data it was fixed.

463. Has it increased for many years past?—It has not increased, I can answer, for 100 years. If I had the books before me I could tell you the exact time. I have occasionally looked back at the books from mere curiosity, and I can tell you that this is an ancient payment. I can not tell you in what year it began, but I believe it has neither increased nor diminished for a long period.

464. (*Lord Devon.*) Probably you could find out by referring to the audit book the period at which the salaries were first paid?—I dare say I could by referring back in the audit book.

465. (*Mr. Vaughan.*) Is there under the statutes a payment allowed to the Vice-Provost both as Vice-Provost and Ostiar?—They are not the same offices, that of the Ostiar is distinct from that of the Vice-Provost.

466. (*Lord Devon.*) I observe that under the title "distributiones ordinar," there is an item of 10*l.* paid quarterly to the almswomen. I do not see any entry with respect to the four feeble men, which are mentioned in the statutes; what has become of them?—(*Mr. Dupuis.*) It is supposed that they never existed.

467. Were those almswomen substituted for them, do you think?—No, I think not. They were from the first, and were to be 10 in number.

468. And were they so continued?—To this day.

469. Who appoints to the vacancies?—The Provost. He appoints all the officers and servants of the College, and he appoints almswomen as pertaining to it.

470. Do these almswomen live in the town?—Yes.

471. Are there houses for them?—Yes; and allowance for them in the absence of the scholars, for meat, bread, and beer once a day, together with medical attendance when necessary. When the scholars are at the College they receive all the refuse of the hall; they take away everything that is left.

472. How many in number did you say they were?—10.

473. You have no record here of the "four poor "feeble men"?—It is believed they never existed at all.

474. Neither is there any mention at all here of the 13 poor youths; what of them?—It is believed they never existed either. It is the firm belief that Edward IV. so mutilated and injured the College, that the complete intentions of the Founder were in several respects never carried out. I dare say that the distributions to the Fellows went in the same way.

475. (*Lord Lyttelton.*) You do not think these "distributiones ordinariæ" are statutable?—No, I should think not.

476. That is a heading you give to them?—I do not think the title "distributiones ordinar." occurs in the statutes.

477. With respect to the "poor of Eton," of which 13*s.* 4*d.* is the gift of Dr. Bost; is that a legacy?—Yes.

478. Some of these seem to be regular fixed payments, and some not; for instance, here is W. Holderness, for looking to the clock, 1*l.* 6*s.* 8*d.* Is that a fixed payment?—(*Mr. Batcheldor.*) I think they are all fixed payments, and very ancient.

479. Is the same sum 16*s.* 3*d.* always paid for "ink, quills, and steel-dust"?—(*Mr. Dupuis.*) It is paid every year.

480. The præpositors; do they always get 6*s.* for writing the book?—Yes.

481. With regard to the almswomen, they are not at all mentioned in the statutes?—No; there is no mention made of them whatever.

(*The Provost.*) No.

(*Mr. Batcheldor.*) They seem to have taken the place of the poor men.

482. They are supposed to have existed from the earliest times?—(*Mr. Dupuis.*) I believe so.

483. In fact, you think they are a simple substitution?—Yes.

484. I suppose these payments to the different ministers of various parishes are gratuities?—Gratuities entirely.

485. Are they regular annual stipends?—They are annual stipends.

486. I see the Vicar of Ellingham 5*l.* 6*s.* 8*d.*; is that a donation?—Yes.

487. (*A Commissioner.*) Can you give us an explanation of the 3rd line from the bottom of the page "Capon lost by the sale of houses." What does that mean?—(*Mr. Batcheldor.*) That is easily explained; they were rents reserved in the leases of houses which have since been redeemed by the sale of the land, and that is the way in which the losses occurred.

488. And will this appear in the accounts every year?—Yes, always.

489. What did it go to?—To domus.

490. What does a capon reckon as; is it 1*s.*?—That depends upon circumstances; the capons were paid to the Provost and Fellows.

491. For themselves?—Yes.

492. It does not go to their private account?—No.

493. (*Lord Devon.*) Here is "Paid to Provost "20 dozen of candles at 7*s.* 6*d.*"?—

(*Mr. Dupuis.*) The price of candles fluctuates; of course it is not always 7*s.* 6*d.*

(*Mr. Batcheldor.*) The bursars have six dozen.

494. (*Sir S. Northcote.*) Is that a fixed sum that is given, or does it fluctuate according to the price of candles from year to year?—The quantity is fixed, but the price varies from year to year.

495. (*Mr. Vaughan.*) Is the College in the position of "rector;" does it take the great tithes of those places where the same are paid to the vicar?—

(*Mr. Dupuis.*) You mean Gold Cliff?

(*Mr. Batcheldor.*) The College owns the tithes of Gold Cliff, and the vicarage of Ellingham. Some of the estates were sold under the Land-Tax Redemption Act, but the College retains the advowson.

(*Mr. Dupuis.*) All these places are College property, and in many instances the great tithes go to the College; Brownstone is a portion of Modbury, and Little Tew is in Oxfordshire.

496. (*Lord Clarendon.*) Now we come to the "Focalia," the coals and coke for the scholar's chambers, breakfast rooms, new additional buildings, Conducts' apartments, &c., was that charge always the same, that is to say, were they always warmed at just the same price?

(*Mr. Dupuis.*) The allowance now is much higher than it ever was before.

(*The Provost.*) There are separate fire-places in the separate rooms.

497. That has been one of the results of the greater accommodation given to the scholars?—(*Mr. Dupuis.*) Yes.

498. You cannot tell about how much is the difference in the cost of warming the schools now as compared with what it formerly was?—No; but I could if we had had the books here. We could tell you what it was 30 years ago, before the alterations took place, and could compare it with the present price; we can get it directly if we look at the books, but I should say that the increase was very great.

(*Mr. Batcheldor.*) I think that the increase is about 70*l.*

(*Mr. Dupuis.*) The sum is mentioned at 87 tons to the scholars' chambers, breakfast rooms, new additional buildings, and conducts apartments.

499. (*To Mr. Dupuis.*) You can have a comparative statement made?—Yes; so as to show what it was before and what it is now.*

500. Do you not consider that a very important item with respect to the improved comforts of the boys?—Yes.

501. Under the head of "Focalia" do you pay for work done in the College woods?—Yes, that is cutting wood, which is used in the College hall and bake-house for lighting fires, and which comes from the College woods; of course there is some expense in cutting and carrying it.

(*Mr. Dupuis.*) The College woods are held in hand.

502. Are they handy with respect to distance?—They are situated within five miles.

503. I see the charge for carrying is rather high?—Of course there is considerable expense in carrying wood five miles.

(*Mr. Batcheldor.*) It is that wood chiefly which is used for baking, brewing, and so on, a very large quantity.

504. (*Lord Devon.*) With respect to this point I should like to ask you, whether the arrangement for the warming works satisfactorily for the College?—Yes, very comfortably.

505. There are open fire-places in the apartments of the seniors, are there not?—Yes.

506. Are they all one kind of flue?—(*The Provost.*) They are not all the same.

507. The new apartments are warmed by hot water, I believe?—I forget how many there are, but I believe 10 or 12 fire-places.

508. How are the rest of the apartments warmed?—By hot water.

509. Are the present arrangements for warming the various rooms in the College, such as keep up a warm and equable temperature during the winter?—Yes.

510. Probably the master of the College would be able to give us more details upon that point?—I am afraid the present master would hardly be able to tell you much, he is only just come.

511. (*Lord Lyttelton.*) There are about 50 rooms in the new building, are there not?—(*The Provost.*) Rather less, 47 or 48.

512. And of those about 10 or 12 have fire-places?—No there are not 10 or 12 of those having fire-places. The rooms with fire-places are mostly in the old part of the College. I think about four in the new have fire-places.

513. So that nearly all of them are warmed with hot water?—Yes.

514. Under which head is the cost of this hot water apparatus placed? under that of 91*l.* 7*s.*?—(*The Provost.*) I think it is the next item, Small coal and coke for heating the new buildings, and chambers 28*l.* 14*s.*

(*Mr. Dupuis.*) Yes, that is the item.

515. (*Mr. Vaughan.*) In the general account under the head of Focalia, it is stated as "Coals and

* See Mr. Batcheldor's letter, *infra*.

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"coke for the scholars' chambers, the kitchen, and "other offices, and for allowances." That in point of fact includes some allowances for the Provost's house, does it not?—Eleven tons of coal to the Provost in kind, which he receives.

516. And three loads of charcoal?—Yes, he receives that in money.

517. "To coal and coke for the stables, and har- "ness rooms;" whom does that go to?—That is the stable and garden.

518. Belonging to the Provost?—The Provost and the whole College. There is a stove in it.

519. So that out of this account for coals and coke something under 50*l.* has to be taken out as the cost of providing coal and coke for the Provost?—(*Mr. Batcheldor.*) Not so much as that.

520. First, 15*l.* 19*s.*, then 7*l.*10*s.*?—(*Mr. Dupuis.*) That would be only 23*l.* 9*s.*

521. Then there is 6*l.* 15*s.* for the stable, harness room, and garden?—That is for the whole College, not for the Provost only.

522. I understood that the stables and harness room were for the Provost?—

(*Mr. Dupuis.*) No; they are for him and the Fellows.

523. Is the garden frequented?—Yes.

524. Then it is not more than 30*l.* out of the account?—Not so much as that for the Provost and Fellows together.

525. (*Mr. Thompson.*) I make it 30*l.* 4*s.* 3*d.*? Is it also a regular thing to make an allowance to the Fellows for wood?—Do you mean the bavins?

526. Yes.—That is a very ancient payment.

527. Are these payments statutable?—(*Mr. Dupuis.*) That I could not say.

528. Are they customary?—Yes, they are of very old standing.

529. Is the quantity of wood that is allowed for, burnt?—It used to be delivered to each member in kind, and when that ceased compensation for the value of the wood was given.

530. (*Mr. Vaughan.*) Is the customary sum paid to the Provost for wood limited to this amount as a general allowance?—"Paid Mr. Provost 40 hundred "16*l.*," that is what you mean?

531. Yes. Is that in addition to the coals and charcoal?—Yes; it is a very ancient payment.

(*Mr. Batcheldor.*) That is the Provost's allowance.

532. Is it always limited?—Yes.

533. And the same with respect to the bavins for the Fellows, 28*l.*?—Yes.

534. And it is the same with respect to the sums allowed for billets?—Yes.

535. The amount for the Provost and Fellows together amount to a considerable sum, 59*l.*, nearly?—(*Mr. Dupuis.*) Yes.

536. (*Lord Clarendon.*) With respect to the "stabulum," is that an ancient payment, 66*l.* 0*s.* 8*d.*?—Yes.

537. I see there is an item here, "The cost of "keeping a horse," that is besides "the Provost for "two loads of hay," I do not understand that?—

(*Mr. Dupuis.*) There is a great deal of work to be done in the way of carriage and carting on the premises. Within the last three or four years we used to pay for its being done, and then we found that it was such a heavy item that we thought it would be sound economy upon our part to keep a horse ourselves, we having a stable to put it in, and we found it answer very well; indeed we have paid for the cost of the horse, cart, and harness, out of what it has saved us. We began about three years ago, but we paid for the horse and cart the first two years. We had the choice either of keeping a horse and cart ourselves or of paying for the hiring of one to do the [illegible] of wood and other things, we chose to keep a [illegible] cart ourselves, and we find we save money

(*Mr. Batcheldor.*) I think the cost of it was 70*l.* or 80*l.* The gardener takes charge of the horse, and it is always kept ready for any kind of work; the College find it a great economy.

538. (*Mr. Vaughan.*) You know the original consideration for which this allowance of a horse and fodder to the Provost was given by the statutes?—(*Mr. Dupuis.*) Do you mean the *stabulum?*

539. You know for what purpose this allowance for horses and fodder was made to the Provost?—(*The Provost.*) It was to enable the Provost to ride about and transact the business of the estates; originally he was to keep 10 horses.

540. (*Mr. Thompson.*) Is this the only remnant of the 10?—Yes; one cart horse.

541. (*Lord Clarendon.*) The next item is "Feod. "regard. et tax." Will you be good enough to explain what that means?—(*Mr. Dupuis.*) "*Feoda*" means fees; "*regarda*," rewards; and "*tax*," payments. I believe the title exists in the accounts of most ancient colleges; I know it does at King's College, Cambridge.

542. Can you tell me why the poor rates and highway rates for Mr. Carter's and Mr. Roper's houses are paid by the College?—Mr. Carter is Vice-Provost and Mr. Roper belongs to the College; he is one of the Conducts.

543. Is that why the poor rates and the highway tax are paid for them?—Yes.

544. I see also that a sum is paid for the insurance of several houses which comes in here, how is that?—They are insured against fire.

545. Are they houses for which the College receive rent?—(*Mr. Batcheldor.*) The College pays for the insurance of those houses to make sure that they are insured in case of accident.

546. (*Lord Lyttelton.*) Why do they pay for the insurance of these alone?—They do not; they pay for the insurance of a great many more houses besides these. You will see there "Insurance for Mr. Evans' "house."

547. All the insurances with reference to the College ought to be put together, ought they not?—They ought to be.

548. (*Lord Clarendon.*) There is a mixture here which I do not quite understand, why they should be termed insurances for Eton College?—Insurances for the new buildings, Weston's yard, and for houses opposite the College.

549. And then, lower down, there is "Insurance "for Mr. Samuel Evans' house?"—It might be better arranged, certainly.

550. (*Lord Lyttelton.*) Are all the College houses insured?

(*Mr. Wilder.*) Yes.

(*Mr. Batcheldor.*) All rack rental houses, certainly.

551. All the houses are insured?—All of them.

552. (*Lord Clarendon.*) I see that the College pays the income-tax on the Provost's and Fellows' houses, gardens, and so on?—Yes.

553. They pay not only the income tax, but the house tax, I see, on Dr. Goodford's house and lodge, and the assessed taxes?—That is the Head Master's house?

554. (*Lord Devon.*) For what sum is Eton College insured?—23,200*l.*

555. What is included under the word Eton College?—The whole buildings.

556. The school?—Yes, the library, the hall, and the buildings; they are all insured in separate items, but altogether, the total sum is 23,200*l.*

557. (*Lord Lyttelton.*) Did you include the chapel?—No, the chapel is not insured at all.

558. (*Mr. Thompson.*) The offices would not like to take on themselves the risk of insuring the chapel?—No.

559. (*Lord Clarendon.*) Why not?—No office would insure those stained windows.

560. (*Lord Devon.*) I suppose Mr. Cobbs' expenditure at Newington was on College business?—Yes.

561. I see there is a charge for general business 22*l.* 13*s.* 8*d.*, is that by the solicitor of the College?

—(*Mr. Batcheldor.*) Yes, it is the solicitor's charge for general business.

562. (*Lord Lyttelton.*) That will go into Messrs. Tooke & Co's. charges, I suppose ?—Yes.

563. (*Mr. Thompson to Mr. Dupuis.*) There is an item here of one year's interest of4,000*l.* *post obit* gift, by Mr. Wilder, income tax 6*l.* 3*s.* 4*d.*, deducted 153*l.* 16*s.* 8*d.*, and then there is ditto on 8,000*l.* 240*l.* was that money which was advanced in order to meet the cost of the improvements ?—That 4,000*l.* was advanced by the great kindness and liberality of the gentleman named about the time of the building of the new Scholar's Buildings, which was being built when we were very much pressed for money. Notwithstanding all the exertions which we made, we were hard put to it, and Mr. Wilder came forward most liberally and presented the College with 5,000*l.* on condition that he should receive the interest on 4,000*l.* till his death, when the payment will cease.

564. And the 8,000*l.*, is that an additional sum so advanced ; it says ditto, ditto ?—No, that is the 8,000*l.* borrowed from the accumulation of the Godolphin legacy ; it is not very well put here. If you turn to page 23, you will find "Interest on 8,000*l.* borrowed "by Domus, 240*l.*"

565. Then that sum of 4,000*l.* so liberally advanced by Mr. Wilder, and the sum of 8,000*l.* borrowed by Domus must be deducted from the 28,000*l.* mentioned in the first page as the cost of the repairs ?—I rather think they are in addition to that 28,000*l.*

566. (*Sir S. Northcote.*) All that will appear, Mr. Batcheldor, in the statement which you have promised to furnish us with ?—(*Mr. Batcheldor.*) Yes ; Mr. Wilder's advance will be included.

567. (*Lord Clarendon.*) I suppose this sum for repairs will include the whole of the College buildings and repairs ?—(*Mr. Dupuis.*) Yes ; the whole repairs of the buildings, including everything connected with the chapel and College.

568. Is that about the annual sum ? Is it pretty much the same one year as another ?—I should say that this is rather above the usual average.

(*Mr. Batcheldor.*) Yes ; it is a little over the average.

(*Mr. Dupuis.*) The *reparationes* are always very heavy.

569. (*Mr. Vaughan.*) Does it include the whole of the fabric ?—Yes ; the fabric of the College, the chapel, and I should say, also St. John's church, which we are bound to repair.

570. And all the houses of the masters, and so on connected with the College ?—Only the fabric of the College itself, and the College buildings.

571. Not the boarding houses ?—No ; not the boarding houses.

572. Does it include the houses of the Provost and Fellows ?—Yes.

573. (*Lord Clarendon.*) I do not think that the repairs are particularly heavy, looking at the list for the last 20 years. I see that in 1841 they were 1,216*l.*, they have also been 1,600*l.*, 1,800*l.*, and 2,042*l.* ?—(*Mr. Batcheldor.*) Those 20 years have been 20 years of regular alterations and repairs.

574. (*Lord Devon.*) Do any of these parties contract to keep the premises in repair ?—(*Mr. Dupuis.*) No ; the bills come in annually, and are audited under the several heads, all the items being examined.

575. Do you think it would be advisable that any portion of this work should be made the subject of annual contract ?—No ; it fluctuates so much.

576. (*Mr. Vaughan.*) Does it include the painting of the insides of the houses ?—Yes.

577. (*Lord Clarendon.*) Now we will take the necessary expenses. "The chapel windows." In what manner can the chapel windows be considered necessary expenses ?—The sum charged there is for the restoration of the stonework when the glass was put in. You will see "Chapel windows, ante "chapel, &c., 352*l.*"

578. (*Lord Lyttelton.*) The painted glass is, of course, additional ; is that for the ironwork as well ?—Yes.

579. (*Sir S. Northcote.*) The cost of that is about 80*l.*, is it not ?—I think you will find it is a good deal more than that if you turn to page 20. This is the item, "Filmer and Mason, iron rails in ante "chapel, 120*l.*"

(*Mr. Wilder.*) When the windows were filled with painted glass, it was found necessary to repair the stonework before the glass could be put in.

(*Mr. Dupuis.*) Yes ; the mullions were much decayed.

580. (*Lord Clarendon.*) "Subscriptions to cha- "rities." What charities are those ?— Those are charities which in some way or other are connected with the College property.

581. I see here payment to almswomen 11*l.* 15*s.* 6*d.* I thought the item for almswomen appeared under a former head ?

(*Mr. Batcheldor.*) That is for medical attendance, I think.

(*Mr. Dupuis.*) No ; the medical attendance is 10*l.* 10*s.*

582. (*Lord Clarendon.*) In page 3 it is put down at 11*l.* 15*s.* 6*d.* I think it appeared in another place as 10*l.* 10*s.* ?—(*Mr. Batcheldor.*) It is for cleaning and coals. Once a year they have 4*s.* 6*d.* for washing certain parts of the College.

583. And they have an allowance of coals 11*l.* 11*s.* a year ?—Yes.

584. So that this 11*l.* 15*s.* 6*d.* is made up by the addition of the 4*s.* 6*d.* to 10*l.* 10*s.* and 1*l.* 1*s.*, and it is charged in one item ?—Yes.

585. I see here that there is a charge for some wine, port, sherry, and claret. I suppose that is for the election ?

(*Mr. Dupuis.*) Yes ; we should be most happy to give your Lordships a bottle of it when you come down and see us again.

(*Mr. Batcheldor.*) It is the wine used for public occasions.

586. (*Lord Devon.*) There is an item, "Bransome "for teaching choristers, 20*l.*" Who is Bransome ?—He is a person residing at Windsor, and is connected with the choir of Eton. We are bound to educate the choristers, and part of that duty devolves on him.

587. Is he the deputy *magister choristarum* ?—No ; he is the schoolmaster of the school.

588. Are you bound to teach the choristers ?—Yes ; by statute.

589. And the statutes are carried out in that respect ?—Yes ; he teaches them.

(*Mr. Batcheldor.*) The choristers also sing in St. George's chapel, Windsor, consequently the cost of their teaching falls partly upon Eton College, and partly on the authorities of St. George's. Bransome is the master of the school.

590. Does a portion of the expense of teaching the choristers fall upon the Windsor chapter ?—Yes.

591. Bransome is paid by both parties ?—Yes ; and this sum charged here is our proportion.

592. What is the charge here, "Charity children "attending the chapel, 5*l.* 5*s.*" for ?—(*Mr. Wilder.*) That requires a little explanation. The regular choristers attend both at St. George's chapel and Eton College chapel ; but St. George's chapel seems to have a greater claim upon their services than we have, consequently, on Sunday mornings, when there is full service at St. George's chapel, the whole of the choir attend and sing there, and we are left without any music at all. The result has been, that we have taken a dozen of the charity children, and we teach them to sing a simple psalm.

593. For which they are paid this sum ?—Yes, as a gratuity at the end of the year.

594. Do you consider this is a fair provision for the decent performance of Divine service ?—Yes.

595. (*Lord Lyttelton.*) Do they chant ?—No ; they sing a simple psalm.

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596. How ong have you and St. George's chapel had a joint choir ?—For a great number of years.

(*Mr. Batcheldor.*) I think it is for at least three centuries.

(*Mr. Dupuis.*) I apprehend it is ever since the termination of the civil war. The civil war broke up almost all the cathedral choral establishments, and at the time of the Restoration, there was great difficulty in getting persons possessed of the requisite musical skill. Without stating it positively as a fact, I have always believed, in my own mind, that the union of the choir of St. George's Chapel, Windsor, and Eton College, dates from the Restoration.

597. (*Lord Devon.*) But is not this a state of things under which you are, during a certain time in which you are engaged in the performance of Divine worship, deprived of the presence of your own choristers ?—Yes.

598. That is hardly consistent, is it, either with the spirit or the letter of the statutes ?—Certainly not.

599. (*To Mr. Wilder.*) Do you not think it very undesirable that there should be a choir divided between two places of worship ?—Very undesirable.

600. And that it would be much better if you had a separate choir attached to yourselves ?—Certainly.

601. And that such a state of things would be more in accordance with the statutes, and with the intention of the Founder ?—Quite so.

602. At present, the consequence of the double arrangement is, that you have to pay *5l. 5s.* annually to the charity children ?—With reference to the expense of the choir, I may say, that that expense has been increased, and it was thought better on both sides to divide the expenses.

603. Do you find any inconvenience with respect to other services from the duties of the choir being thus divided ? — We so arrange it as to hold the services at different times ; but I think it is a very bad thing for the choristers themselves, who are obliged to go immediately from one place to the other to go through the same service.

604. Do you not think that such a system naturally leads to the choristers hurrying through the service ? —I do not think it does now, because the services are so arranged, that there is abundance of time to go from one to the other ; and so far from their being hurried over I think they are both performed with great decency and propriety.

605. (*Mr. Thompson.*) Do you have a choral service every day ?—No ; on Sundays only and on Saints' days, and the eves of Saints' days, in the evening. They require the choir every Sunday morning at St. George's, and inasmuch as it takes place at the same hour as our service, no arrangement can be made ; but for the afternoon we have made an arrangement. At our chapel we have service at 3 o'clock, and at St. George's it is at half-past 4.

606. You do not think it would seriously interfere with the education of the boys, if you could have a choral service every day ?—No ; I think they would appreciate the service much more if it were choral.

607. Is the education of the chorister boys good ? —They are very well educated. It devolves on the master in Windsor to see that they are well taught.

(*Mr. Batcheldor.*) They are very well cared for.

(*Mr. Dupuis.*) They are fed by the College still. They have an allowance of meat every day in the week, with bread and beer.

608. (*Lord Devon.*) Do you know how much money the choristers get on leaving ?—When they leave they are apprenticed. They have a leaving fee of 15*l.* each.

609. That explains the item, "Chorister on "leaving the choir, 15*l.*" That is an apprenticeship fee ?—Yes.

610. (*Mr. Thompson.*) Do you think it desirable that the statutes, with respect to the choristers, should be carried out as nearly as possible ?—(*Mr. Wilder.*) I think as nearly as possible.

611. It is provided that they should sleep in the same apartments as the other boys. Could that be carried out ?—No. They are of course, a class of boys quite different to the rest, and they do at present derive the advantage of a higher education than boys of their class otherwise would do.

612. Are they not to be taught with the oppidans and collegers ?—I think that the statutes hardly go so far as that. They are to have an inferior education ; but if any boy of promise is discovered amongst them, he may compete for the College distinctions. I do not think generally that the education of that class of boys was ever intended to be the same as that of the collegers or oppidans.

613. And you do not think it desirable that it should be ?—No ; I do not.

614. (*Sir S. Northcote.*) What kind of education do you think they ought to receive,—a classical education ?—I think they should be taught Latin, and the sort of education suited to that class of youths. Of course the higher the education which they receive, the higher would be the class of boys competing for the position of chorister.

615. (*Mr. Thompson.*) You do not think that gentlemen's sons would compete for the position ?—I think it possible they might do so.

616. Clergymen's sons ?—Yes ; if they received a high classical education free of expense.

617. (*Lord Lyttelton.*) Is there anything in the statutes which gives them a preference for election to college, and if so, are you aware of that preference ever having been exercised ?—Not for a great many years, certainly.

618. Have you ever known chorister boys to be in a position to stand for college ?—Never. They are boys of the common class, and are taught reading, writing, and music.

619. *Cæteris paribus*, I suppose they would have a preference ?—(*Mr. Dupuis.*) If any boy showed extraordinary merits, he would have a preference.

620. But, *cæteris paribus*, would they have a preference over others for election to college ?—(*Mr. Wilder.*) The arrangement which is made at present is that the conducts or chaplains are bound to teach the chorister boys Latin, &c., if required.

621. (*Mr. Thompson.*) That is the arrangement, I presume, when they are appointed ?—(*The Provost.*) That condition is made, and not only that, but if any chorister at present shows himself a very apt scholar, it would devolve upon the master to bring him before the College authorities, with a view to his being admitted to the College.

622. Has that ever happened ?—It has never occurred, so far as I am aware.

(*Mr. Wilder.*) In point of fact, the education of these boys is completely taken out of our hands by the Windsor chapter.

623. I presume at present it is a purely commercial education which they get ?—Yes ; with the addition of music.

624. (*Lord Lyttelton.*) Is not Mr. Barnby one of the singers ?—Yes.

625. (*Sir S. Northcote.*) There is an item here, "Mr. Barnby teaching the scholars." What is that ? —It was considered desirable that all the scholars should learn music, to a certain degree, in order to take part in the service at the chapel, to sing psalms, and so forth, and within the last few years, the services of the singing men have been obtained, in order to teach any of the scholars who manifest a taste for music, and are able to sing.

(*The Provost.*) They chant the grace, and sing a Latin hymn on Sunday morning.

626. (*Sir S. Northcote.*) I see an item here, "Cambridge examination papers, *5l.* 16*s.*" What have you to do with the Cambridge examination papers?

(*Mr. Dupuis.*) The examination papers are printed at Cambridge.

(*Mr. Wilder.*) We have nothing whatever to do with them. These Cambridge examination papers are prepared by the pozers, and printed at Cambridge.

at the University printing press, and they send in the bill to the bursar at Eton, and he pays it.

627. (*Mr. Thompson.*) And as usual, it seems rather a high charge?—(*Mr. Dupuis.*) Yes. The printing is very expensive.

628. (*Sir S. Northcote.*) What is the extent of the tuition which Mr. Barnby gives to the boys?—(*Mr. Wilder.*) He teaches them the musical scales and so on.

629. (*Lord Lyttelton.*) What proportion of the school learn?—(*Mr. Wilder.*) I should say about 25 or 30. Any boy who appears to have any ear for music is taken, but where there is an apparent deficiency that is not the case.

630. (*Mr. Vaughan.*) I suppose it was in the contemplation of the Founder that all boys on the foundation should be skilled in music?—(*Mr. Dupuis.*) The words in the statute are "plano cantu "et donato competenter instructi."

631. (*Lord Lyttelton.*) I see there is an item here, "Grant to the Misses Gray, by vote of College." Are they the daughters of the old clerk?—Yes. They were left in very abject circumstances.

632. (*Lord Clarendon.*) Is the sum charged for the *cameræ scholarium* about the average annual charge; it is very large, considering what all the others are?—Yes.

633. (*Lord Lyttelton.*) The bill for sundries, Mr. Griffin's bill, is 173*l.* 15*s.* 1*d.*?—Yes.

634. (*Mr. Vaughan.*) Who is Mr. Griffin?—The linen-draper in Windsor.

(*Mr. Batcheldor.*) He supplies the table-cloths, and sheets, and things of that kind.

(*Mr. Dupuis.*) A great part of that is supplied at the expense of the College.

635. (*Mr. Vaughan.*) Surely the bill for seeds, shrubs, &c., ought not to go into the *cameræ scholarium*?—The items are not well arranged. Mr. Turner is the nurseryman at Slough.

(*Mr. Wilder.*) There ought to be a line drawn under the first item.

636. (*Lord Clarendon.*) I wish to call your attention to the first item; "To the assistant master for "additional payments made by him for servants' "wages, butter, milk, expenses in sickness, grocers', "and other bills," the additional payments made for these things amounting to 276*l.* 18*s.* 4*d.* for the year; is that merely for the scholars?—Merely for the scholars.

637. Then I perceive that 270*l.* a year is paid for washing?—I should think the scholars cost 1,000*l.* a year, independent of their diet.

638. Independent of their diet?—Yes.

(*Mr. Thompson.*) Is not the five guineas a year each which the scholars pay to the assistant master to include the washing?

639. (*Lord Clarendon.*) But the washing of the scholars' clothes is paid for separately?—(*Mr. Wilder.*) It is 270*l.* in this item, but it will not be so in future.

640. It has been commuted to tea, has it not?—Yes.

641. This 270*l.* is simply for washing the linen provided by the College?—Butter and milk, expenses in sickness, grocers' and other bills, that is all beyond the sum paid for by the five guineas.

642. (*Mr. Thompson.*) Before it did not include the breakfasts, but now it includes both breakfast and tea, does it not?—Yes.

643. The charge to the College for the scholars' washing would be lower now?—Yes; that we found to be a difficulty; the boys do not like to be restricted in their washing; it was found to be within a few pounds of the same amount as if the boys had themselves purchased the things from the shops; it was therefore thought better that the College should purchase the provisions for breakfast and tea and to bring it under the head of expenditure, in lieu of making them a certain weekly allowance for washing.

644. (*Lord Clarendon.*) What is the meaning of the *remanentia* here, 84*l.* 2*s.* 6*d.*?—(*Mr. Batcheldor.*) It is the remains of the flour, coals, and bread. It is the flour which the baker has not used, the coals which the brewer has not used, but which have been paid for.

645. (*Lord Lyttelton.*) What is done with them?—They go on to the next year's account.

646. It is stock in hand?—Yes.

647. Does it appear on both sides of the account?—Yes.

648. It is the remainder of the things which have been purchased within the year, but not consumed?—Yes.

649. (*Lord Clarendon.*) With respect to the income tax, that is not for the whole of the property, is it?—That is the income tax on the reserved rents; it is allowed by the income-tax officer. The College gets it back on account of its being an eleemosynary foundation.

650. (*Lord Lyttelton.*) Does the whole of the income tax come back?

(*Mr. Dupuis.*) The returns are sent into Somerset-house, and then a claim is made and the deduction is allowed.

(*Mr. Batcheldor.*) All the items are not allowed; some of them are.

651. (*Sir S. Northcote.*) What is done with respect to the income tax on the fines?—(*Mr. Dupuis.*) That is paid by the Provost and Fellows.

652. (*Lord Devon.*) Do these various home rents arise from the houses and other buildings in and near Eton belonging to the College, and which are let out?—(*Mr. Batcheldor.*) Yes.

653. (*Mr. Thompson.*) "The Rev. J. Hawtrey, 15*s.* 7½*d.*" These small items of income tax mentioned here are not on the houses of the masters?

(*Mr. Dupuis.*) No.

(*The Provost.*) You will get the income tax on the houses lower down.

654. (*Lord Clarendon.*) In page 3 you say, "The "expenses of the year 1860 will not fairly represent "the ordinary expenditure of the College during the "last 20 years owing to the works alluded to which "have been executed in succession during this "period." Should you say that the ordinary expenditure of the College would be less in its normal state?—It would.

655. You also say that "Many of the improve-"ments are attended with an annual expense to the "College," such as the chapel, the cemetery, and so on, I suppose. In what way would you say they are attended with an annual expense to the College?

(*Mr. Batcheldor.*) The repairs are an annual expense.

(*Mr. Dupuis.*) The wear and tear, and all the necessary repairs.

(*Mr. Batcheldor.*) All these improvements bring additional expense annually to the College.

656. You say you contemplate still further improvements. What, in a general way, are the improvements which you contemplate?—(*Mr. Dupuis.*) It has been recommended to increase the number of scholars if ever the revenues of the College should allow it, which is unlikely, and of course if so there would be a further expense.

657. Do you really contemplate any addition to the Scholars?—I cannot say that we actually contemplate any addition to them, but it was proposed some years ago that in case the College could afford it, means should be provided for supporting more scholars. It has been proposed to do so, but no period has ever been mentioned at which it should be done.

658. Do you think it desirable for the College that the number of boys should be increased, or that it would be desirable generally that there should be more scholarships at Eton?—It has been talked of.

659. (*Lord Lyttelton.*) Has it been long talked of?—For four or five years. I think it was stated to the Cambridge Commissioners.

660. When you speak of further improvements, which you say are being carried out, do you refer to the new buildings which we saw the other day in

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course of construction?—(*Mr. Wilder.*) Yes, that was a part of the improvements.

661. Are the still further improvements which you mention as contemplated, something which has not yet been entered upon?—The answers were written at the time when these schools were first begun, and of course the improvements then in contemplation would involve these as well as others.

662. What is the expense of the new buildings? Perhaps that might be put in along with the rest of the information that is to be furnished to us. It is not mentioned in the answers that have been furnished to us by the College. Do you know what would be the proportion that is to be furnished by the College?—(*Mr. Dupuis.*) We can hardly tell until the buildings are finished.

663. Is not the contract entered into?—(*Mr. Wilder.*) It will be from 16,000*l.* to 20,000*l.* altogether.

664. Do not you know how much of that the College is to contribute?—The contract amounts to upwards of 16,000*l.* for the schools and the new house that will be necessary.

665. Do not you know how much of that has been contributed by subscription?—(*The Provost.*) I think between 7,000*l.* and 8,000*l.*

666. About one half?—Yes, about that.

667. And at present the College purposes to defray the remainder of the cost?—The College is responsible for the remainder.

668. (*Sir S. Northcote.*) I think these returns were made, in fact they are dated the 1st of February 1862, and you then stated that you contemplated still further improvements. Have you commenced any improvements since February?—(*Mr. Dupuis.*) Not that I am aware of.

669. Have not these new buildings been commenced since that time?—They were commenced before that.

670. Then when you say you contemplated still further improvements, are there any particular improvements that you had in your mind, and have now in your mind, that you really do contemplate?—(*Mr. Batcheldor.*) The improvements which were then contemplated were improvements for which the plans were then made out, but the works were not then begun.

671. Among other things the houses which were referred to?—I should say so.

672. I observe, under answer 8, you say, that by the better management of the College funds the College property has been improved. It has to some extent been improved. But has not that been by raising the rents? Have not the rents of the College property been raised in several cases?—Yes. Some of the reserved rents of the College have been raised, but that will not be a great item in the increase of rental. The College property has within the last 20 years been increased in value from 6,000*l.* to 10,000*l.* But what we mentioned yesterday as one of the great sources of the improvement was the exchange of property at Haverstock Hill for Crown property in Eton.

673. With regard to the rental of the houses, I should like to ask a question as to the principle which you adopt in letting the houses. What is the principle on which you select the tenants for your houses in Eton College?—Application is made, I think, by persons who wish to succeed to the houses.

674. Do you give the preference to persons who are to be engaged in the working of the school, the assistant masters and others; or do you let the houses to the highest bidder?—We never let the houses to persons unconnected with the place, either as masters or dames.

(*Mr. Wilder.*) They have never been put up to competition.

675. There are some houses let to private persons who wish to come and live near their children, are there not?—Not belonging to the College.

676. Was not there one let to Lady Young?—That was under-let.

677. (*Lord Lyttelton.*) Every house within the precincts of the College is now occupied by some person connected with it?—Yes; either by dames or masters.

678. (*Sir S. Northcote.*) With reference to the answer you gave me about under-letting, do you allow under-letting, or do you restrain those to whom you let houses from under-letting without the consent of the College?—We never permit them to under-let without the consent of the College.

(*Mr. Wilder.*) In this case Mr. Williams resigned his house. He also rented another house. I think Lady Young occupied a portion of one of his houses, he having taken a house in Upton Park.

679. I did not wish particularly to call attention to the case of Lady Young, but I want to know whether you consider that the houses ought to be let only to persons connected with the working of the school, and that these persons should, as a rule, be prohibited from under-letting them to anyone else?—I think that is the case.

680. With regard to these persons who are connected with the working of the school, and who require this accommodation, how do you choose them? Supposing there are several applications, to which of these persons would the house be let? Do you give the preference to masters over dames, or to classical masters over mathematical masters?—The rule has been that the classical masters should have the preference.

681. With regard to dames, are there not a certain number of houses allotted to dames who take no part in the working of the school?

(*The Provost.*) I do not think that all their houses belong to the College.

682. (*Sir S. Northcote.*) Have you any control over the dames' houses?

(*The Provost.*) None whatever. Some of the masters' houses also do not belong to the College. I think three or four of them,—Mr. William Carter's house, Mr. Yonge's, Mr. Balston's, and Mr. Wolley's. Those four houses do not belong to the College.

(*Mr. Wilder.*) And Mr. Vaughan's, and Mr. John Hawtrey's.

683. Is there anything to prevent them from being taken by an entire stranger for his own purposes?—No.

684. Are there a certain number of dames' houses which belong to the College?—Yes.

(*Mr. Dupuis.*) Yes, the greater part.

685. Can you say how many?—Madame de Rosen, Mrs. Stevens, Mrs. Horsford, Miss Middleton, Mrs. Voysey, Evans, Vidal, Mrs. Drury.

686. (*Lord Lyttelton.*) Do all those belong to the College?—Yes, and Miss Edgar's.

687. (*Sir S. Northcote.*) Suppose that one of these dames' houses were to become vacant; should you consider that a person coming as a dame, ought to have a prior claim to it, or a mathematical master, supposing a mathematical master wanted a house?—(*Mr. Wilder.*) The next we had to give, we should give to a mathematical master if he wanted a house.

688. Do I understand you to say, that if the house of a classical master belonging to the College became vacant, you would consider it the rule that another classical master should have that house?—Yes.

689. You would never give it to a mathematical master?—No. Mr. Marriott asked to be allowed to stay in a master's house as a dame, and permission was given to him; but in the event of his vacating the house, it would become a master's house again.

690. You would never think of turning a house that had once been a master's house into a dame's house?—No.

691. Would you act conversely, and turn a house that had once been a dame's house into a master's?—No, I would not.

(*Mr. Dupuis.*) That has been done.

(*Mr. Wilder.*) Yes, I believe it has been done.

692. Is there occasionally a competition between a classical master and a mathematical master for a house?—(*The Provost.*) I do not think there is a competition.

693. Supposing that a house were to fall vacant, would it at once be clear from the class to which that house belonged that it must either be open to a mathematical master or not, so that there would be no competition between the mathematical master and the classical master?—I should think it would. I know of no competition having taken place.

(*Mr. Wilder.*) My impression is, that when Mr. Hale got his house, there was a competition.

694. What was that house before?—(*The Provost.*) It was a dame's house.

695. (*Sir S. Northcote.*) Were there any classical masters applying for it?

(*Mr. Dupuis.*) Yes; Mr. Snow did.

696. I believe that some of the mathematical masters in their evidence complain that there is no room for them, and they say it is desired both by the classical and mathematical assistants that they should have some room provided. Are you aware of any complaint on the part of the masters?—(*Mr. Wilder.*) I never heard of any.

697. Have they succeeded to dames' houses?—Yes, and classical masters have succeeded to classical masters' houses.

698. Do you contemplate the extinction of dames' houses?—Yes; I think that will be the result of the system now in operation.

699. Suppose an application were made, you would never think of granting a dame's house to a classical master if a mathematical assistant master was in want of one and was willing to take it?—(*The Provost.*) Not so far as I am concerned personally.

700. Does it rest with you or with the College generally?—I conceive that if a house occupied by an assistant master became vacant and an assistant master applied for it he would get it.

701. Are there leases granted for those houses?—(*Mr. Batcheldor.*) Some have been granted, and some are upon renewable leases.

702. Can you mention one that is upon a renewable lease?—Yes, Mrs. De Rosen's.

703. What are the terms of her lease?—21 years. She has a lease for that period, and if she were to retire, she would probably make her own bargain with her successor.

704. Has she the right of renewal?—She has no right whatever.

705. And does she pay the full rent, or does she pay a fine?—When the lease was last renewed she paid a fine.

(*Mr. Dupuis.*) Yes; that is one of the old renewals.

706. Do the College contemplate continuing that system; I mean the system of letting out dames' houses upon leases with fines?—(*Mr. Batcheldor.*) I cannot say. A considerable number have been allowed to run out already, and last year we refused the renewal of one. The probability is that they will all run out.

707. Has any decision been arrived at upon the subject?—No.

708. With regard to the bulk of the houses, are the tenants tenants from year to year? Do the masters hold at a rack rent?—On 21 years' leases?

(*Mr. Dupuis.*) The new houses are held at rack rent.

709. Do any of the dames hold from year to year?

(*Mr. Batcheldor.*) Mrs. Drury does. I should think that would be the only case.

(*Mr. Wilder.*) No, Mr. Stevens is another.

710. Have the masters or the dames been allowed to build or add to the houses at their own expense?—(*Mr. Batcheldor.*) Yes.

711. Has that been the case with the dames?—Yes.

712. And you say the masters also?—Yes.

713. Upon what terms has that been done? Have they had leases granted them for the purpose, or what encouragement have they had to induce them to lay out money of their own?—(*Mr. Dupuis.*) Yes; leases have been granted for that purpose.

714. Supposing it should be thought desirable that dames' houses should be done away with, and that all houses should be put in the hands of persons who are taking part in the work of the school. To what extent would you be able to carry out such a plan, or how far would you be empowered, or prevented by present arrangements from doing so?—(*Mr. Batcheldor.*) Those who hold their houses upon leases you could not treat with immediately, at any rate until their leases had expired.

715. (*Lord Lyttelton.*) I understand that the College have formed an opinion, upon grounds of expediency, against the system of dames' houses?—(*Mr. Wilder.*) No.

716. They do not think it desirable that all houses should be occupied by masters?—(*Mr. Batcheldor.*) The expenses of the school would be greatly increased if there were none but master's houses. The charges in a master's house are higher than those in a dame's house.

717. With regard to those houses which belong to other persons within the precincts of the College, it is easily conceivable that there might be a great inconvenience in other persons taking them; but would not such houses be worth much more for the purposes of the school, than for any other purpose?—(*Mr. Wilder.*) I imagine so.

718. The power which the College and school authorities have over those houses, is it the same over those houses which do not belong to them, as over those which do?—(*Mr. Batcheldor.*) I do not quite understand your question.

719. Do the College consider that for school purposes they have as effectual a control over those houses which do not belong to them as over those which do?—(*Mr. Wilder.*) Yes; they have never made any opposition to the College control.

720. They have been kept equally well in repair?—Yes.

721. (*Lord Clarendon.*) Question 9, says, "Please "to furnish a statement of the ecclesiastical benefices "in the gift of, or otherwise attached to the founda- "tion, with the actual value of each, specifying "which of them are held by persons who are or have "been Fellows of the foundation, or connected with "the school as masters or assistant masters, or other- "wise. Is there any rule, usage, on practice regu- "lating the exercise of the ecclesiastical patronage "belonging or attached to the foundation?"—(*The Provost.*) A list of all those has been given.

722. By whom are the livings held where the names are not given? Are they held by persons wholly unconnected with the College?—(*Mr. Dupuis.*) I should say that they are.

723. They are livings, I believe, that have been offered to the Provost. When a living becomes vacant it is offered to the Provost and Fellows in rotation. If not accepted either by the Provost or the Fellows, it falls into the gift of the Provost. Is that so?—(*Mr. Dupuis.*) Yes; if it is his turn to give away.

724. I thought if neither the Provost nor the Fellows would accept the living, it then fell to the patronage of the Provost?—No; he would have the patronage of it in his turn, or it would fall to the Fellow whose turn it was to present. We take it in turns.

725. To present?—Yes; and if not accepted by the Provost or any one Fellow for his own personal living, the person whose turn it is to present would have the patronage.

726. The person whose turn it is to present?—Yes.

727. Would he lose his turn if he did not present?—No, his name would remain at the head of the list.

728. Or if he did?—If he did present, he would go to the bottom of the list, and the next man would come up to the top.

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729. I see there are some tolerably good livings here, to which there is no name of an individual attached, connected with the College; have those livings been presented to persons who have nothing to do with the College?—Yes; to personal friends.

730. The personal friends of the individual Fellow who has the presentation?—Yes; I should say that the Conducts of the College have a right to one of those livings when they have served eight years; they accept their position under the condition that, after they have been there eight years, and have conducted themselves to the satisfaction of the Provost and the College, they should have the option of some of those livings when they fall vacant.

731. What is a Conduct?—A chaplain.

732. A chaplain appointed by whom?—Appointed by the Provost. It comes from *conductitius*, a Latin term signifying a hired man; it is the same as chaplain, in common acceptation.

733. (*Lord Devon.*) I apprehend that the claim that the Conducts have to the livings is limited by one or two qualifications, is it not?—(*Mr. Dupuis.*) Yes.

734. I apprehend that, first of all, the living which is vacant must be one that neither the Provost nor the Fellows choose to have for themselves?—Yes.

735. Secondly, it must not be among the 12 best benefices?—I do not know about its being among the 12 best, but there are a certain number they have no claim to.

736. So that the claim of the Conducts is only to a certain number of livings, those livings not being among the best?—(*Mr. Wilder.*) Several of them are livings of very fair emoluments.

737. (*Mr. Thompson.*) It states in this list that Mr. Marshall, who was formerly a Conduct of Eton College, holds a living worth 539*l.*?—Yes.

738. (*Lord Devon.*) Under what ordinance or regulation does that state of things exist; I mean where the claim of the Conduct is limited in such a way?

(*Mr. Dupuis.*) I can only say that it is so.

(*Mr. Wilder.*) I apprehend that it is more custom than anything else.

739. Has there not been any order upon the subject?—No.

740. (*Mr. Thompson.*) Are the livings at the exclusive disposal of the Provost and Fellows?—(*Mr. Wilder.*) Yes.

741. (*Lord Devon.*) Has it ever been brought under the notice of the College, that in the way of giving a superannuation to a master, the claim to a living might be allowed to him?—(*Mr. Dupuis.*) I do not think that has ever been discussed, though I dare say it has passed through men's minds; it has certainly passed through my own.

742. As far as I can properly ask the question, what would be your view of such a change; do you think it would be an additional inducement for men of first class qualifications to undertake the office of master if they found that, after having served a certain time, they would have a claim to a tolerably good living?—I hardly think it would; but those who hold livings know that they are so poor a maintenance, that I do not think that would be a very great inducement.

743. Still there is the certainty?—Yes; there is the certainty, no doubt.

744. At present, unless a man is either a conduct or a Fellow, or the personal friend of a Fellow, his chance of a College living does not arise?—No.

745. (*Sir S. Northcote.*) The Provost holds a living, I suppose?—(*The Provost.*) Yes; but not a College living.

746. Are the College livings open to you?—Yes, I had the choice of three a short time ago.

747. (*Mr. Thompson.*) Is there not some clause of this sort in the statutes, "beneficia ecclesiastica "sine cura animarum"?—The "sine cura" has been omitted in the *reformationes*.

748. (*Lord Lyttelton.*) The Fellows were distinctly restrained from holding livings in the statutes, were they not? They got that set aside by dispensation, did they not?—(*The Provost.*) Yes; in the time of Queen Elizabeth.

749. (*Mr. Vaughan.*) What do you conceive to have been the right of the College under the statutes to accept the dispensation upon a point of that sort?—I cannot offer an opinion. The Visitor decided it.

750. That would certainly furnish a strong presumption that there was some good reason for it?—The reason Queen Elizabeth gave for the dispensation was, that we might have better means of exercising hospitality.

(*Mr. Dupuis.*) And of teaching the people "their duty to God and to us."

751. Are you aware that there is a clause in the statutes that in the strongest language forbids any member of the College from accepting any dispensation from any person whatever in reference to any obligations imposed upon him by the statutes?—I am perfectly aware of it.

752. Do you know how that clause was got over, or what notice was taken of it?—I take it, that by the *reformationes* the Bishop of Lincoln is to be the judge, whether any person has been guilty of perjury or not. You will find that clause in p. 625. It has always been viewed in that light.

753. I understand from that clause that it is only the penalty of perjury that is to be affected at least; that the fact of the perjury is not altered. That is a clause which simply provides a different penalty for the perjury from that which was originally imposed?

(*Mr. Thompson.*) The statute says, "Non reatum "aut pœnam perjurii incurrant quoquo modo, sed "pœna perjurii ubicumque ex dictis statutis incur-"renda, si de perjurio alicujus socii, magistri infor-"matoris vel capellani agatur, in pœnam per dicti "collegii præpositum et majorem partem sociorum "arbitrandam." That looks as if the object were to fix a different penalty to be assigned by a different person.

(*Lord Lyttelton.*) It says further: "In pœnam "domini episcopi Lincolniensis qui pro tempore fuerit "infligendam arbitrio convertatur?"

(*Mr. Thompson.*) It is the *pœna perjurii*.

(*Lord Lyttelton.*) "Si vero de perjurio agatur "dicti præpositi, in pœnam domini episcopi Lin-"colniensis qui pro tempore fuerit infligendam arbi-"trio convertatur?"

(*Mr. Thompson.*) It was so, I think, in the old university statutes at Cambridge.

754. (*Lord Lyttelton.*) Is it understood that the Visitor acts upon that third paragraph of the *Declarationes correctiones et reformationes*?—(*The Provost.*) No; the question of the observance of the statutes was argued before the Visitor.

755. Is there any record of the arguments?—(*Mr. Dupuis.*) Yes.

756. (*Mr. Vaughan.*) Of the four clauses in the reformationes, is it considered that the last but one, in giving an exemption from the precise penalties incurred by breach of statutes on special grounds stated, and imposing other penalties in their place, positively releases the College from the statutes?—I do not know that it was framed with reference to that particular clause at all.

757. Of the three clauses which remain, are not all addressed to separate points irrelevant to the matter in question?—(*Mr. Dupuis.*) I hold a living, but I do not consider myself a perjured man in consequence.

758. I only ask for the principle upon which the College, as a corporate body, justified its acceptance of the dispensation from the provisions of the Founder when the Founder has clearly stated that they should not accept any dispensation at all from any person?—Queen Elizabeth overruled that.

759. (*Mr. Thompson.*) And gave a dispensation with regard to that clause?—It dispensed with that clause *ipso facto*.

760. (*Mr. Vaughan.*) What do you suppose the position of the Crown was with regard to the dispensation?

(*Mr. Dupuis.*) All that has been argued before.

761. (*Mr. Thompson.*) I believe there was the same provision in the King's College statutes, and that it has been overridden?—Yes.

762. (*A Commissioner.*) Indeed it was pronounced to be illegal.—Was it pronounced to be illegal?

763. Yes, the oath of secrecy has been?—I did not know that it had been so decided.

764. (*Lord Lyttelton.*) Is that decision in the possession of the College?—I have got a copy of my own.

765. Have the arguments and decision upon that question been reported in any law book?—I do not know.

(*The Provost.*) The dispensation itself is appended to the original copy of the statutes.

766. (*Mr. Vaughan.*) If there has been a legal decision upon the point, of course the legal question was settled?

(*Lord Lyttelton.*) It was settled on argument before the Visitor, assisted by Sir William Grant and Sir William Scott.

767. (*Mr. Vaughan.*) Has the right of the College to accept the dispensation ever been brought before the Visitor, and has it been decided in the affirmative after a legal argument?—(*Mr. Dupuis.*) It has.

768. (*Lord Clarendon.*) We now come to the series of questions No. II. You say, "It is true there "is contemplated in the statutes a grammar school, "to which others would come for a time to be taught "grammar; but so little is mentioned of this, as "compared with the scholars, choristers, and other "members of the College, that for the sake of clear- "ness we adhere to the word College, except where "special allusion is made to the grammar school, as "mentioned in the statutes." I presume you mean by that the school at Eton apart from the foundation?—(*Mr. Dupuis.*) Certainly.

769. In what way throughout the evidence relating to Eton do you distinguish the oppidans from the scholars. You do not call it a grammar school throughout. You merely talk of it as the College and school?—(*Mr. Dupuis.*) We only mention the College and school; we do not speak of the College and grammar school, but the College and school.

770. You say, "The College was founded A.D. "1441, by King Henry VI. It was intended to con- "sist of a Provost and 70 poor scholars, 10 fellows, "10 chaplains, 10 clerks, 16 choristers, one Head "Master, 1 lower master, and 13 poor feeble men." Will you state how far that is adhered to now?—(*Mr. Dupuis.*) You will see from the answer to question 2, that "at present the College consists of a "Provost, seven Fellows, three conducts, 70 scholars, "12 choristers, 10 lay clerks, besides 10 servants; "there are also 10 almswomen."

771. Between the original constitution of the College and its present constitution there is a considerable difference. Is it shown when and for what reason that difference arose?—Do you allude to there being seven fellows now instead of 10?

772. Yes?—It is shown that 10 were appointed by Henry VI., and it is believed, but I do not know that it is actually certain, that there have been seven ever since the time of Edward IV., and the reason of the decrease was the diminution of the estates and revenues of the College, which were half taken away by the king.

(*The Provost.*) I think that is all stated upon page 26.

(*Mr. Vaughan.*) Yes. You say, "The original "number of Fellows mentioned in the statutes "was 10. This number is believed to have been "reduced in the reign of Edward IV., when a "part of the estates was taken away, and the num- "ber was reduced in consequence. Since the reign "of Edward IV. the number has been uniformly "seven."

773. (*Lord Clarendon.*) Originally there were 10 Fellows and 10 chaplains. Now there are only three chaplains or Conducts?—(*Mr. Dupuis.*) Yes; three instead of 10.

774. Is it known when that change was made?—It is believed to have been made about the same time.

775. And the choristers also?—Yes, they were increased from 10 to 12 a few years since.

776. How was it with regard to the 10 lay clerks?—The 10 lay clerks seem to have remained, and they are there now.

777. What are the lay clerks?—The singing men.

778. Singing men only?—Yes; nothing else.

779. I see there are 10 servants. Looking at the 38th statute, it appears that more servants are required to be maintained at the expense of the foundation. There are a great variety of butlers, under butlers, and people, all of whom are to be called servants?—Yes; there are two butlers, two brewers, two bakers, two cooks, a gardener, and a porter.

780. Is the statutable number of servants now kept?—We have about 10 now. I do not know what the statutable number was.

781. Then there are servitors to assist the servants. Who are they? are they maintained now? In what statute does that provision occur?—I think in statute 10.

782. (*Lord Lyttelton.*) They are poor youths?—(*Mr. Dupuis.*) They are supposed never to have existed.

783. (*Lord Clarendon.*) You say: "The Provost "is elected by the Fellows according to statute 7. "He is required to be 30 years of age, in priest's "orders, of the degree of Bachelor of Divinity "at least, or a Doctor in Canon Law, born in "England, and educated on the foundation of Eton. "He may be chosen from the actual Fellows of Eton, "or the actual Fellows of King's, or from those who "have ever belonged to the royal colleges of King "Henry VI., and have left either college on good "and lawful grounds"?—Yes; he is to be chosen from Eton or King's.

784. So that any gentleman educated at Eton and who has been at King's would be eligible for Provost?—Yes; that is, if educated upon the foundation at Eton.

785. Will you tell us how in accordance with that the Fellows claim to elect the Provost?—I will. Under statute 7, "De electione præpositi nostri colle- "gii memorati, ac juramento ejusdem." It is perfectly clear that the Fellows have the right of election.

786. (*Lord Lyttelton.*) Is there no indication of the power of the Crown?—No. I have no wish to speak disrespectfully of the Crown, but the claim to exercise power in this matter is a usurpation. I have been a Fellow for 22 years, and have been present at the election of four Provosts, and out of the four the Crown had certainly nothing to do with two.

787. (*Lord Clarendon.*) Do you mean that the Fellows put in no claim?—I mean that the Fellows elected Dr. Hawtrey, the last Provost. In the case of the previous Provost, Mr. Hodgson, the Crown did send down his name; but he was not then qualified. He must be a Bachelor of Divinity—*Baccalaureus Sanctæ Theologiæ*. He was not qualified, and the Fellows elected the present Bishop of Lichfield, who declined the office.

788. When was the claim of the Crown first put in?—Probably by the Founder himself, as it was a royal foundation. Henry VI. is usually believed to have exercised it in his lifetime as sovereign and founder of the royal college. It has gone on since that time, with the exception of the period of the civil wars. I think Cromwell appointed a Provost, Sir Francis Rous; Nicholas Lockyer, in 1658, I believe, was elected by the Fellows; his election was confirmed by Richard Cromwell.

(*Mr. Dupuis.*) With regard to the last instance, the election of Dr. Hawtrey, when I say that the Crown

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had nothing to do with it, I mean, that no letter of recommendation came down through the usual channel from the First Minister of the Crown to the College, and we elected Dr. Hawtrey ourselves.

789. Was that done without any protest from the Crown?—Yes, without any protest or reservation. A letter did come, but it came too late; we had elected in the meantime.

790. (*Lord Lyttelton.*) The form is a mere recommendation from the Crown; there is no assertion of a right to appoint?—The form of words is rather stringent.

791. What is the form?—The words are "willing and requiring you."

(*The Provost.*) I do not think they go so far as that. Sometimes "effectually," sometimes "specially recommending," sometimes "willing or requiring."

(*Mr. Batcheldor.*) No, I think not.

(*Mr. Dupuis.*) I think they do; but the question is a serious one, and I should be very sorry to make any misrepresentation.

792. (*Mr. Vaughan.*) Has that form been sent in the majority of cases?—We have Queen's letters or sovereign letters from the reign of Charles II. up to the present time.

793. (*Lord Lyttelton.*) Always recommending?—Yes.

794. (*Lord Clarendon.*) They always exercised what they seemed to think was the original right reserved to them by the Founder?—Yes, the original right exercised by the Founder, but which has been a usurpation since.

795. Can you mention any other instances in which the Crown without a protest has allowed the Fellows to elect?—In the case of the election of the Bishop of Lichfield, I understood that the Prime Minister of that day, Lord Melbourne, was in communication with Mr. Hodgson, and the late Lord Denman, and I know that there was no protest on the part of the Crown.

796. You have alluded to the existence of a similar statute in reference to King's?—Yes. Allow me to state what took place there. The same power of the Crown existed in regard to King's, or was acquiesced in until 1689, the year after William III. came. A vacancy occurred at that time at King's, and the Fellows of King's of that day resisted the nomination of the Crown and would not appoint its nominee. There is a most curious account of what took place upon the books of King's; they would not appoint the person nominated by the Crown. William III. had only recently arrived in England, and was hardly settled in his authority. William III., however, was exceedingly angry, and had the case argued before the Privy Council at Hampton Court, when it was decided against the Crown; since which time the Fellows of King's have independently, as they always ought to have done, exercised their right. I believe that Sir Isaac Newton was sent down by the King, and I think, if the claim of the Crown, in reference to Eton, were argued as a question of law the Crown would not be able to substantiate it.

797. (*Sir S. Northcote.*) I believe that some of the Provosts who have been appointed by the Crown have not fulfilled the statutory conditions?—Yes. The statutes say, that they must be Bachelors of Divinity, at least; but there have been laymen appointed by the Crown.

798. (*Mr. Vaughan.*) Does it appear how many have been appointed by the Crown on the one hand, and how many by the College on the other?—No. I think there have been but a few instances of appointments upon our part, except by the nomination of the Crown.

799. (*Lord Clarendon.*) In the special instance which you have mentioned, did the Fellows elect in haste, and before the letter could come down from the Crown, or did they allow the usual time to elapse before they proceeded to the election?—A fortnight before the election took place, or more than that, a notice was given, and the day of election was fixed, and we were expecting, in the usual way, a letter from the then Minister who was, I believe Lord John Russell.

800. (*Mr. Vaughan.*) Will you explain what, under these circumstances, is the reason of the answer here given, that the Provost is elected by the Fellows according to the statute?—The form of election is still preserved.

801. (*Lord Lyttelton.*) In this answer you do not allude to the power of the Crown—No. The election goes on as if nothing had happened.

802. (*Mr. Vaughan.*) May I ask then, if you consider that all the statutable formalities, according to which the statutes say that the Provost shall be elected are complied with?—Yes.

803. Are the statutes about the election, for this is one of the statutable formalities, read?— Yes, they are read through.

804. May I ask whether the electors take any oath before proceeding to the election? — Yes, they do.

805. Is the oath they take the oath which the Founder has prescribed?—Yes, word for word.

806. Is there any confirmation of the election by any person after it has taken place?—Yes; by the Visitor.

807. That is to say, by the Bishop of Lincoln, according to the statute?—Yes, according to the statute.

808. Has there ever been any such delay in the election as has led to the lapse of the right of election?—I never heard of it.

809. Has the Bishop of Lincoln, as a matter of fact, ever elected or nominated the Provost?—No; but the right of election would lapse to him after a certain time.

810. But you are not aware that the right has ever been exercised in that way?—No, I think not. I think we should not let it out of our own hands so easily.

811. Does the Provost upon his election take any oath?—Yes.

812. Does he take the oath which the statutes prescribe?—Yes.

813. (*Lord Clarendon.*) Is it not prescribed that the Provost and Fellows shall make themselves thoroughly acquainted with the statutes?—I believe it is.

814. (*A Commissioner.*) Do you consider that the Provost and Fellows are thoroughly acquainted with the statutes?—I cannot speak in their behalf.

815. (*Mr. Vaughan.*) Is it not prescribed that they shall be read three times a year?—I believe it is.

816. (*Lord Clarendon.*) It is so prescribed. Are they read three times a year?—No.

817. Are they ever read at all?—(*Mr. Wilder.*) Portions of them are read annually; for instance, those which have reference to the appointments of officers are read annually.

818. Relating to the appointment of officers?—Yes, or anything connected with matters in which we ourselves are concerned. All such statutes are read; I mean those relating to the vice-provost and bursars as well as to the Provost.

(*Mr. Dupuis.*) There are certain officers re-elected every year, and at their election the statutes relating to the offices they fill are read.

(*Mr. Wilder.*) We do not read the statutes through, but those parts relating to these offices are read.

819. Do you not apprehend, according to the 43rd statute, that the object of the Founder was that every sworn member of the College should be conversant with and cognizant of the statutes?—I take it that we are cognizant of the statutes to a considerable extent; but as half of them are obsolete, and have fallen into disuetude, it would be absurd to require the whole of them to be read.

820. Is it not prescribed that the *liber originalis* should be kept in the library?—I believe it is.

821. Is it the *liber originalis*, or a copy?—(*The Provost.*) The *liber originalis*, with Henry the Sixth's seal attached to it, and Queen Elizabeth's dispensation at the end of it.

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822. The prevalent notion is that the *liber originalis* has been removed, and locked up in the muniment room?—The statutes are kept in the muniment room.

(*Mr. Dupuis.*) They have been placed there for the sake of security.

(*The Provost.*) The original is kept in the muniment room. There are copies, however, in the library.

(*Lord Clarendon.*) Then there is a copy of the statutes in the library to which anyone can have access for purposes of reference, who is a member of the foundation.

(*Mr. Dupuis.*) Yes. There is the *liber originalis*, and many copies besides.

(*Mr. Thompson.*) I think there is a provision that the scholars shall have access to the statutes.

(*Mr. Wilder.*) They have access to the statutes now.

(*The Provost.*) There is a copy of them in the boys' library, so that every scholar can have access to them. Their copy is much easier to read than those in our library.

823. (*Lord Lyttelton.*) I wish to call your attention to a passage in the oath of the Fellows. It may appear to apply to the right of the Crown to interfere with the election of Provost. The words are in the oath of the Fellows, and are these:—"Item, quod non impetrabo "literas aut preces principum prælatorum, aut "aliorum magnatum quorumcumque, seu alia media "fieri procurabo, ut ad officium præposituræ, vice-"præposituræ, seu alia quæcumque officia infra idem "collegium per me gerenda ullo unquam tempore "eligar vel assumar." Do you remember those words?—(*Mr. Dupuis.*) Yes, I have read them.

824. Do they bear upon that question?—It forbids them, I should say, to acquiesce in or obtain any such influence.

825. Does it appear to go against the claims of the Crown?—No.

(*The Provost.*) It only debars them from trying to obtain it themselves.

826. (*Mr. Vaughan.*) Do you think the word *princeps* fairly applicable to a king?—To noblemen, I think.

827. Is not *princeps* the word applied in old authors to the highest nobles?—Yes.

828. (*Lord Lyttelton.*) I understood you to say that there was a series of examples of the Crown having recommended persons for appointment since the time of Charles II.?—Yes.

829. I find that long before that time, namely, in the reign of Edward VI., there was a letter of recommendation from the Crown upon the election of Sir Thomas Smith. Have you ever seen that?—No. I know that there are older instances than the time of Charles II., but I cannot recollect any particular case at this moment.

(*Mr. Dupuis.*) Since the time of Charles II. I can state that there have been letters of recommendation from the Crown.

The following letter, extracted from the college register was then read by one of the witnesses:—

COPY of EDWARD THE SIXTH'S LETTER recommending Sir THOMAS SMITH as PROVOST of ETON.

"Trusty and well-belovyd we greate you well, and whereas the provostshipp or mastershipp of our Colleage of Eton is now at this present void by the resignation of the most reverende fader in God Robt. Byshopp of Carliell, we therefore having a zeale and regard to the good government of that our colleage, and desiring to see you furnyshed with suche a governor as in all poynts might seem worthy for the Room, have thought good, by advice and counsell of our entirely belovyed Uncle Edward Duke of Somerset and governor of our person, and Protector of all our realmes, domynions, and subjects, to comend to you by these letters our trusty and well-belovyd Thomas Smythe, Doctor of Civill Laws, whom we know to be most mete to the government of suche a colledge for the furtherance of vertue and lernynge, willynge and requirynge you therefore to elect and chose the same to the sayd government and offyse, and to thentent that there myght be no stop nor lett to the same by cause that the sayd Thomas is not a prieste or doctor of divinitie, or otherwyse qualyfyed as your statutts dothe requyre, we consyderynge his other qualities, thexcellency whereof do far surmount the defect that this before rehearsed shold make, have disspensed and by these presents do disspense to you and the sayd Thomas and any other that shall admytt the same with and for all suche thyngs or matters as shold stope or lett the same election. Wherefore, as our trust is of your gentel conformytie therein, so we do not dought thaccomplyshment of this our plesure, you shall have cause to thynke yourselfe furnyshed of suche a master or provost as apperteynythe. Given under our sygnet at our house* of Hampton Court, the xxvth day of December, the fyrst year of our rayne."

830. (*Lord Lyttleton.*) Is that substantially the same as the letter used in later times?—It is very nearly the same; I cannot say whether it is exactly word for word.

831. There is another letter dated 1621, from the visitor, the Bishop of Lincoln, where he speaks of the right of election "being originally not in the King, but "in the Fellows, but now by neglect devolved on "me"?—(*The Provost.*) That is a case of lapse.

832. He there speaks clearly of the right not being in the King?—Yes.

833. (*Mr. Vaughan.*) Is there an instance of any one ever having been elected as Provost who did not satisfy all the conditions mentioned here, such, for instance, as having belonged to the Royal College of King Henry VI.?—(*The Provost.*) There are instances of laymen having been appointed who certainly did not satisfy the conditions imposed by the statutes.

834. Who were they?—They were Sir Henry Wotton and Sir Thomas Smith.

(*Mr. Dupuis.*) And Sir Henry Savile.

835. Are there any other points upon which the conditions prescribed in the statutes have not been satisfied?—(*The Provost.*) I am not sure.

836. With regard to being a member of one or other of the Colleges?—I do not know whether all who have been selected were members or not.

837. Has the proper interpretation of the words of the statute always been held to be "one who has "been on the foundation of the College"?—Yes.

838. Do you know if there has ever been any practical deviation from that?—I could not undertake to say.

(*Mr. Dupuis.*) Nicholas Monk could not have been qualified; he was brother of General Monk, afterwards Duke of Albemarle. Sir Francis Rous, again, could not have been qualified.

(*Mr. Batcheldor.*) Nor Nicholas Lockyer.

839. (*Lord Clarendon.*) Does any benefit result from the requirement that the Provost should be born in England and educated upon the foundation?—(*Mr. Dupuis.*) No bad result ensues from it.

840. You might enlarge the choice by not insisting upon the requirement that he should be educated upon the foundation?—Yes; there is one restriction mentioned in the statutes which I think does act as a kind of bar, and that is, that he should be a Bachelor of Divinity; that, in the present day, is not a restriction of any value, and I should like to see it altered.

841. (*A Commissioner.*) I believe he must be a B. D. at the moment of his election?—Yes; that is the reason Mr. Hodgson was ineligible when the Queen sent him down.

842. (*Lord Devon.*) What do you consider would be the effect of any relaxation in the terms of the qualification so as to admit of the appointment of laymen?—I think that in an Ecclesiastical and Church Corporation like that of Eton it would not be desirable.

* The word is almost effaced,—C. O. GOODFORD.

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843. Do you not think that there might be countervailing advantages in having a man whose knowledge of the world might have been more extended than that of a gentleman in holy orders?—I would rather have a person in holy orders, as he would have ecclesiastical duties to perform in the chapel; at present the Provost preaches before the boys, and under these circumstances, I do not think it would be advantageous that a layman should be at the head of the College.

844. I take it that he is only one of those who preach before the boys?—No, only one.

845. How often does the Provost preach to them, necessarily?—(*The Provost.*) Not more than eight Sundays in the year, necessarily.

846. Is the duty of preaching on other occasions taken by the Fellows alternately?—Yes.

847. How often by the Head Master?—Never, necessarily, except when he catechises in Lent.

848. (*Mr. Vaughan.*) With regard to the qualification which Lord Devon has mentioned, is it not a very prominent and important duty, imposed by oath upon the Provost, that he should take care of and manage the property of the College?—Yes, I believe so.

849. Do you not think that, in that point of view, it might now and then be of great advantage to the College to have at any rate the option of choosing a person who would naturally, in some cases, be acquainted with the law?—No; I think it would be inconsistent with his other duties. The only advantage would arise in the performance of the duties which have just been mentioned to the Commission.

850. What are the duties you think it would be inconsistent with; will you be kind enough to state them?—I mean his ecclesiastical duties in chapel.

851. Are those strictly ecclesiastical duties of the Provost which you have just been mentioning less necessary or important to the College, in consequence of the provisions which have been made with regard to the qualifications of the Head Master?—I do not exactly understand the question.

852. Are those qualifications for the performance of ecclesiastical duties, on the part of the Provost, less necessary for the due execution of the office in consequence of similar qualifications being possessed by the Head Master. Is not the Head Master required to be a clergyman?—He is by custom.

853. Is he always practically a clergyman?—Yes.

854. Is he always present in the chapel?—Yes.

855. Might he not very naturally, and without having any very onerous duties imposed upon him, perform those ecclesiastical duties in chapel which at the present moment are performed by the Provost?—It would be a very great addition to his ordinary labour.

856. At present how many times does the Provost preach in the course of the year?—He preaches eight times in the year.

857. Eight sermons in the course of the year would not be a very great hardship. That is what it amounts to, practically, is it not?—Yes; but he has also the superintendence of the parish thrown upon him.

858. Do you not think that it would be a useful division of labour, the Head Master being in the Church as well as the Provost, and having the moral superintendence of the boys, that he should perform all the ecclesiastical duties and leave the Provost to attend to the management of the property and to take care generally of the secular interests of the College?—Do you mean that it would be advantageous to the College if the Provost had more time to attend to that?

859. Yes; would it not be advantageous to the College to give the Provost more time for attending to the management of the College property and its secular relations. At present his educated habits as a clergyman do not give him much aptitude for such duties?—Do you mean that the property would be better managed if the Provost were a layman?

860. Yes?—Of course there cannot be a doubt that a man accustomed to the management of property might attend to those matters better than a man who was not.

861. Are not such secular duties, considering the profession of the Head Master, more wanted by the College than the ecclesiastical duties the Provost has now to perform?—The Founder has placed the Provost in such a position that he could not relinquish those ecclesiastical duties.

862. In reading over the statutes, does it not appear to you that the Founder has placed the Provost in a double position in having left to his care the spiritual interests of the College and in a high degree its secular interests?—Yes.

863. Upon reading the Provost's oath and the statute on the duties of the Provost, does it strike you which of these duties are the most numerous?—I take it that his spiritual duties are paramount.

864. Should you say that they were paramount in their number and importance?—Yes.

865. Let me enumerate them as they stand in the statute. In the first place, he has pre-eminence and command over the Head Master and all the officers of the College, does that strike you as being necessarily an ecclesiastical duty?—His having the command of the Head Master?

866. Yes; having a command over the Head Master and the officers of the College, and making them observe the statutes—do you think that that would not be done by a layman as efficiently as by a clergyman?—I suppose that a layman might exercise the authority.

867. As to the second duty mentioned, I believe it is the case, that the spiritual interests of the parish are, although belonging strictly to the Provost, confided to the Conducts?—Yes, under the superintendence of the Provost.

868. The third duty is that of administering the property with diligence and with prudence. Is not that a duty which a layman could perform equally well with a clergyman?—I suppose a layman might be as diligent and as prudent as a clergyman.

869. And could he not discharge the other duties which remain in the description of the Founder, namely, that of enforcing the statutes, overlooking the expenditure, and husbanding the surplus. Do you not think that those are also duties which a layman is equally competent to perform?—Yes, I dare say you could get one man to perform any duty as well as anybody else; but whether that is a reason why you should alter the Founder's intention is another question.

870. Again as to the oath. Are there any of the duties which the Provost has undertaken upon oath to perform, which a layman might not perform equally well. For instance, to shew impartiality in administering the property, and in the maintenance of all necessary law suits. Then again, to defend the interests of the College with vigour, to superintend the election of the scholars, and to make proper provision for the masters of the school; to keep up the number of officers, and the observance of the statutes according to their plain and literal meaning, rejecting all manner of dispensations and refusing to obey repugnant statutes. Does it strike you that there is anything in those duties which the Provost undertakes by oath to perform which a layman could not undertake also to perform with equal efficiency?—A clerical Provost can perform all the duties which the statutes have imposed upon him, and a layman would only be able to perform part.

871. But are there not part of the duties which a layman would be more apt to perform than a clergyman?—Possibly there may be.

872. (*Lord Devon.*) You have mentioned that the practice of having a clergyman in the office of Head Master rests upon usage. Am I correct in inferring from that, that there is nothing in the statutes which

requires that the Head Master of the school should be in holy orders?—I think it is implied that he is to be in holy orders.

873. He is to be "in grammatica sufficienter "eruditus, habens docendi peritiam, in artibus "magister, si talis commode adquiri posset, minime "conjugatus, aut in aliquo collegio, capella, vel "ecclesia curata infra spatium septem miliarium a "dicto collegio nostro de Etona intitulatus," and so on. Then it goes on to define his duties. Is there anything there that requires him to be in holy orders?—No, but the language there used implies his being in orders.

874. If it were desirable to introduce the lay element into the conduct or management of so large a school as Eton, might it not with equal advantage be introduced by a lay Head Master as by a lay Provost?—I should not like to see a lay Head Master.

875. I take it that you would rather not see a layman in either position?—No.

876. But as the law stands, there is nothing to prevent a layman from becoming Head Master?—No.

877. (*Sir S. Northcote.*) Of the two, which do you think would be most objectionable, a lay Head Master or a lay Provost?—Of the two, I should say a lay Provost.

878. (*Lord Lyttelton.*) The Head Master may be a layman?—Yes.

879. But with regard to the lower master, the original provision was that he should not be a clergyman?—Yes.

880. How is it that that provision has ceased to be observed?—I imagine that the notion originally entertained was that a person in holy orders would not take so low an office. It was considered rather derogatory.

(*Mr. Dupuis.*) I remember a lay lower master, Dr. Keate; he was not in holy orders for a portion of his time certainly.

881. But was not the meaning of the provision that he should not be in holy orders during the whole of his time?—(*The Provost.*) Yes.

882. That has become obsolete, has it not?—Yes.

883. (*Sir S. Northcote.*) So has the rule with regard to his not being married?—Yes.

884. (*Lord Lyttelton.*) With regard to the Provost being in holy orders; your view is that he has specially the spiritual charge of the school under him, and you look to that as the paramount part of his duties?—The Founder appears so to have considered it.

885. With regard to the management of the school property is there anything in that which any man of intelligence and education cannot perform?—I think not.

886. (*Mr. Thompson.*) Referring to the alternative proposal of a lay Head Master, or a lay Provost do you think that a lay Head Master would command the confidence of English parents?—Certainly not.

887. Do you think that the appointment of a lay Head Master, would tend to diminish the number in the school?—I do think so, and that is a most important consideration.

888. Do you express that opinion from your own experience and observation?—Yes; the persons who send their children to Eton, regard that as one of the most important considerations.

889. As a general rule lay school masters are not successful you think?—That is a point I cannot answer.

890. (*Lord Devon.*) Is the College chapel the parish church of Eton?—Yes.

891. Before the recent church was used was that so?—Yes.

(*Mr. Dupuis.*) It is really so still.

892. Where do the marriages take place?

(*The Provost.*) In the College chapel.

(*Mr. Dupuis.*) Some marriages take place in the other church by permission of the Bishop of Oxford.

893. Till that church was built, did not all marriages take place in the College chapel?—Yes, all of them.

894. They were performed by the Conduct?—Yes.

895. (*Mr. Thompson.*) And the Provost is legally the rector of Eton?—(*Mr. Batcheldor.*) The Provost is rector, and has the cure of souls; but the income of the living, the tithes, is part of the College funds.

896. How would it be in the case of a lay Provost who could not exercise the cure of souls?—(*Mr. Dupuis.*) It would then be in abeyance.

897. Does the Provost or the Provost and Fellows appoint the curate?—The Provost only.

898. (*Lord Clarendon.*) Is it not the special duty of the Vice-Provost and Fellows to assist the Provost?—(*The Provost.*) Yes, in his absence.

899. (*Mr. Thompson.*) When a layman was Provost, the difficulty must have been met in some way?—Yes.

900. (*Lord Lyttelton.*) Is the Provost ever appealed to in parochial matters by the inhabitants, or are the duties in practice entirely exercised by the Conducts?—He is appealed to.

901. (*Lord Clarendon.*) Does he take an active superintendence; a real superintendence?—There is a charity school of which he and the Fellows are Trustees. They attend all the meetings and see what the state of the school is.

902. (*Mr. Vaughan.*) Looking at the statutes and the present practice, does it appear that the Provost's powers have rather diminished practically over the members of the College?—I hardly know.

903. You have not read the statutes with that view?—No; I do not know that they have diminished.

904. (*Lord Clarendon.*) You say in the printed answers, "The Fellows are seven in number, and are "elected by the Provost and Fellows, each having "equal votes, and no casting vote being allowed to "the Provost. They should be chosen either from "actual Fellows of King's or from those who have "been Fellows of King's, or from those who are or "have been Conducts, or from those who have been "scholars of Eton; but in case that none such be "considered eligible, a choice may be made from "other persons." Upon the whole, that gives a wide field for the choice of fellowships. Do you think it would be advantageous to the foundation if they were thrown more open?—You see we have a wider choice if none of the Fellows of King's, or Conducts, or scholars of Eton are considered eligible.

905. But a man may not be ineligible and yet be by no means the best whom it would be desirable to have?—Yes. If you restrict the choice to persons simply eligible, I do not think that the best arrangement you could make for the foundation.

906. (*Mr. Vaughan.*) Do you know what the Latin of the term is to which you have returned this answer, "In case that none such should be considered eligible?"—I do not recollect.

907. It is "aut alias." Does it appear to you that "alias" only means if none such are eligible?—No.

908. (*Lord Lyttelton.*) The statute says, "vel de "presbyteris conductitiis ejusdem collegii de Etona, "vel de hiis qui prius fuerant in eodem et ex causis "licitis et honestis recesserunt ab ipso, habilem et "sufficientem, aut alias de collegiis vel locis aliis." That is very general.

(*Mr. Dupuis.*) That word "other persons" does not express the meaning quite fully.

(*Mr. Vaughan.*) I think the answer expresses rather too much. "That in case none such be con-"sidered eligible," is an inference on the word *alias*, which is a little too wide.

(*Lord Lyttelton.*) The implication would be that it means "failing such as are previously recited."

909. (*Mr. Vaughan.*) Have you known any instances of Fellows ever having been taken from other than the colleges mentioned?

(*The Provost.*) I am not aware of any.

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(*Mr. Dupuis.*) I do know that in the last century a Fellow of the name of Barnard was chosen, who was not eligible according to the statutes.

910. He did not belong to either of the two colleges?—I think not; but that was a great exception, and it was considered wrong at the time. He was the son of Provost Barnard.

911. (*Lord Clarendon.*) Do you not think that it would be advantageous to open the fellowships more?

(*The Provost.*) It would appear to be sufficiently open already if we have the *alias*.

912. Have there ever been Fellows elected except under these conditions?—I do not know of any except in the instance mentioned by Mr. Dupuis.

913. (*Mr. Vaughan.*) Is there not another qualification for a Fellow which is not mentioned here?—(*Mr. Dupuis.*) What is it?

914. "Cantandi peritia," skill in music?—Yes.

915. That is not mentioned in your answer as one of the qualifications?—No.

916. Is that because it has been practically neglected?—Yes. I presume the reason of that qualification was the musical services in the chapel in Roman Catholic times.

917. There is no mention in the College answers of what I believe to exist, namely, certain honourable grounds for removing Fellows who have been elected. It is the 25th statute. "Propter quas causas rationa- "biles et honestas presbyteri socii perpetui debeant "finaliter a collegio recedere memorato." Do you know whether that part of the statutes is at all in force. There are two causes mentioned in the statute, namely, an absence from Eton for more than six weeks in the year, and a small pecuniary possession of a certain sum—10*l.* annually, I think. Have either of those causes of removal ever been acted upon?—Not within my memory.

(*The Provost.*) I think the possession of a certain sum of money is always interpreted to be money derived from land.

918. The phrase is rather more comprehensive than that; it is "patrimonium hæreditatem feodumve "seculare perpetuum, aut annuam perpetuam pen- "sionem," "a perpetual annual payment." Have you known any cases of the removal or of the leaving of College by Fellows on account of the acquisition of property?—The only case which occurs to my mind is that of a Fellow who was about to purchase a small property, but who, I believe, did not do so.

919. Do you allow that whatever objection there might exist to a Fellow having landed property, the same objection would exist to a Fellow having personal property?—It has never been interpreted to extend beyond landed property.

920. Does it strike you that that is a reasonable interpretation of the words "aut annuam perpetuam "pensionem ad valorem communibus annis decem "librarum assecutus fuerit?"—I suppose it would amount to much the same thing.

921. If the sum mentioned in the statute were produced from personal property, would it not come within the terms of the statute. Has the other disqualification ever been acted upon?—(*The Provost.*) Not that I am aware of.

922. The disqualification in reference to the possession of landed property or non-residence?—Not that I am aware of.

923. You cannot recall to your recollection any person who ever vacated a fellowship upon the ground either of non-residence, or the possession of property?—I never remember anything of the kind.

924. Do you think that one or other of them must have occurred?—I have always understood that the Fellows have never held landed property for that very reason. I have always understood that if they did they would be disqualified from holding their fellowships.

925. Do you think that the distinction drawn between personal property and landed property is a reasonable distinction, and one that should be kept up and acted upon?—I cannot say, but it is one that has always been held; it was held at King's as well.

926. (*Mr. Thompson.*) Do you think that the prohibition is reasonable or desirable?—I do not.

927. (*Lord Lyttelton.*) Was the disability of a Fellow to marry part of the general law?—Yes; it applied originally to priests.

928. Was that removed, or by the alteration of the general law which permitted the clergy to marry?—It followed the alteration of the general law.

929. The requisition of celibacy ceased when the general law of celibacy ceased?—Yes.

(*Mr. Dupuis.*) Not only at Eton, but universally throughout the Church.

930. Is there any special removal of the restriction?—(*The Provost.*) I am not aware of any.

931. (*Lord Clarendon.*) How is the Vice-Provost elected?—Annually, by the votes of the body.

932. Then it is an annual office?—(*Mr. Dupuis.*) All the officers are appointed annually—the bursars, &c. The Vice-Provost is elected, but it is usually the senior Fellow.

933. Is it so in the present instance?—He is senior in age, but not in seniority in his place in the College. The present senior Fellow is Mr. Plumptre, who begged not to be elected Vice-Provost.

934. In what manner are the scholars elected?—(*The Provost.*) The scholars of Eton?

935. Yes?—By an annual examination held by the Provost, the Vice-Provost, the Head Master of Eton, the Provost, and two Fellows of King's, appointed annually for that purpose, and called Posers.

936. Do they elect for both?—Yes.

937. At the same time?—At the same time of the year. By the number of elections for King's, we know the number of vacancies there will be at Eton.

938. What is the average number of vacancies at King's?—We used to reckon about nine in two years; but now the Provost and Fellows of King's must offer three, and they must offer more eventually if they have more vacancies.

939. Three every year?—Yes.

940. But suppose they are not vacant?

(*Mr. Dupuis.*) There are to be 24 scholarships when the new system is completed; and there will be four offered every year. There must then be four vacancies every year. At the present moment the system is not quite complete.

(*The Provost.*) Their *rota* will regulate the vacancies.

941. It was not obligatory before?—No; sometimes you had as many as nine in a year, and sometimes you had none.

942. With regard to the junior bursar, you say, he transacts all affairs at home, such as the maintenance of the 70 scholars, the superintendence of their food in hall, and their dwelling. Is that a real *bonâ fide* superintendence on the part of the bursar?

(*Mr. Dupuis.*) Very much so. It does not go to the extent of actually providing meat and flour, and so on, but he has very great supervision over the whole of the College, and he looks over all the bills.

(*The Provost.*) The master in college if he wanted anything would go to him.

943. Does he dine in the hall? Does he attend the hall dinners?—Yes; when in residence almost always.

944. Is he not usually in residence?—(*Mr. Dupuis.*) He is for three or four months in the year; and the hall books, showing the consumption of the College, are brought before him to check. He signs his name to them every week.

945. Is the senior bursar usually resident?—He is for four or five months in the year. I am senior bursar.

946. You say, the precentor is responsible for the College choir, their regularity of attendance in chapel, and general behaviour. You also say, that the sacrist has charge of the chapel, the books, and the plate for the altar?—These are ancient offices connected with the College.

947. (*Mr. Thompson.*) With regard to residence, is it not the case that henceforth in accordance with the ecclesiastical law, a Fellow must reside three months at the College?—He must be at Eton three months. He is required to be there for that length of time.

948. (*Lord Clarendon.*) Does that resolution apply to every Fellow?—Yes; he must be in residence there three months in each year.

949. (*Mr. Thompson.*) If he wanted to be away for more than that time, he would have to get a dispensation from the Bishop?—He is entitled to three months absence from his living.

950. No doubt by Act of Parliament he is; but is he entitled to five months absence?—I think he is; but I do not know what the recent laws are. I have held a living for some time, and considered myself bound to be resident seven months at my living, and three months at Eton. It was originally four months, but now it is three.

951. That obligation is prescribed by the Acts of Parliament affecting residence?—I think it is rather the relaxation of the original term of residence.

952. (*Lord Lyttelton.*) Is that three months statutable?—I think the statute says differently, and fixes four.

953. (*Mr. Vaughan.*) The statutes say, a Fellow shall not be absent more than six weeks?—That is not observed now.

(*Lord Devon.*) There does not seem to be any limitation; but he must not be absent for more than six weeks at a time.

(*Mr. Vaughan.*) Or separately, "continuas vel "discontinuas."

954. (*Lord Clarendon.*) Generally speaking, how many Fellows are there resident?—It is very uncertain. Sometimes perhaps four, five, or six, and sometimes the whole body; while at other times there may be only one.

(*Mr. Dupuis.*) There always must be one.

955. There always must be one?—Yes. If you go down in the middle of the summer vacation you will find not more than one in residence.

956. (*Mr. Thompson.*) There always must be one?—Yes, there must be one.

957. (*Lord Clarendon.*) Besides their special duties, there are other duties which the Fellows might be called upon to discharge, but which, upon the whole, are nominal. I see you say in page 26. "Besides those special duties, the Fellows are required generally to act with the Provost in the "management and improvement of the College property, in the promotion of the interest and welfare "of the College, both moral and fiscal. Morally "to act as mediators in case of quarrels or disputes, "as judges in case of delinquency, and if necessary, to be a check upon the Provost; fiscally, to "be a check upon the bursars, so as to control and "regulate the expenses. They are required therefore to render assistance to the College by every "means in their power; and practically, all business "of whatever description is brought before them, "and decided by a majority." I apprehend that those duties are merely nominal?—When anything important is required to be decided, we are summoned into College, and all meet to discuss the question. For instance, that very letter you had in your hand just now, would require a meeting of that sort.

958. You mean as to visitation?—Yes; as to the answer we should give to the Bishop.

959. (*Mr. Dupuis.*) No College act can be executed but in the presence of the Provost and a majority of the Fellows, which is four. For instance, the sealing of a lease, or the applying of the seal of the College in any way whatever is not valid, unless *major pars* is present. No business of the College can be transacted without a College meeting. The consequence is that there are frequently College meetings, and we must have the Provost and four Fellows to transact any business at all.

960. But I suppose it would be just as well transacted if there were only two?—I do not know whether it would be. Four are required.

(*The Provost.*) They form a quorum.

961. At the meetings of the Provost and Fellows to which you allude, you consider, I suppose, all questions in reference to the property and interest of the College rather than questions relating to the administration of the school?—(*Mr. Dupuis.*) There is a good deal of that done, but that is a matter which devolves more upon the Provost without the Fellows; I mean the administration of the school.

962. (*Sir S. Northcote.*) If they were a smaller number and held livings they could not be present always for the Provost to consult?—No.

963. (*Mr. Vaughan.*) Is it not the case that the Founder on founding the College, and appointing the officers and masters of the College by statute at the same time, mentioned in specific statutes to that effect what duties they should perform?—I believe the duties are specified in the statutes.

964. Do you happen to know if any duties at all are prescribed in that manner to the Fellows?—Those which are specified here, I think.

(*Mr. Vaughan.*) I think, as a matter of fact, that the Founder prescribed no duties whatever to the Fellows directly, and that those which are quoted here are all incidental to acts prescribed or forbidden to others; nor can I find that the duties mentioned here are invariably enjoined by the statutes quoted for them.

(*Lord Lyttelton.*) They are in the oath.

965. (*Mr. Vaughan.*) Could you point out, if the statutes were put into your hands, the particular passage alluded to here, for the purpose of showing how the Founder has imposed the duties upon a Fellow of acting with the Provost in the management of the property?—Probably, if I had the statutes I think I could. I think the first that is specified, with respect to the management and improvement of College property is this. The statute says, "Item, quod ad dicti collegii regalis de Etona "meliorationem, augmentationem bonorum, terrarum, "possessionum, reddituum, et jurium ejusdem con- "servationem, defensionem, promotionemque, et "expeditionem, negotiorum dicti collegii quorum- "cumque, ad quemcumque statum, gradum, digni- "tatem, vel officium in posterum devenero, in sanis "consiliis, beneficiis, favoribus et auxiliis, quantum "in me fuerit et ad me pertinuerit, diligenter "juvabo, et pro eisdem fideliter laborabo, et usque "ad finalem et felicem expeditionem negotiorum "prædicti collegii juxta posse instabo, quamdiu "vixero in hoc mundo."

966. (*Mr. Thompson.*) That is in the oath, I think, is it not?—Yes.

(*Mr. Vaughan.*) Yes; they are to give general aid to the College, but it is not mentioned that they are to act with the Provost in any way as Fellows in the management.

(*Mr. Thompson.*) It is in effect as much as to say, "We will always be friendly to Eton, even "when we have ceased to be Fellows." I do not think it relates to their duty as Fellows, but to their benevolence afterwards. It says, "Ad quemcumque "statum, gradum, dignitatem, vel officium in pos- "terum devenero, in sanis consiliis, beneficiis, "favoribus, et auxiliis, quantum in me fuerit, et ad "me pertinuerit diligenter juvabo."

(*Lord Lyttelton.*) But they continue Fellows?

(*Mr. Thompson.*) I think not. The words are "*in posterum devenero.*"

(*Lord Lyttelton.*) It would hardly mean that such an oath was not to be observed when he was a Fellow.

(*Mr. Vaughan.*) It does not give any power of management at all, or give them any share in the management of the property in conjunction with the Provost; that is left entirely out of their hands.

(*Mr. Thompson.*) It seems to me to refer to the case of a Fellow of Eton who has been raised to the position of a high dignitary.

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967. (*Mr. Vaughan.*) With regard to that particular passage, I do not understand it to give the Fellows, as Fellows, any particular share in the management of the College property with the Provost; the Provost has the general management given to him, distinctly and personally, in another part of the statute?—Yes.

968. Again the answers say that "they are to act "as mediators in case of quarrels and disputes."

(*Lord Devon.*) At the bottom of page 501 of the statutes there is this passage in the oath of the Provost:—"Item, si per me vel occasione mei aliqua "dissentionis materia, iræ vel discordiæ, in dicto "collegio de Etona (quod absit) suscitata fuerit, si "super ipsa materia per socios presbyteros et magis-"trum informatorem scholarium finis rationabilis "factus non fuerit." It then goes on to refer to the Visitor, and to the prevention of discord in the College.

(*Mr. Vaughan.*) Is not that only discord between himself and the Fellows.

969. (*Sir S. Northcote.*) Practically, the Provost has very considerable control over the management of the school and over the Head Master?—(*The Provost.*) Yes.

(*Lord Lyttelton.*) That part of the oath on page 501 refers to any discord arising in the College. It is "Si per me vel occasione mei aliqua dissentionis "materia, iræ vel discordiæ, in dicto collegio de "Etona (quod absit) suscitata fuerit."

970. (*Lord Devon.*) And if the Fellows cannot successfully mediate, then it must be referred. That is merely to show that the Fellows have a right of mediation in certain cases.

971. (*Mr. Vaughan.*) "*And if necessary, they are to be a check upon the Provost*"?—Yes.

(*Mr. Vaughan.*) No statute is quoted?

972. (*Mr. Thompson.*) In case of rebellion or disobedience of the Fellows, he would, I imagine, have power at common law independent of any statute, would he not?—(*Mr. Dupuis.*) I should think so.

973. Independently of any statutable law?—I should think so.

974. (*Lord Lyttelton.*) In statute 15 which relates to the duty of the bursars, there is this passage: "Nolentes quod dicti bursarii, aut quivis alius, de "residua parte receptorum dictorum, seu de majoribus "negotiis dicti Regalis collegii de Etona, aut aliis "solutionibus, misis, et expensis circa hujusmodi "majora negotia facienda, se quomodolibet intro-"mittant, sine consensu, discretione, dispositione, "consilio, et avisamento præpositi, vice-præpositi, et "majoris partis sociorum nostri Regalis Collegii "prædicti." That is a very large power.—Yes.

975. (*Mr. Thompson.*) If there had been no mention of the duties of the Fellows in the statutes, the mere fact of the property being vested in them conjointly with the Provost would be important. Let me ask whether there are not nearly as many statutable offices tenable only by Fellows as there are fellowships?—Yes.

976. There are five or six?—There is only one, a junior Fellow, who has no office. There were 10 Fellows originally, and the statutes mention 10, but the number has been reduced to seven.

977. (*A Commissioner.*) The Fellows were necessary to fill the other offices in the College, which had been appointed by the Founder. One of their duties was to do that, was it not?—Yes.

978. (*Mr. Vaughan.*) In addition to those duties which have been pointed out, and which are incidentally scattered throughout the statutes, is there any distinctly prescribed code of duties by the Provost to the Fellows, as there is to all the other great offices of the College?—(*The Provost.*) Irrespective of their office?

979. Yes?—I do not recollect.

980. (*Lord Lyttelton.*) Are you aware whether any technical meaning is attached to the words *majora negotia*?—No.

(*Mr. Vaughan.*) It struck me to mean law business. I believe there is a positive definition of those words given in one place by the Founder when describing what the Provost cannot do by his own authority alone.

981. (*Lord Lyttelton.*) Are the College aware of any restriction in those words?—No.

982. Have the College acted upon that?—The 33rd statute provides that the Provost is to ask the consent of the Fellows in the more serious business of the College.

(*Mr. Dupuis.*) I think it must be the 11th statute, which is: "In quibus socii presbyteri, capellani, "clerici, scholares, et alii ministri obedire debent "præposito."

(*The Provost.*) It is the 33rd statute, at page 570. That statute is as follows: "Item, sta-"tuimus, ordinamus, et volumus, quod in majoribus "collegii nostri negotiis disponendis, videlicet, in "traditionibus firmarum, beneficiorum ecclesiastico-"rum, et maneriorum, præsentationibusque ad bene-"ficia, quorum advocationes vel jus patronatus ipsi "obtinent, in posterumve obtinebunt, causis, contro-"versiis, placitis, seu litibus ipsum collegium con-"cernentibus aggrediendis seu inchoandis, ac aliis "consimilibus, omnes et singuli socii presbyteri dicti "regalis collegii, tempore quo hujusmodi negotia "pro utilitate ejusdem nostri collegii imminent dis-"ponenda, in dicto collegio præsentes, ad vocationem "et premonitionem dicti præpositi in ecclesiam, "aulam, seu alium locum infra dictum regale colle-"gium competentem, insimul convocentur ad com-"muniter tractandum et deliberandum super hujus-"modi negotiis imminentibus; et quod in et super "præmissis communiter, vel per præpositum et ma-"jorem partem ipsorum, deliberatum fuerit et con-"sensum, roboris habeat firmitatem. Ordinatio "autem sive dispositio in et super præmissis alio "modo habita sive facta, pro nullo penitus habeatur."

(*Mr. Vaughan.*) That is the passage I referred to; there it is distinctly stated, but it has not been quoted here.

983. (*Mr. Thompson.*) Without some such provision as that the power of the Provost would be unlimited, would it not?—Yes.

984. And would be perfectly irresponsible?—Yes.

985. (*Sir S. Northcote.*) I want to know generally how far the Fellows are a check upon the Provost in the management of the school. The Provost has a very considerable voice in the direction of the school, and he is assisted by a body of Fellows who, practically, have all been assistant masters, or most of them, in the school; how far are they entitled to control or influence the Provost's decision in matters affecting the school?

(*The Provost.*) I should think not at all in matters affecting the school.

(*Mr. Dupuis.*) The government of the school rests between the Provost and the Head Master, and the Fellows' assent or dissent is never asked.

986. Not with regard to leasing the houses?—That they must have a voice in.

987. That is a matter that materially affects the management of the school, is it not?—Yes; but that is a duty which comes under the management of the property of the College.

988. I only want to bring out how far the Fellows do really influence the well-being and condition of the school as well as the management of the property. Such a question as the allotment of houses does affect the working of the school?

(*The Provost.*) I do not think that is a question that ever comes before the Provost.

(*Mr. Dupuis.*) It must come before both.

989. Suppose that a house happens to be vacant, who decides who is to have it?—That entirely depends upon whose house it is.

990. But I would suppose that it was one of the College houses; who would decide in case one of the assistant masters who now rents a house was to resign; what would become of the house?—(*The*

(*Provost.*) Probably some one would have made an arrangement with him for succeeding long before.

991. Would not the consent of the College be necessary ?—Yes.

992. What do you mean by the consent of the College ?—The Provost and Fellows.

993. And would it lie with them to say, "This "house shall not go to the person who wishes for it, "but to somebody else ?"

(*Mr. Dupuis.*) They might have such a power, and might exercise it.

(*The Provost.*) I do not recollect that such a thing has ever happened.

994. Suppose that any one of the masters, Mr. Durnford, for instance, was about to leave, is his house College property ?—Yes.

995. Suppose that Mr. Durnford was going to leave, and had made arrangements with a dame to succeed him and take the house ?—(*Mr. Dupuis.*) That would not be permitted.

996. Would you prevent such an arrangement being carried out?—Yes ; the College would interpose and prevent him directly.

997. And the College, in that case, would be the Provost and Fellows ?—Yes.

998. Then in matters of that sort the Fellows would exercise an influence in the management of the school ?—Yes, indirectly, they would.

999. (*Lord Clarendon.*) Suppose that Mr. Durnford had made an arrangement, a satisfactory pecuniary arrangement for himself, with some other master or individual whom the Provost or the Head Master did not think was a good man to have in charge of a boarding house, what course would the Provost and Fellows take ?—(*The Provost.*) I take it that the Head Master would interfere and represent the matter to the Provost ; I should have taken that course when I was Head Master.

1000. Knowing that he might be objected to might he not offer very advantageous pecuniary terms to the out-going master ?—I never heard of such a case.

1001. But such a case might easily occur ?—No doubt it is a possible case.

1002. And in such a case, if the Provost and Fellows thought it would prove disadvantageous, they could interfere and support the Head Master ?—Yes.

1003. (*Lord Lyttelton.*) The Provost by himself exercises considerable influence over the management of the whole school. When you say that you make no distinction between the College and the school ?—No.

1004. The Fellows have little or nothing to do with the management ofthe school ?—Yes.

1005. In that also you make no distinction between the College and the school ?—The Fellows have nothing to do with the regulation of the affairs of the College as a school.

1006. The Provost alone has power of control over the affairs of the school, as distinct from matters of property, and the Fellows have nothing to do with them ?—Yes.

1007. Have the Fellows anything more to do with the studies and general management of the foundation boys, than they have to with those of the oppidans ?—No, there is no distinction whatever.

(*Mr. Dupuis.*) If a great delinquency occurred, a scholar would be punished by the joint authority of the Provost and Fellows. He would be what we call convened.

(*The Provost.*) Suppose that a boy high in the school were to commit a serious offence, the question would be whether it was not our duty to dismiss him. In such a case, the matter would be brought before the College. A meeting of the Fellows then in residence would be called, before whom the boy would be brought, and the punishment to be inflicted decided upon. A case of that description occurred within my own mastership.

1008. The Provost would not consider himself justified in expelling a boy from college ?—(*Mr. Dupuis.*) No. But the Head Master would an oppidan.

1009. Is there no other point in the management of the school, upon which the Fellows take part ?—(*The Provost.*) No, I think not.

1010. (*Sir S. Northcote.*) They take part in the election of the Head Master, do they not ?—Yes.

1011. And of the under master ?—Yes.

1012. But not of the assistant masters ?—They have nothing to do with that.

1013. (*Lord Devon.*) Has the Provost a second vote ?—(*Mr. Dupuis.*) No.

1014. Suppose that the numbers were equal ; that four went one way and four another, then there would be a dead lock.—There is no provision in the statutes for such a case.

(*Mr. Vaughan.*) Do you think that in a case such as that which you have mentioned, namely, the expulsion of a boy from school, so large a machinery is necessary for the interests of the school, and for securing that justice should be done to individual boys.

(*The Provost.*) It is not necessary that the boy should be expelled. He may be subjected to a severe punishment without being absolutely expelled.

(*Mr. Dupuis.*) He may be brought before the College, not only for expulsion, but for any offence involving a very grave punishment.

1015. Do you consider that a machinery of that sort is the most efficient mode that can be devised for dealing with such cases as do not involve expulsion ?—(*The Provost.*) It becomes a much more grave matter to the boy himself when brought before us in that way.

(*Mr. Dupuis.*) By machinery, I presume that you mean the Provost and Fellows ?

1016. (*Mr. Vaughan.*) A meeting of the College summoned by the Head Master ?—The idea of a convention before the College in the minds of the boys is a very grave matter indeed.

(*The Provost.*) I think such machinery is very useful.

1017. But is it not usually unnecessary, and does it not operate in some cases to prevent the speediness, the efficiency, and the vigour of the administration of the discipline of the school ?—I should not say so, judging from my own experience.

1018. (*Mr. Thompson.*) Would you think it right to trust the power of the expulsion of the scholars to any one person ?—No.

1019. Is not expulsion severely felt by the boy ?—It is a very fearful punishment.

(*Mr. Dupuis.*) It very rarely happens. It must be a very grave case indeed to warrant it.

1020. Would it be safe to leave the power to the Head Master, or to the Provost alone ?—No ; I think not.

(*The Provost.*) My own opinion is that a council is better.

1021. (*Lord Devon.*) During the time that you were Head Master in how many instances had you to bring a boy before the Provost and Fellows ?—I think only twice.

1022. And you were there in that position for 14 or 15 years ?—No, only nine.

1023. (*Lord Clarendon.*) Do you know of many grave cases having been brought before the Provost and Fellows ?—I do not recollect many.

(*Mr. Dupuis.*) Throughout the whole of my knowledge of Eton, from a boy up to the present time, I only recollect six or seven.

(*The Provost.*) It is usually confined to the cases of boys high in the school.

1024. (*Lord Lyttelton.*) Is it in the discretion of the Head Master, or of the Provost, whether the case is of sufficient gravity to render a College meeting desirable ?—If the Head Master went to the Provost and desired a College meeting to be called, the Provost would at once comply with his request.

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1025. Does it rest with the Head Master to take cognizance of such a case?—It did in the only case to which I refer.

1026. Being a grave case you requested that it should be considered in a College meeting?—Yes.

1027. (*Sir S. Northcote.*) In a case where it was thought right to turn a boy down, so that he would lose his election, would that be a case which would have to go before a College meeting?—Yes.

1028. (*Lord Clarendon.*) Do you not think that in such a case as that the decision of the Head Master and Provost would be quite sufficient. Would it not be so far satisfactory to the boy and to his parents as to induce a belief that the punishment was just?—I think the present mode carries more weight with it.

1029. (*Mr. Thompson.*) Do you remember any instance of a colleger having been actually expelled?—(*Mr. Dupuis.*) Yes.

1030. (*Mr. Vaughan.*) I understand you to say, Dr. Goodford, that the Head Master himself usually brings the case under the notice of the Provost and Fellows. Has there ever been an instance of a boy appealing from the Head Master to the Provost and Fellows?—(*The Provost.*) I do not recollect a case of that sort.

1031. (*Lord Clarendon.*) You say on page 26 of the printed answers, that the emoluments of each Fellow is given at the end of the paper. Does the total of 1,876*l.* represent the total amount of the Provost's emoluments?—(*Mr. Dupuis.*) Yes, upon an average of 20 years. The only variable portion of it is the fines.

1032. Are the others yearly payments?—Yes.

1033. Which do not vary?—No.

1034. And do the other sums give the whole of the sums received by the different officers whose names are mentioned?—Yes; it includes the *remunerationes* stipend, allowance for coals, &c., and share of redeemed land tax.

1035. What is that?—(*Mr. Batcheldor.*) A portion of the estates were sold under the Land Tax Redemption Act.

1036. Sold under the Land Tax Redemption Act?—(*Mr. Dupuis.*) Yes; considerable portions were very unwisely sold.

1037. When?—About the year 1800, under the celebrated scheme of Mr. Pitt. When the Corporation sold their available property for a fixed money payment. In this instance the estates sold were worth about five times what they sold for. That produced 1,200*l.* a year, or some such sum, and the proportion of the Provost and Fellows was 686*l.* 19*s.* That is paid to them, and the rest is paid to Domus.

1038. How was the amount settled?—(*Mr. Batcheldor.*) They purchased that amount of land tax charged on their other estates, so it is paid by the tenants.

1039. (*Lord Lyttelton.*) Is this the receipt of actual money?—Yes.

1040. Is it accurately described as "share of re- "deemed land tax." Is that a full description of it?—Yes.

1041. (*Lord Devon.*) It is the share of that which would have been otherwise paid as land tax?—Yes; it is a share of redeemed land tax, payable out of the estates of the College.

1042. (*Lord Lyttelton.*) But it is paid by the tenants?—Yes.

1043. Then it is rent?—That is what it is.

1044. (*Mr. Thompson.*) What was Mr. Pitt's object?—To raise money. It gave him a large sum of money.

1045. What was the motive of the Corporation in selling the estates?—They thought they would be able to get a certain amount of money without incurring any expense in management.

1046. (*Lord Clarendon.*) Is the Head Master a Fellow?—(*Mr. Dupuis.*) No. The present Head Master was a Fellow, and was elected from his fellowship to be Head Master.

1047. Why is he put down here?—He has a statutable stipend of 215*l.* a year as Head Master.

1048. (*Lord Devon.*) A junior Fellow has no special duties?—He has no office besides his fellowship. The others are Provost, vice-provost, senior bursar, junior bursar, librarian, præcentor, and sacrist.

1049. (*Lord Clarendon.*) How are the Conducts appointed?—By the Provost. Their salaries are 120*l.* a year, and they have certain allowances of beer and bread—old allowances, not of great value—besides the fees of the chapel. One has a house besides.

1050. (*Lord Lyttelton.*) Is it very long since they succeeded the statutable officers called chaplains?—I do not know.

(*The Provost.*) There were only two Conducts formerly; but they have been increased of late years. The conducts do not reside in college now.

1051. The College would, perhaps, consider that an additional advantage conferred upon the scholars of late years beyond the provisions of the statutes?—Yes; the present master in college is not a Conduct.

1052. He may or may not be?—Yes.

1053. (*Lord Devon.*) Are the other two Conducts masters, or either of them?—No, they are not.

1054. Does it often occur that they are?—Neither of the three is.

1055. One was formerly?—Yes.

1056. Does it often happen that the Conducts are assistant masters?—Never; the two offices would be inconsistent. He could not be in school and in chapel both at 3 o'clock.

1057. Are they dames?—No.

1058. (*Sir S. Northcote.*) Are they always in priest's orders?—No.

(*Mr. Dupuis.*) One at the present moment is not.

1059. They have the whole conduct of the services now, have they not?—(*The Provost.*) Yes; the three between them.

1060. Do you think it is undesirable that they should not be in priest's orders?—It is. He will be ordained priest shortly.

1061. (*Mr. Vaughan.*) Is the parish a large one in which their parochial duties are performed?—It consists of one street, and an outlying district.

1062. Is that large?—No, it is not.

1063. Then it may be said to be a small parish?—Yes, it is a small parish. It has an acreage of about 800 acres, but the population is upwards of 2,000.

(*Lord Devon.*) Is that independent of the College?—I do not think the actual inhabitants amount to 2,000; say, 1,500.

1064. But the 2,000 does not include the boys?—No.

1065. (*Mr. Vaughan.*) Have the Conducts much time at their disposal for parochial duties?—They have nothing else to do.

1066. Owing to the small extent of the parish, and the number of souls, and the slight degree of time the Conducts are occupied in any other way, does much of the parochial duty fall upon the Provost?—Not much beyond the superintendence.

1067. (*Lord Devon.*) Do the Conducts become private tutors?—Neither of those we have at present are, but some, I think, have been.

1068. (*Lord Lyttelton.*) They may be?—Yes.

1069. (*Mr. Vaughan.*) Do they leave any strictly parochial duty for the Provost to perform?—None, unless he undertakes it voluntarily.

1070. (*Lord Clarendon.*) The Conducts read in the College chapel every day?—Yes, one or the other.

1071. Do not the statutes contemplate that the choristers should be treated in every respect as the scholars?—Not quite the same, because they are to be elected scholars.

1072. (*Lord Lyttelton.*) They are to have a preference?—Yes.

1073. (*Mr. Vaughan.*) With regard to the education provided for them under the statutes, is it the same as that of the scholars?—I do not recollect whether there is any distinction.

(*Mr. Dupuis.*) It was pretty much the same in early times.

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1074. (*Lord Clarendon.*) Do not the Head and lower masters undertake and swear to educate them the same as the scholars? — No; the *instructor choristarum* taught them (Stat. 10), unless they learnt Latin.

1075. (*Lord Lyttelton.*) A Conduct was called *capellanus;* that was the ancient office of chaplain? —Yes, hired chaplains.

1076. That would be the statutable office?—Yes.

1077. (*Lord Clarendon.*) And he is, by statute 10, to have 5*l.*, which is placing his emolument at about two-thirds of that of a Fellow?—No.

1078. (*Mr. Vaughan.*) What is the nature of the instruction imparted to the choristers at the choristers' school?—It is a commercial education.

1079. Do they learn Latin?—They learn the elements of Latin. They do not go very far into it.

1080. By what class of teachers is the instruction imparted?—A schoolmaster, who is an extra member of the choir.

(*Mr. Batcheldor.*) I believe he produces a competent certificate from some public school, and is an able man.

1081. (*Lord Clarendon.*) Is there any examination of the school by anybody?—The Dean undertakes it.

(*Mr. Dupuis.*) They reside in Windsor, and are more attached to Windsor than to us.

1082. The original number of the Fellows was fixed in the statutes at 10. Do you consider that you have power to increase the number to 10 if the funds of the College would allow of that being done?—Yes, I think so.

1083. If the funds would allow you, it is competent for you to do it?—Yes.

1084. Would you prefer increasing the number of the scholars?

(*The Provost.*) Yes, I should.

(*Mr. Dupuis.*) I think that would be much more useful. I should see no harm in having ten Fellows at Eton. There would be more rewards for the masters, if they are to be called rewards.

1085. You say on page 27, "The government of "the scholars and the school in general is vested in "the Head Master, subject to the authority of the "Provost, who is bound to enforce the observance "of the statutes in such points as he thinks neces- "sary." Does not that rather imply the possession of a discretionary power?—What is your notion of that, Dr. Goodford, that "he is to enforce the obser- "vance of the statutes in such points as he think "necessary."

(*The Provost.*) He is to enforce the statutes where it is possible to enforce them, and I think that a discretion to omit them also exists.

1086. Do you consider yourself to be the judge of the points in which it may be necessary to enforce or to relax the statutes?—No. As soon as I was elected Provost I did feel strongly that there were certain points upon which it would be impossible to enforce them, and I wrote to the visitor to ascertain from him how far he considered me bound to enforce the statutes where reasonable usage had rendered the enforcement either difficult or impossible, and his reply was that I was not bound to enforce things which reasonable usage had dropped, until called upon to do so by competent authority.

1087. (*Mr. Vaughan.*) Reasonable usage?—I think those are the words.

1088. (*Lord Lyttelton.*) Are you aware that the statutes themselves distinctly forbid desuetude to be pleaded as a ground of infraction?—Yes.

1089. Would it not be impossible to prevent, in a voluminous body of statutes like this, some of them becoming nugatory to some extent by the lapse of time?—I think so. The Bishop particularly referred me to the *declarationes correctiones et reformationes* at the end of the statutes.

1090. Practically there are many of these statutes which it is impossible to observe?—(*Mr. Dupuis.*) Quite impossible.

1091. Subject to that, is there any power of neglecting them?—(*The Provost.*) No.

1092. Wherever the statutes can be enforced, you consider yourself bound to enforce them?—Yes.

1093. Under these statutes the Provost has a general power of seeing to the welfare of the whole establishment?—Yes.

1094. (*Mr. Vaughan.*) Do the statutes at all define in what cases of moral delinquency the foundation scholars are to be brought before the Provost and Fellows?—I think not.

1095. (*Lord Lyttelton.*) You say, "There are cer- "tain statutes regulating the discipline of the founda- "tion scholars, affecting their number, quality, mode "of election, their obedience to the Provost, their "behaviour in hall and in church, and their dress." Do we understand that those are observed?—Yes.

1096. (*Mr. Vaughan.*) When you say, "Many of "them have been discontinued by reason of the "change of times and circumstances since the Refor- "mation;" do you confine the answer solely to religious changes?—(*Mr. Dupuis.*) Mainly to religious changes.

1097. Do you mean that the statutes which have been discontinued by reason of the change of times and circumstances since the Reformation, are all statutes that are in some way connected with the change of religion. The change of worship, and so on?—(*The Provost.*) I cannot answer that question.

1098. I merely wished to know if your answer applied to more than religious points?—I imagine that was the intention of the answerers.

(*Mr. Dupuis.*) It mainly referred to religious points.

1099. (*Lord Lyttelton.*) But clearly not to all, because there are other points which have ceased to be enforced which had no connexion with religion? —(*The Provost.*) I think so.

1100. (*Lord Clarendon.*) Can you point out which of the statutes are still in force, and which have been abrogated from one circumstance or another? Will you send in a written statement showing which have ceased to be enforced and which are still observed? —I will, if you consider it necessary.

1101. (*Lord Devon.*) What is meant by the note at the foot of page 25, "And the corrections of "statutes issued about 10 years after the founda- "tion?"

(*Lord Lyttelton.*) You will find that at the end of the statutes.

Adjourned till Monday the 7th instant.

ETON.

Rev. C. O. Goodford.
Rev. G. J. Dupuis.
Rev. J. Wilder.
T. Batcheldor, Esq.

7 July 1862.

Victoria Street, 7th July 1862.

PRESENT:

Earl of Clarendon.	Sir Stafford Northcote.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.

The Earl of Clarendon in the Chair.

The Rev. C. O. Goodford, D.D., the Rev. G. J. Dupuis, M.A., T. Batcheldor, Esq., and the Rev. J. Wilder examined.

1102. (*Lord Clarendon.*) You say, Dr. Goodford, on No. 6, page 27: "The original copy of the statutes "is in possession of the college. We beg to refer "the Commissioners to Heywood's copy, which we "have reason to believe is mainly correct." When you say "mainly correct," have you any reason to doubt the accuracy of any part of the copy?—(*The Provost.*) I should say that it is accurate in everything except misprints, and, perhaps, the occasional omission of a word. There is nothing so inaccurate in it as to alter the character of the statutes.

1103. Have you compared the *Liber originalis* with the copy of the statutes furnished to the Commission?—No; I compared it with one which had been compared with it, one that had been tested by Dr. Goodall, and which had marginal annotations where there had been any inaccuracy.

(*Mr. Dupuis.*) I assisted Dr. Goodford in that examination, but I did not go right through with it.

(*The Provost.*) Allow me to add that there are two statutes omitted.

(*Mr. Dupuis.*) Yes; but wherever we examined a statute, and compared it, we found both copies perfectly identical.

(*The Provost.*) The statutes are, I think, the 30th and 31st. I thought it necessary, however, to read them. They are: "30. Of the prayers, orisons, and "other services, to be celebrated daily by the Provost "and Fellows for life (who are priests), chaplains, "clerks, scholars, and choristers. 31. Of the mode "of saying masses, matins, and other canonical prayers "in the collegiate church; and of the order of standing in the choir of the said church." These two I omitted.

(*Mr. Dupuis.*) With regard to the authenticity of Mr. Heywood's copy, when I went down to the Bishop of Lincoln, on the occasion of the institution of the late Provost, there was no real copy of the statutes except that book. The Bishop of Lincoln, Dr. Kaye, accepted that book as sufficiently true and accurate on which to proceed to institute the Provost. I think that is a strong argument that the book itself is correct.

1104. Have you read this note upon page 33 of the preface: "Some interesting details with respect to "the edition of the Eton Statutes, which was thus "made public, are given at the conclusion of the "table of contents, by the Rev. Roger Huggett, M.A., "the original proprietor of the copy, in the following note: 'By a letter from Thomas Baker, B.D., "'ejected fellow of St. John's College, in Cambridge, "'to Dr. Richard Rawlinson, dated Cambridge, 12th "'September 1728, it appears that a copy of the "'Eton College Statutes had been heretofore in the "'library of St. John's College; that they had been "'lent out by Dr. Gower to Dr. Roderick (Provost "'of King's College); and that, as they were not in "'their proper box, nor anywhere in the Treasury, "'he fears they never were returned. What he "'observes of them is, "I very well remember they "'"were a blurred interlined copy and could be of "'"little use." So he thought. See Baker's letters "'to Dr. Richard Rawlinson, inter MSS. R.R. in "'Bibl. Bodl. Oxon. That this body of the Eton "'Statutes (and also of King's College) were drawn "'up by William Wainflete, master of the grammar "'school there, see Hist. Coll. Eton MSS., vol. iv. "'p. 9, in British Museum. See also the History "'and Antiquity of Cambridge, by Richard Parker, "'8vo., p. 94, &c.; Hist. Coll. Eton., vol. ii. p. 291, "'in British Museum. This copy of the Statutes of "'Eton, together with that other copy which is intended to be placed in the Bodleian Library, is "'collated with the vice-provost's copy, the which "'is said to have been collated with the original. "'As to *this* copy, it has, in every part, where there "'was seemingly any difficulty occurred, been carefully collated, and which may, therefore, be said, "'with the greatest probability, to be the most perfect copy now extant either in or out of college. "'R.H.' It is here to be remarked that the several "words, lines, and pages, scratched through or "crossed over, with a pen (as they are here done "with a pen or pencil), are yet ALL OF THE ORIGINAL STATUTES, being so marked in the vice-provost's statute book (the book generally used "in college business); and that the lines running "down by the margins thereof, included in crotchets "[ ], interlined, by way of *addition* (as in the "Juramentum Præpositi), or marked otherwise, are "seemingly so noted in order for *omissions* in such "parts of statute which run counter to the notions "of these temporising men, who hereby from time "to time have shown the little regard they had, or "may *now* have, to the sacredness of repeated "oaths, to the direful imprecations of your pious "founder, or to the true literal sense and meaning "of any one of his statutes, which are, by these vile "methods, thus perverted (and by *clerical* men) to "purposes quite contrary to his plain intentions, "while yet his *intentions* are declared to be equally "binding with his most express injunctions." Have you any observations to make upon that statement?—(*The Provost.*) I have never seen any copy so interlined and so blurred. The only copy I have seen, and which is used in the public business of our college, is perfectly clean. If I had thought it necessary, I should have brought it here.

1105. (*Lord Lyttelton.*) Is that the *Liber originalis?*—No; it is a fair written copy. The *Liber originalis* is extremely difficult to read.

1106. But the *Liber originalis* is at Eton, is it not?—Yes.

1107. Do you know when the other copy was made?—I do not.

1108. Has it a look of antiquity about it?—Yes, it is an old copy. There is also a copy called the Vice-Provost's copy, which I intended to bring up when I brought the copy the Commissioners now have before them; but I found that that also was extremely difficult to read, almost as difficult as the original copy. There are, however, no marks of interlineation or abbreviation in it.

(*Mr. Dupuis.*) I have sent up one copy of the statutes to the Commissioners.

1109. (*Lord Clarendon.*) There are no abbreviations or interlineations in that?—I never saw any.

1110. I think it must be the copy in the British Museum that is interlined, as I find Sir Henry Ellis's name mentioned in connexion with it?

(*The Provost.*) I suppose it must be.

1111. (*Sir S. Northcote.*) Can you tell us that the copy we have got is an accurate one?—I have no doubt it is.

1112. (*Lord Clarendon.*) In the Appendix to the Reports of the Select Committee of the House of

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Commons, on the education of the lower orders, Lord Brougham, who was Chairman of the Committee, has prefixed the following notice to the commencement of the Eton Statutes:—"The copy of these statutes has "been most carefully revised, and compared with "Huggett's manuscript in the British Museum, "whereof it may be esteemed a perfect transcript, "preserving the abbreviations, erasures, marks, &c. "The Committee is indebted for this care to Mr. "(now Sir Henry) Ellis of that house. H.B." ?—Ever since I have been Head Master there has always been a copy of the statutes on the table during the election of scholars, and speaking for the last nine years, I can say that I have never noticed any interlineation, abbreviation, erasure, or anything of the sort.

1113. How did Huggett obtain his copy of the statutes?—(*Mr. Dupuis.*) I believe he stole it. I have always heard so.

1114. And how was it replaced?—Perhaps I had better say he borrowed it, and when it was in his possession transcribed it, and by that means obtained the copy which is now in the British Museum, and which is the one he said he got from the college.

1115. He states that he was 25 years Conduct?—Yes.

1116. And he says that he did not see the statutes during almost the whole of that time, until at last he obtained access to them, and then he copied them?—(*Mr. Dupuis.*) That is the belief, but there is no person now living who can give evidence upon the point.

1117. Is the copy that was always in the college the copy from which Huggett took his transcript?—So he says.

1118. (*Lord Lyttelton.*) When did Huggett live?

(*Mr. Dupuis.*) About 100 years ago.

1119. (*Mr. Vaughan.*) Have you stated what is the date of that copy?—(*The Provost.*) I do not know the date, but from the character of the writing, I should say it is very old. I cannot state the date, however.

1120. Is it a clean copy?—Yes; written on vellum.

1121. It bears no marks of having been tampered with or altered?—No.

(*Mr. Dupuis.*) I should very much like the Commission to see our present statutes, in order that they may be convinced that nothing of that sort is going on now. It would be very painful to us if any imputation of that sort remained unanswered, or was in any way believed.

1122. (*Lord Clarendon.*) Are you aware that there is any copy in existence with erasures or abbreviations?

(*The Provost.*) No.

(*Mr. Dupuis.*) Nor am I.

(*The Provost.*) Nor have I heard of such a thing, except in what you have just read.

1123. (*Lord Clarendon.*) It also appeared in Mr. Brougham's Commission.

(*Mr. Dupuis.*) Yes, that is the only place in which I have heard of it before.

1124. Then it is evident that the copy referred to, is the one in the British Museum?—I should say so.

1125. Which is the copy deposited there by Huggett himself?—Yes.

1126. He puts in those interlineations, I believe?—I do not think that he is much to be depended upon. I believe he insinuates that in his days all sorts of improper things were done, and that many things were omitted which ought to have been done. Of course, it is not for us to say what might have been done 100 years ago.

1126*a*. (*Lord Clarendon.*) I take it for granted from what you say, that you have no cognizance of any blurred or altered copy at Eton?—No; certainly not.

1126*b*. And the *Liber originalis* has no blurring or interlineation?—None; I may add, however, that there have been several copies made of the statutes at Eton. There have been four or five copies at different periods.

1127. (*Mr. Vaughan.*) Has the copy to which you have referred ever been put into the hands of any one acquainted with the dates of manuscripts, and who can form an opinion of the date from the handwriting itself?

(*The Provost.*) I cannot say that it has.

1128. (*Lord Lyttelton.*) I do not understand from your statement that the *Liber originalis* has been collated by yourself?—No; by Dr. Goodall.

(*Mr. Dupuis.*) Yes, and it has been done by him very carefully.

(*The Provost.*) I collated his collation with the copy I brought up here.

1129. (*Lord Clarendon.*) You say in No. 7. "We are "not aware of any power of altering or amending the "statutes, on the contrary we are expressly forbidden "to consent to the alteration of them by statute 61., "but the *Declarationes, correctiones, reformationes,* "appended by the founder to the statutes expressly "allow the Visitor, the Provost and Fellows exten-"sive dispensing powers under certain circum-'stances."• Will you refer to the passage and read it?—It is at page 625 of the statutes.

1130. Read what it is you consider gives those dispensations?—"Quoniam diversa statuta et ordina-"tiones per dictum fundatorem edita, cum propter "decassum et ablationem possessionum et reddituum "dicti collegii, tum propter varia pericula et damna "quæ possunt dicto collegio et personis ejusdem veri-"similiter evenire, non possunt ab eisdem commodè "observari, declaramus et volumus, quod jurati ob-"servationem statutorum et ordinationum dicti col-"legii, et in eisdem, aut eorum aliquo, delinquentes, "non reatum aut pœnam perjurii incurrant quoquo "modo." They are not to incur the guilt or the punishment.

1131. (*Lord Lyttelton.*) But go on a little further.—"Sed pœna perjurii ubicumque ex dictis statutis "incurrenda, si de perjurio alicujus socii, magistri "informatoris, vel capellani agatur, in pœnam per "dicti collegii præpositum et majorem partem socio-"rum arbitrandam; si vero de perjurio agatur dicti "præpositi, in pœnam domini episcopi Lincolniensis "qui pro tempore fuerit infligendam arbitrio con-"vertatur; aliquo statuto seu ordinatione per dictum "fundatorum in contrarium edito non obstante."

1132. I do not understand how the last part qualifies the first?—Instead of being punished as he would be for perjury, the Bishop of Lincoln has power to decide what punishment he shall receive.

1133. But could that be called a dispensation? It seems to me that it is only a commutation of the penalty.

(*Mr. Thompson.*) Is there not a clause in the oath taken by the scholars that they will either observe the statutes or submit to such punishment as may be lawfully inflicted upon them? If there is a clause to that effect that might give us an explanation. I think myself it means that they will either observe the statutes or submit without remonstrance to any punishment the visitor may inflict upon them. I know that such an interpretation is given in the university of Cambridge, which had, till recently, a number of very ridiculous statutes, which they were supposed to observe, and at the end of every term there was a form of absolution gone through. I believe the Vice-Chancellor had the power of absolving them for all breaches they may have committed in the observance of the statutes.

(*Lord Lyttelton.*) That would be something like the indemnity bills passed by Parliament.

(*Mr. Thompson.*) There is certainly the power of absolution for such breaches of the statutes as may have been committed. It used to be in the oath that they would either obey the statutes or submit to the penalties, and as the penalties are *nil*, it amounted to perfect freedom. I believe you had the same sort of thing at Oxford. That was the mediæval notion, namely, that great dispensing powers should be held by the high ecclesiastics.

(*Mr. Vaughan.*) Upon merely reading over the clause, it seems to me to be a provision in a great

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measure for the state of the time. It says, that, "Whereas on account of the loss and spoliation of "college property, persons in the college and the "college itself are likely to be exposed to very great "dangers," &c. Then in order to meet cases where it is impossible to obey the statutes on such accounts, it does not give a dispensing power over the statutes, but provides that the case shall be submitted to the Bishop of Lincoln, who is the visitor, and who shal state what the punishment is to be.

(*Lord Devon.*) My impression is, that the guilt is absolutely taken away by those words.

(*Mr. Vaughan.*) Certainly, on looking at it, it appears to me, at first sight, that it is a provision for the state of the times, when two parties convulsed the state. They felt that their property might be taken away from them, or so seriously diminished that they could not observe the statutes, and that they then might have force put upon them. It appears to me that this statute was intended to meet a case of that description, and that it was not intended to give a general power of dispensing with the statutes at all times.

(*Lord Lyttelton.*) Does not the word "possunt" seem to bear out that view. The paragraph does not seem to have a prospective intention at all. It says, "non "possunt": "at the present time"—it would seem to mean—"on account of the diminution of the revenue "and other dangers, it cannot be observed;" that is evidently for the present time; and therefore they say, "We enact this statute, but if it be impossible to "observe it, then the penalty or guilt of perjury shall "not be incurred, but we will leave to some high "authority a dispensing power." An almost nominal punishment may be inflicted in one case at the will of the Provost and Fellows, and in another of the visitor. Does it not appear to be a very forced construction to construe that into a dispensing power for all time?—(*The Provost.*) But it goes on to say: "Domini episcopi Lincolniensis qui pro tempore "fuerit."

(*Mr. Vaughan.*) But the life of the bishop at that time must have been a more uncertain thing than the duration of the troubles, and would only meet the case of a year or two. "Cum propter decassum et abla- "tionem possessionum et redituum dicti collegii, tum "propter varia pericula et damna quæ possunt dicto "collegio et personis ejusdem verisimiliter evenire "non possunt," &c., would not such causes put it out of their power by a physical difficulty to obey some of the statutes.

(*Lord Devon.*) But there is the word "commodè." It evidently does not imply physical difficulty, because the word "commodè" qualifies it.

(*Mr. Vaughan.*) I would not pronounce an opinion upon that at once; it might be said that "commodè" before "non possunt" reduces physical impossibility to physical difficulty produced by loss, spoliation, and peril. Does it not appear from the date of the letters patent of Henry VI. that the powers given to the Bishop of Lincoln and the Bishop of Winchester must have been exercised by the reformationes at a moment in which the king was in great peril, and in such a condition that he could not provide any longer for the management of the college.

(*Mr. Vaughan.*) Does it not appear from the event that a king, harassed from one corner of the kingdom to the other, and several times a lunatic, could not attend to the management of local matters of this sort.

(*Lord Lyttelton.*) In the original document he says "during his life"—he gives general powers of alteration to certain bishops during his life. If you could affix a general prospective sense upon the third clause, it might fairly bear that construction, that the penalty of perjury was not to be incurred, and that some nominal penalty was to be substituted; but I do not see that it gives a general prospective power of dispensation. The word "possunt" seems to go strongly against such a view. May I ask if it is held by the college to impart a dispensing power?

(*The Provost.*) Yes; I wrote to the Visitor myself about it, before I took the office of Provost.

1134. (*Lord Lyttelton.*) You mean that it imports a general dispensing power, and not merely a release from punishment?

(*The Provost.*) Yes; I think it does.

(*Lord Clarendon.*) I understood you to say that before you took your oath you wrote to the bishop?

(*The Provost.*) Yes. The effect of my letter was to inquire whether it would be reasonable, supposing certain statutes had fallen into desuetude, that I should be bound to keep them; or whether the "Refor- "mationes et correctiones" gave him a releasing power. I will read the answer which the bishop returned:

My dear Dr. Goodford, February 17, 1862.

Owing to my return home, your letter has reached me only to day.

I think that you are quite right in your view of the obligation of the Provost's oath.

It is an evil incident to all old constitutions and statutes which, together with specific and minute provisions and directions, have provided no authority for varying them in accordance with altered circumstances, that a large part of them become, after the lapse of centuries, impracticable, and have to be construed by aid of customs which necessity or expediency have established.

It follows that any oath to observe such statutes must be held to apply *in foro conscientiæ* to the statutes thus construed.

The Eton statutes have the advantage over most others that the qualification, as to the binding extent of the oath, which has usually to be infringed elsewhere, is in them distinctly stated in the "Declarationes, &c."

My own impression is that, in taking the oath you bind yourself to observe the statutes as in practice you find them in operation, till such time as they are interpreted otherwise, or altered by competent authority.

Believe me, &c.

(Signed) J. Lincoln.

That was my visitor's answer.

1135. (*Lord Lyttelton.*) And you have acted upon that?—Yes.

1136. (*Mr. Thompson.*) Are you aware that the Bishop of Lincoln obtained any legal advice before he gave that opinion?—I do not know that he did; I imagine that he did not.

1137. (*Mr. Vaughan.*) Had the Bishop of Lincoln a copy of all the statutes?—Yes.

1138. And of the letters patent?—Yes; I have no doubt he had; but I cannot say for certain. I wrote to the bishop because, on looking over the statutes and the Provost's oath, I felt there were things that it was quite impossible I could observe, and I wished to have the ground perfectly clear before I took the office upon myself.

1139. (*Lord Clarendon.*) I think it would be only just and fair to you that a portion of that letter should appear upon our notes. We now come to No. 8. "The visitors appointed by the statutes are the "Archbishop of Canterbury and the Bishop of Lin- "coln; their authority is defined in statute 49. "They are required to come at certain times and see "that the statutes are obeyed, and to punish for "neglect or disobedience to them." Are you aware, Dr. Goodford, that we have had letters both from the Bishop of Oxford and the Bishop of Lincoln with respect to their rights of visitation; one from the Bishop of Oxford claiming to be visitor in consequence of the transfer of a portion of the diocese to the diocese of Oxford, and the other from the Bishop of Lincoln claiming still to retain the office held by the Bishop of Lincoln for so long a time. Have any communications been made to the college by either of those prelates upon the subject?—Yes; the Bishop of Oxford wrote to me upon the matter.

1140. As Provost?—Yes.

(*Mr. Dupuis.*) About a week ago.

(*The Provost.*) A little longer than that; perhaps a fortnight ago. He wrote to state that some of the acts of the college would be invalid unless they were confirmed by the proper visitor, and as he considered

that he had a right of visitorship, he thought it necessary that the question should be set at rest. He added that he should himself bring the matter before the Commission, and he wished to know in what way it would be most agreeable to the college that that should be done. He requested that I would take the sense of the college upon the subject and let him know. As there were only, at the time I received the letter, two members of the college besides myself there, I wrote to him to say, that I would obtain the general sense of the college as soon as I could, and that in the meantime I would write to the Bishop of Lincoln and let him know that a claim was to be preferred. I did what I stated to the Bishop of Oxford I intended to do. I laid his letter before the whole body of Fellows, and we were unanimously of opinion, having before us the statutes constituting the Bishop of Lincoln our visitor, that we were precluded from doing anything further in the matter. We believed the Bishop of Lincoln to be our visitor, and we felt that we could take no further steps, so far as we were concerned.

1141. Did you know that any protest was put in, addressed to the college by the Bishop of Oxford soon after Eton College was transferred from the diocese of Lincoln to the diocese of Oxford?—I think that some such proceeding did take place, but I do not know what it was.

(*Mr. Dupuis.*) I was a member of the college at the time, and my recollection is this,—whether he put in a positive claim I cannot say, for I cannot remember; but the question was very much agitated some 10 or 15 years ago, and the feeling of the college was then, and always has been since, that having now been for 400 years under the Bishop of Lincoln as visitor, and being perfectly content with that arrangement, having also taken our oaths to obey the statutes, so far as they can be obeyed, and being bound by those statutes to an allegiance to the Bishop of Lincoln, the mere transfer of the diocese from one right reverend prelate to another was not sufficient of itself to transfer our allegiance. We also strongly felt that as the Bishop of Lincoln was visitor of King's College, with which our college is closely associated, it would be most inconvenient to have one visitor for King's and another for Eton.

1142. Do you think the allegiance you have sworn is to the Bishop of Lincoln personally and not as your diocesan?—Certainly.

1143. Have you ever taken any legal opinion upon this matter?—I do not think it has ever been argued in law.

1144. (*Lord Lyttelton.*) I thought that the college had taken Sir Richard Bethel's opinion upon that point?

(*The Provost.*) I recollect hearing something to that effect, but not being a member of the college at that time I cannot say.

(*Mr. Dupuis.*) The members of the two colleges being under one visitor is a strong reason why that arrangement should be continued. Perhaps you will allow me to add, that a special bull of the Pope was obtained by Henry VI. which transferred King's College to the diocese of Lincoln from that of Ely. If Eton were under Oxford, of course King's ought to be under Oxford too.

1145. (*Lord Clarendon.*) Has the Bishop of Lincoln uniformly exercised the office of visitor?—Yes, whenever he has been appealed to.

1146. I see that he and the Archbishop of Canterbury are enjoined by the statutes to make periodical visitations, and it is here stated that those periodical visitations have been discontinued. Why have they been discontinued?—

(*Mr. Dupuis.*) I cannot tell.

(*The Provost.*) I never remember a visitation.

1147. You never remember a visitation?—

(*Mr. Dupuis.*) No, I do not believe that any college in either university has been visited by their visitors according to the directions of the statutes, for a very long period of years. I believe that according to the statute a triennial visitation ought to be made.

1148. You say in No. 12, page 28, "At present to "the Head Master is committed practically the man- "agement of the whole school, the special care of "the foundation scholars, as well as the appointment "and control of the assistant masters. In him, also, "and the lower master, is vested the power of cor- "poral punishment, and in short the whole authority "of the executive as regards the discipline and super- "intendence of the boys. Also the examination of "boys in different parts of the school, at stated times "of the year." Can the Head Master do all this?—(*The Provost.*) Yes, I think he can.

1149. You are of opinion that there is no difficulty about the matter?—I think not; but he certainly has plenty to do.

1150. (*Mr. Thompson.*) Do I understand you to say that he has too much to do?—No; I think not.

1151. He has only one form, I believe?—No.

1152. (*Sir S. Northcote.*) And he has no private pupils and no house to manage?—No.

1153. (*Lord Lyttelton.*) What is the number of boys in the Head Master's form?—That depends upon circumstances. Nominally he has 30 but sometimes he has had as many as 34.

1154. (*Mr. Vaughan.*) You say that the examination of the boys in different parts of the school is committed practically to the Head Master; is that your usage?—Yes, he sets all the papers.

1155. I presume, then, that the Head Master is very much occupied at the time the examinations take place?—Yes.

1156. Does the extreme labour which is imposed upon him by those examinations have the effect of at all limiting the number of the examinations of the school that take place in the course of the year?—No.

1157. (*Lord Lyttelton.*) It is stated here that all the school examinations are conducted by the Head Master; is that so?—Yes. I mean the upper school.

1158. (*Sir S. Northcote.*) He has the assistance of the other masters in conducting the examination?—Yes.

1159. (*Mr. Vaughan.*) I only want to know if the fact that the examinations are required to be conducted by the Head Master has the effect of limiting the number of examinations of each boy in the course of the year?—I think not.

1160. (*Lord Clarendon.*) You go on to say; "Being amenable by statute to the control of the "Provost he can make no appointment or alteration "without his sanction. This sanction, however, as a "rule, is readily given to any changes proposed and "desired by the Head Master, which after due con- "sideration appear likely to prove beneficial. We "believe this check upon the Head Master to be "invaluable, if not necessary to the permanent in- "terests of the school. Though at times it may be "thought to impede rather than to facilitate progress, "it is calculated on the other hand to prevent ill "digested and inexpedient alterations, and thus to "save the school from the danger of being dependent "for the time being upon the Head Master alone. "Practically, it has been found to maintain a steady "course of development and gradual improvement, "according to the circumstances and requirements of "each succeeding age." Will you tell us, Dr. Goodford, what were the actual relations that existed between the Provost and Fellows and yourself and the Head Master?—The power of the Fellows resident only comes into operation as controlling the school in the absence of the Provost. If the Provost were away the superior authority would be the vice-provost, or a Fellow in residence, so that the Fellows, except in the absence of the Provost, would have no control at all.

1161. What control is exercised in reference to the general administration of the school?—No master of

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any kind is appointed without the Provost's sanction: No holiday or half-holiday would be given, or any alteration of the school hours would be made without the Provost's sanction.

1162. Do you consider that this interference—or or this exercise of power on the part of the Provost was useful to you at the time you were Head Master?—The Provost in my time was a man of very great experience and could always give me sound advice.

1163. But how would it be supposing a man of no experience were appointed Provost?—In such a case, I should think the interference might become objectionable.

1164. Should you say that during the time you were Head Master you would not have been able to conduct the school as satisfactorily as you did if you had been without the assistance of the Provost?—It is very difficult to say that. I think I should have done some things which the Provost did not approve of; but what the result might have been, of course, I cannot say.

1165. Did the Provost often interfere with your intentions?—Not very often.

1166. But occasionally he did?—Yes.

1167. He interfered in matters which you thought of importance?—In matters in which, if I had been left to myself I might have acted differently.

1168. And did you think that having been obliged to defer to the Provost's authority was not of advantage to the interests of the school?—I might have thought so at the time, but I am not prepared to say what the result would have been if a different course had been pursued.

1169. I will read a short passage from the evidence of Mr. Paul, at page 54. He says: "The grand "reason why Eton has ever come in a measure short "of what is required by England of a school in so high "a position and possessing so great a name, is the fact "that the working and the governing body are not "one and the same. The workers,—the head, lower, "and assistant masters,—are engaged in actual life, "facing actual difficulties. The governors,—the Pro- "vost and Fellows,—are men who are resting from their "work, deeply imbued with the traditions of the past, "conscious, more than enough, of the reforms it was "given them to carry out, unable to see the need for "fresh reform which arises from time to time. That "the Head Master should be freed from the control "of the Provost in all merely school questions, or "that he and some of the senior assistants should be "also Fellows of the college, seem, at present, the "main things needed to enable Eton to amend her "system, and introduce fresh studies and fresh "methods of study." How far do you concur with this statement—first as to the non-interference of the Provost in all merely school question?—If the Provost is a man who has been a schoolmaster himself, I should think that his advice would be very valuable indeed. I know that the late Provost held that opinion when he was master.

1170. You consider that his advice would be very valuable, just as the advice of the assistant masters would be valuable to the Head Master; but the question is whether his power of interference and of putting a veto upon what the Head Master thinks would be for the good of the school is advantageous?—It would depend, in a great measure, upon the way in which he exercised the power.

1171. Did you wish, when you were Head Master, hat you could have been freed from that power?—I cannot say that I did.

1172. With respect to the second part of Mr. Paul's proposal, namely, that the Head Master, or some of the senior masters should also be Fellows of the college, do you see any advantage that would be derived from that; do you think that the governing body should also form part of the acting body?—We have always looked upon a fellowship as a place of rest for men who have been masters, rather than as a place for those who are actually engaged in the work of the school.

1173. (*Lord Devon.*) Have you any objection to mention to the Commission the characters of the cases upon which your opinion was overruled by the Provost?—I would rather not do so.

1174. I do not want you to enter into details; but were they cases connected with the appointment of masters?—It was so upon one occasion.

1175. You say that when the Provost is a man of experience his advice may very often be beneficial to the Head Master. Are you able to tell us, looking back to what has occurred for the last 100 years, whether the Provosts have uniformly been men of experience in connexion with the system of education pursued at Eton?—The Provost before Dr. Hawtrey was not, I believe. He was absent from Eton for a long time.

1176. Who was the Provost before him?—Dr. Goodall, who was Head Master of the school before he was Provost.

(*Mr. Dupuis.*) And before him came Dr. Davies.

1177. (*Lord Devon.*) The appointment seems to be one in which the Principal Master (the Head Master) is amenable to statutable control, and he is also amenable to alterations at the instance of the Provost. What does that word "alterations" refer to. You have given us one instance with regard to the alteration of hours and holidays; how far does it apply to the issue of books, or to the allocation of portions of the day for particular branches of study?—(*The Provost.*) It applies in all the cases you have mentioned.

1178. Then the Head Master could not devote more hours in the week to French without obtaining the sanction of the Provost?—No, he could not.

1179. Is the Provost's sanction required to every new edition of a classic?—If he wishes to introduce any new book, it is necessary that the Provost should be made acquainted with it.

1180. Does what you say now of the Provost apply in his absence to the vice-provost also?—If he wished to introduce a new book, he would go to no one but the Provost. When I spoke of the power of the vice-provost and Fellows in residence to sanction alterations, I spoke rather in reference to holidays or alterations made in the work of the week.

1181. Does it not appear to you that there is some danger if you make the school to some extent dependent upon two gentlemen instead of one. May it not lead to a difference of opinion, and affect prejudicially the interests of the school. You say that it is desirable to save the school from the danger of being dependent upon one person; but where you make it depend upon two is there not some risk of uncertain management?—The words in the printed answer, "To save the school from the danger of being "dependent for the time being upon the Head Master "alone," are not mine.

1182. But what is your opinion with regard to those words. Do you not think that there is a danger which is not referred to here?—There would be a danger both ways, of course. As a general rule, I suppose that two heads that have had experience are better than one.

1183. But what do you say with regard to divided responsibility?—There is that inconvenience, certainly.

1184. (*Mr. Thompson.*) Two wills are not better than one in the management of a school?—Certainly not.

1185. (*Lord Lyttelton.*) Was Provost Hodgson ever a master at Eton?—I believe he was for a short time.

(*Mr. Dupuis.*) I remember him there for one year.

1186. With regard to the control of the Provost over the general administration of the school, I apprehend that that stands upon the general words of the statutes, according to what is reasonable, and applies only to matters of real importance?—It has always been exercised, even in regard to the smallest matters.

1187. The smallest matters even?—Yes.

1188. To any alteration of the school hours?—Yes.

1189. With regard to the studies, points of scholarship, for instance, does it not seem that the Head Master, and all the under masters who are engaged from day to day in the work of teaching classics, should be the best judges with regard to what is necessary. They naturally keep up their acquaintance with the progress of classical literature both here and in Germany; but is it likely that the Provost of Eton should keep up his classical knowledge to the same extent?—Of course, that would depend entirely upon himself.

1190. He has not the daily practice and stimulus which the Head Master has?—No.

1191. (*Sir S. Northcote.*) Is it not necessary that the Provost should be a King's man?—No, but he must have been upon one of the two foundations.

1192. Do you consider that there is a greater latitude in the choice of the Head Master than there is in the choice of Provost?—(*Mr. Dupuis.*) Certainly, owing to that unhappy restriction in regard to his being a bachelor of divinity. The Provost must be a bachelor of divinity, and the Head Master may be so. At this moment he is only a master of arts.

1193. I did not mean in that way. I meant only in reference to obtaining men less subject to local or college influences. I suppose that practically the Head Master has always been a King's man, as well as the Provost?—He has been for many years.

(*Mr. Dupuis.*) He has always been so within my memory.

1194. Is it within your knowledge, Mr. Provost, or Mr. Dupuis, that in former times there have been differences of opinion between the Head Master and the Provost as to the employment of other than King's men as assistant masters?—(*The Provost.*) Yes.

1195. In such cases has it not taken this form: that the Head Master has been anxious to employ assistant masters who have not been King's men, and the Provost has overruled him?—I will not be certain as to King's men; but it certainly has been so with regard to men who have not been on the foundation.

(*Mr. Dupuis.*) I was lower master for a few years, and the lower master appoints his assistants in the same way that the Head Master appoints his. A vacancy occurred in my time, and I proposed to the late Dr. Goodall to appoint Mr. Selwyn, the present Bishop of New Zealand. He had never been at King's, nor was he upon the foundation at Eton.

1196. (*Lord Clarendon.*) He had been at Eton, I believe?—Yes, as an oppidan. Great liberality was shown in that instance in reference to Mr. Selwyn; Mr. Selwyn himself took some days to consider the matter, and finally declined the appointment. I have reason to know, however, that, if he had accepted it, the Provost would not have refused his sanction.

1197. (*Mr. Thompson.*) But I believe Mr. Selwyn had been resident at Eton for some time?—Yes, at that time he was private tutor to Lord Powis's son.

1198. (*Mr. Vaughan.*) I understood you to express your dissent from the general opinion expressed by Mr. Paul in his evidence at page 53, as to the effect of the Provost's interference with the Head Master. May I ask whether or not you concur to a certain extent with the reasons there urged for that general opinion, namely, that a person, after long and great experience at Eton, and being of the age at which that experience would come, would naturally have a tendency to cling to the traditions of the past?—(*The Provost.*) That is human nature.

1199. Even where a change would be most desirable?—Yes.

(*Mr. Dupuis.*) May I be allowed to say a word or two with regard to this passage from the evidence of Mr. Paul? He says: "The governors,—the Provost "and Fellows,—are men who are resting from their "work, deeply imbued with the traditions of the "past," I suppose we are more or less; "conscious, "more than enough, of the reforms it was given them "to carry out; unable to see the need for fresh "reform which arises from time to time." I distinctly deny that; I deny it as strongly as I possibly can, as I should have thought Mr. Paul must have well known himself.

1200. (*Sir S. Northcote.*) Do you think it desirable that the Head Master should be freed from the control of the Provost in all merely school questions; questions in reference to the selection of books, for instance?

(*The Provost.*) I do not see any harm that could result.

1201. Do you suppose that if the Head Master ever did wish to alter the books, the Provost would make any objection? Have you any reason to think that that has ever been done?—It has.

1202. (*Mr. Thompson.*) Do you think that the books and the editions at present used by the school, are, on the whole, satisfactory?—No; I think they are capable of improvement.

1203. Does your answer apply both to the books, and to the editions of books in use?—To both.

1204. (*Sir S. Northcote.*) I suppose that practically the attention of the Head Master is directed, and his interest is excited in the competition of his own boys, with boys from other schools at the universities?—Yes.

1205. Is the attention of the Provost directed to the same points in the same manner?—Not in so lively a manner.

1206. It would seem naturally to follow, then, that the Head Master should have a decision upon questions of this sort?—Yes.

1207. (*Mr. Thompson.*) As regards advice do you not think that the ex-Head Master, whether Provost or not, if he were willing to give advice to the acting master, where advice was required, would confer a benefit?—I think he might. I have no doubt he would give his advice if asked for it, but he would have no power to interfere.

1208. There would be no difficulty in obtaining his advice?

(*Mr. Dupuis.*) With regard to that I may say that I know very well that when Dr. Hawtrey was first appointed Head Master, he repeatedly conferred with his predecessor, Dr. Keate.

1209. (*Mr. Thompson.*) But he was not Provost?—No; he was canon of Windsor, and he lived in the neighbourhood. I know from my own knowledge that Dr. Hawtrey continually referred to him in the early part of his mastership.

1210. (*Mr. Vaughan.*) May I ask whether, so far as your experience has gone, you are enabled to say that the Provost has been disposed to yield the decision of such questions as the use of books to the Head Master, or whether he has thought himself bound to exercise his own individual judgment upon each question brought before him?

(*The Provost.*) Generally he has yielded.

(*Lord Clarendon.*) The lower master is ordered to be a bachelor of arts, and not in holy orders. Is the lower master in holy orders?—(*Mr. Dupuis.*) He is. That "nec in sacris ordinibus constitutus," is not observed now. The present lower master is, so was I myself. I recollect one who was not, Dr. Keate. When first appointed he was not in holy orders.

1211. Then that is a statutable disqualification, which is not now observed?—Just so.

1212. Do you know how long it has been infringed?—My knowledge of Eton goes back to the year 1806. In the course of that time there have been seven or eight lower masters, and Dr. Keate is the only one I can recollect who was not in holy orders; but even in this case he very soon took holy orders.

1213. Was this done while he was lower master?—Yes.

1214. (*Lord Lyttelton.*) It was originally considered an office that no man in orders would take?—I suppose so; he is called *ostiarius*. He need not be a bachelor of arts.

1215. (*Mr. Vaughan.*) It struck me that *ostiarius* might be a metaphorical expression applicable to a

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teacher of rudiments?—It comes from *ostium*, the door. It means an usher, no doubt.

1216. (*Sir S. Northcote.*) So far then as we can gather from any indications of the intentions of the founder, a better provision is now made for the teaching of the lower school than was originally intended?—I should say so certainly.

1217. And a superior class of master is now employed to that which was originally contemplated?—Yes.

1218. (*Lord Lyttelton.*) Has that prohibition ever been enforced?—(*The Provost.*) I never heard of it.

1219. There would be no difference upon that question between the Head Master and the master of the lower school?—No.

1220. (*Lord Clarendon.*) The lower master is amenable to the authority of the Provost, and of the Head Master. Is he for any act of his obliged to refer to both the Head Master and Provost?—No, only in regard to the appointment of assistants.

1221. You say here:—"He is amenable to the "authority of the Provost and Head Master, and "requires their sanction for the appointment of his "assistants, and for the introduction of any changes "which he may think desirable." Therefore, if the lower master thinks that any change in the lower school is desirable he must have the double sanction of the Head Master and Provost?—Yes.

1222. Suppose the Head Master and the Provost disagree?—The Provost would carry the day.

1223. Have any such cases arisen?—No, the master has always had his own way, I believe.

1224. Is that advantageous to the school?—(*Mr. Dupuis.*) It is not disadvantageous, I think. When I was lower master I recollect the introduction of Greek into the lower school. That took place in my time. I was anxious that it should be introduced, and I went to the Head Master, Dr. Hawtrey, and then to the Provost. He did not like it altogether at first, but subsequently sanctioned it.

1225. (*Sir S. Northcote.*) He might have overruled the opinion of the Head Master, and have objected if he had so chosen?—Yes; I took him the book, I wished to introduce; he raised certain objections to it, but gave way ultimately.

1226. (*Lord Clarendon.*) With regard to the subordination of the lower master to the Head Master, does it stand upon anything more specific in the statutes, than the words that he is to be "qui prædicto "magistro præsenti in præmissis diligenter assistat"?—(*The Provost.*) The power claimed over the lower master has stood more upon usage than anything else.

1227. You are not aware of anything more specific in the statutes than the passage I have just read?—No.

1228. (*Lord Clarendon.*) You say that a foundation scholar is chosen after a strict examination. It is a very strict examination for the admission of a foundation scholar, is it not?—Yes.

1229. And how long has that system of competitive examination been introduced?—About 18 or 20 years; but I should be afraid to fix the exact period without having the date before me.

(*Mr. Dupuis.*) It is more than 18 or 20 years.

1230. The system before then was simply nomination?—(*The Provost.*) Simply nomination.

1231. Without examination?—You were required to take in a book, and construe a passage, but you knew very well beforehand what it was to be.

1232. What was the effect of that system; how did it operate. What sort of boys did you have?—Very stupid boys got in who had no business to get in. In strict fact, nomination, in the strictest sense of the word, exists still. After the boys are all examined, the Provost of Eton may say: "Well, I think the best "of these boys is so-and-so;" the Provost of King's may say, "I agree with you," but somebody else may say, "I do not agree with you," and in that case we, have recourse to voting.

1233. I do not understand how the system of nomination is brought into play with competitive examination. Are boys nominated in order that they may compete?—No.

1234. Then how is it?—Any boy from any part of the world may come and compete. The examiner looks over his paper, and after all the papers have been examined, we take it in turns to say, "Well, we think so-and-so is the best." Some one says, "I "do not agree," and then we take the majority of votes, and the boy who gets most is put first.

1235. (*Lord Lyttelton.*) He is placed first on the merits of the examination?—Yes.

1236. (*Lord Clarendon.*) Then it is not nomination?—No, perhaps not.

1237. (*Mr. Thompson.*) It is election?—Yes.

1238. (*Lord Lyttelton.*) I believe they must all be British subjects?—Yes.

1239. Born in any part of the British dominions?—Yes.

1240. (*Lord Clarendon.*) You say that under the old system stupid boys were admitted on the foundation?—Yes.

1241. What has been the result of the change of the system?—No doubt the boys upon the foundation have been intellectually the *élite* of the school. The only question is, whether that has not been carried rather too far.

1242. In what respect?—It is questionable whether it has not injured and damped the energies of the other boys; that is the only difficulty.

1243. You think they are so highly trained?—They are kept in a state of constant training.

1244. Do you consider that it has had the effect of bringing to Eton a great number of able boys who would not otherwise have come to Eton at all?—I have no doubt of it.

1245. You say that boys may be drawn now from any part of England, is there no restriction?—

(*Mr. Dupuis.*) No, they may come from any part of the Queen's dominions.

(*The Provost.*) I had a letter the other day from a gentleman in India making inquiries upon the subject.

1246. I think it used to be restricted to natives of Buckinghamshire and Cambridgeshire?—(*Mr. Dupuis.*) Rather to England—"infra regnum Angliæ."

1247. Is there not some restriction now?—(*The Provost.*) We are obliged to give the preference to boys born upon the college estates.

1248. When was it thrown open to all the Queen's subjects?—About two or three years ago.

1249. Not more than that?—No.

1250. Up to three years ago was Ireland excluded?

(*Mr. Dupuis.*) Yes, and Scotland also.

(*The Provost.*) It was not our fault; we applied some time before we could obtain an alteration.

1251. Whom did you apply to?—To the Cambridge Commissioners, the University Commissioners.

1252. Did they open it?—Yes, at last they did.

1253. Is there any notice given of the elections, or is it assumed to be a matter of sufficient notoriety?—A notice is required to be given by the statutes of the college seven weeks beforehand.

1254. It is not published in the *Gazette*?—No, but it is stated in the *Times*, the *Morning Post*, and most of the leading papers when the day of examination is to take place.

1255. (*Mr. Vaughan.*) Is that done by advertisement?—No, I put it in myself.

1256. As an advertisement?—No. It is inserted in large type in a conspicuous part of the paper, where it is most likely to attract attention.

1257. You say the foundation scholars are required to be born British subjects?—Yes.

1258. (*Mr. Thompson.*) They are to be born in lawful wedlock?—Yes.

1259. (*Lord Clarendon.*) Roman Catholics are practically excluded?—Yes.

1260. (*Lord Lyttelton.*) How do you do in the case of the son of a naturalised foreigner?—He would be admitted if born in wedlock. A gentleman wrote to me the other day from India. He is an officer

there, but he could not produce any evidence of his marriage, or of his children's birth, on account of all the documents having been destroyed in the mutiny. He wrote to me to know what he was to do under such circumstances.

1261. What did you reply to him ?—I told him I had no doubt if he would send over a declaration made before a magistrate, we should accept it, but as I was only one out of six, I could not answer that we should take it for certain.

1262. (*Lord Clarendon.*) Does that restriction in reference to being born in wedlock appear in the statutes, and that he is to be a member of the Church of England ?—No.

1263. (*Mr. Thompson.*) There are some other exclusions, I think ?—The statutes excluded illegitimate children, and also those who are incurably diseased or mutilated, and who are consequently unfit for holy orders.

1264. Has a case of that sort arisen ?—Yes ; a doubt arose when I was Head Master.

1265. Do you not think that sort of an exclusion an obsolete one ?—If the Bishop were to decide that a boy was mutilated so as to be unfit for ordination he would inevitably be excluded.

1266. Is there any species of mutilation which is interpreted by the Bishop as disqualifying for ordination ?—I do not know that there is.

1267. I see that those are also excluded who have possessions of more value than five marks a year. How is that interpreted ?—I am not quite certain what the limit is, but we have had two instances of boys heirs to entailed property who came within that restriction.

1268. Was it in the lifetime of their fathers ?—Yes ; they were not boys who on reaching their majority would enter into the possession of property, but heirs in tail.

1269. Then you think that restriction is not important ?—No.

1270. You would not exclude from the benefits of the college even persons who had five marks or more, provided they were fit and proper persons in other respects ?—No ; unless they were boys of independent means of their own.

1271. And those you think ought to be excluded ?—Yes.

1272. Are there any expressions in the old statutes which imply that there were great varieties of rank among the collegers ?—I do not recollect.

1273. Mention is made in one place of nobility and riches as possible grounds of dissension among the members of the college ?—I think every member of the college swears that he will not take part in any feud which may arise in consequence of the difference of rank and grade between one colleger and another. I think you will find it at page 491 of the statutes ?

(*Lord Lyttelton.*) Yes ; "prærogativas nobilitatis."

(*Mr. Thompson.*) "Aut divitiarum" is also mentioned.

(*Lord Lyttelton.*) "Quod non ero detractor, susurro, vel faciens obloquia, aut provocans odium, iram, discordias, invidiam, contumelias, rixas vel Jurgia, aut speciales aut præcellentes prærogativas nobilitatis, generis, scientiarum, facultatum, aut divitiarum allegans."

(*Mr. Thompson.*) Yes : "Aut speciales, aut præcellentes prærogativas nobilitatis, generis, scientiarum, facultatum, aut divitiarum allegans ; nec inter socios, capellanos, clericos ejusdem nostri collegii, aut alios dicti nostri collegii scholares australes, aquilonares, seu boreales, aut patriæ ad patriam, generis ad genus, nobilitatis ad nobilitatem vel ignobilitatem, seu alias qualitercumque comparationes, quæ odiosæ sunt in verbo vel in facto causa commovendi maliciose socios vel scholares, faciam quovis modo tacite vel expresse." That seems to imply that there were diversities of rank, and also of fortune, amongst the college scholars in the earliest times ?—Yes.

(*Mr. Vaughan.*) I should not have inferred that necessarily.

(*Mr. Thompson.*) I should like to have your opinion, Dr. Goodford, as to the desirability of retaining those restrictions upon the choice of the collegers. Do you think that that in reference to the admission of illegitimate children is of importance ?—Yes, I do.

1274. And that with regard to incurable disease or mutilation ?—Yes, I think that also there ought to be a restriction in regard to cases of incurable disease ; that is to say, such diseases as are likely to attract notice.

1275. Then what do you say to the third restriction ; that with regard to the five marks. Do you think that of importance ?—No, if it is kept as low as that.

1276. Then you still would have some limit ?—Yes.

(*Mr. Dupuis.*) They are ordered to be in the statutes "pauperes et indigentes."

1277. But how do you reconcile that to these restrictions ?—Five marks a year is certainly not the literal meaning of poor and indigent.

1278. They would not be "pauperes et indigentes" if they had five marks in those days ?—No.

1279. (*Lord Devon.*) Does every scholar, after he reaches his sixteenth year, take the oath prescribed by the statutes ?—(*The Provost.*) There is no record of its having been taken for many years.

1280. Do you think that the result of the system of open competition has been to improve the intellectual status of the school ?—Yes.

1281. And you have expressed a doubt whether if any harm has been done, it has not rather been to the oppidan portion of the school ?—Yes.

1282. And you think it would be better to bring the oppidans up to the standard of the collegers, than to keep the collegers down to the standard of the oppidans ?—Certainly.

1283. With regard to the social position of the collegers what effect has it had upon that ?—It has improved it very much.

1284. Has the result been that the two portions of the school, the scholars and the oppidans, mix together more freely in games than they used to do ?—No ; I think not : they play now, collegers against oppidans, at football and cricket.

1285. Do they mix more together in social intercourse than they used to do ?—That depends very much upon the state of feeling on the part of boys in the upper part of the school at the time.

1286. If they do not take part in some of the amusements of the other part of the school, is that owing to any actual exclusion or to the circumstance that some of the amusements lead to very great expense ?—No doubt they do not take part in boating, on account of the expense.

1287. As to the social amusements, you know what was the state of things when you were a scholar. Is the exclusion more or less now than it used to be ?—It varies very much from year to year. I should certainly say, with regard to the lower part of the school, that they mix more on a par now than they used to do ; but with regard to the upper school, it varies very much with the boys you have.

1288. (*Lord Lyttelton.*) Do you suggest that it would be desirable to relax the present standard of admission to the college ?—No.

1289. Is it not the case that there has been a striking effect produced at Cambridge since the degree examination has been thrown open to King's men ?—Yes.

1290. With regard to illegitimate children, do you think it would affect the general high character of the college if they were admitted ?—I think it might do so.

1291. With regard to the amusements. Is it not the fact that the collegers have a boating system of their own ?—Yes.

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1292. But you said they did not take part in the boating on account of the expense. If they have boats of their own, what is the difference in the expense?—They have boats of their own, but they do not pull in the boats in the expensive dress adopted by the oppidans.

1293. The substantial expense must be the same?—The great expense of boating, I take it, relates to the long boats, which involve subscriptions, and matches, and so on.

1294. Is there any other amusement of the boys in which the collegers and oppidans do not unite freely?—None that I recollect.

1295. Do they now have their boats on the same part of the river as the oppidans?—Yes.

1296. But still it is quite a distinct system?—Yes.

1297. With regard to cricket and football, you state they always have a match, collegers against oppidans; but at all other times, they play indiscriminately?—Yes; they do not play indiscriminately, however, below the upper club.

1298. Is there a distinction below the upper club?—Yes.

1299. When you state that there is an antagonistic feeling, do you mean that it is a healthy state of feeling produced by rivalry, and nothing more?—Yes.

1300. Do you think you can account for that variation of feeling which exists between the collegers and oppidans at one time and another?—It depends very much on the character of the boys.

1301. With regard to education. When they find on one hand the collegers getting so many more school prizes and distinctions at the university than the oppidans, and on the other, the oppidans attaining much more distinction at the games; does that create a feeling of alienation between the two?—I hardly know that it does.

1302. Are you aware that the collegers and oppidans are both elected freely into the boys' debating society?—I cannot answer that question.

1303. (*Mr. Vaughan.*) You mentioned that it was the custom of the college to advertise the elections; to put what was practically an advertisement in the newspapers?—I mentioned that I had done it this time.

1304. Had it been common before?—I do not recollect whether it was done last year or not.

1305. May I ask what has been stated in the newspapers?—I think the paragraph was headed "Eton "College Foundation. The election for the founda- "tion will commence at such and such a day, and at "such and such an hour."

1306. That was all?—I think so.

1307. You did not state the nature of the advantages, and to whom the examination was open?—No, I did not think it was necessary. The public know that well enough.

1308. Am I right in understanding that there have been on an average not many more than three competitors for each scholarship that is vacant?—O dear, no!

1309. You say the average number of candidates is 50, or thereabouts; the number placed upon the indenture each year about 20, and not more than 14 or 15, if so many, are usually admitted every year. Is not that rather a small number of candidates for 15 vacancies, 50 only?—I do not think so.*

1310. Taking into consideration the great advantages, which amount, you say, to about 100*l.* a year, and which are open to all the country, does it not strike you that that is a small competition, or do you think that it is reasonably large?—I think that it is reasonably large. It is quite as much as I should expect.

1311. I believe it is open to boys up to the age of 16?—Yes.

1312. With regard to the candidates who have succeeded in those examinations, what has been their general age?—I can hardly say.

1313. Have they generally been boys whose age has come up to the extreme limit, or have they been boys of 13 or 14?—We have had boys of 13 and 14, and even younger than that.

1314. And have such boys succeeded upon examination?—Yes. We are bound to elect boys not more than 12 years old, unless some of the older boys show special promise.

1315. Has it been the case that the scholarships have been carried off generally by boys not exceeding 12 years of age?—About that age.

1316. Has it not been the case that when the examinations have taken place, the boys of 16 have been found much superior to those of a younger age?—Of course; but it is only where we see a boy showing very great promise at that age that we select him.

1317. Then the examination is not an examination of the merits of the candidates, strictly speaking, but their age is taken into consideration?—Yes; but there is a separate class of papers, which are sent to boys of different ages.

1318. How many classes of papers are there usually set?—Five.

1319. And are boys of particular ages bound to address themselves to particular classes of questions?—Yes. For instance, the papers of class A. are for all boys standing for King's; class B. for all boys down to the age of 13; class C. for boys from 12 to 11½, and so on, down even lower.

1320. And it would be very possible, then, that a boy of 11 years old might succeed in competing against a boy of 15, notwithstanding that the boy of 15 answered his papers properly, and his positive knowledge was much greater than that of the boy of 11?—Yes.

1321. Does not that make it a difficult and delicate matter to award the scholarship?—It does create a great deal of difficulty, and gives rise to a great amount of discussion.

1322. Do you think that it is a system which is so difficult that it at all tends to do away with the positive merit test?—No, I do not think so.

1323. With regard to the boys,—do they prepare themselves so far as you know for the competition?—Yes.

1324. Have you had an opportunity of knowing in what way they are prepared for competition?—They have generally been to some school which professes to prepare them for examination.

1325. They have been with persons who have obtained a character, and who make it a sort of profession to prepare boys for that very kind of examination?—Yes.

1326. Can you state what, in your opinion, is the effect which that system produces upon boys of so young an age. I mean with regard to their health and the development of their intellect; does that early struggle under training of that sort produce any injury in those respects?—I have never seen that any evil result has followed.

1327. How long has the system been in operation?—I think about 18 years.

1328. And you have never been able to trace any evil result to the boys' health? They have not fallen off, nor have their powers declined in the school in consequence?—No.

1329. Is there any general opinion that the boys are hardly and cruelly worked by the training they undergo?—I have never heard so. We have somewhat altered our system in the last few years for fear of cram. We used to set a particular portion of the books which we wanted to examine them in, and the consequence was, that the boys had those particular questions so dinned into them, that it was found afterwards that they did not answer the expectations originally entertained of them. We now say, "We "shall examine in such and such a book," but we do not state what part.

* They amounted in 1862 to 83.

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1330. Can you inform the Commission what is the character of those five classes of papers?—They are selected from the books the boys of the particular age to which they are applied would be reading at Eton.

1331. Are boys of those ages from all schools allowed to present themselves?—Yes.

1332. Are the subjects in which they are examined published beforehand?—They know the books that will be used in that particular part of the school.

1333. That is understood by the public?—Yes.

1334. Then the being at Eton is no greater advantage to a boy than would result from his knowing the books better?—No.

1335. What are the subjects. Is it simply a classical scholarship?—In addition to classical subjects we have arithmetic and algebra for the highest boys. We also set one paper, which is voluntary, on Euclid and algebra. We set those papers in case a boy shows especial aptitude for them, and we consider proficiency in those subjects may outweigh proficiency in classics.

1336. Is the mode you adopt adopted in other schools in competitive examinations. I mean the system of having a standard of ability and proficiency relative to the particular ages, and not a simple direct standard relative to the merits of the candidates?—I do not know.

1337. I will ask you one other question, namely, whether in forming your judgment upon the merits of those candidates you simply take into consideration whether the boy of 11 knows more as a boy of 11 than a boy of 15 knows as a boy of 15, or whether you require, in order that the boy of 15 may succeed, that he should know a great deal more in proportion to his age, than the boy of 11?—He is bound to show a great aptitude and prospect of distinction.

1338. Besides greater proficiency with regard to his age, he is also obliged to show singular proficiency?—Yes.

1339. (*Mr. Thompson.*) I believe a boy, if rejected once, may sit again?—Yes, if he likes.

1340. (*Lord Lyttelton.*) Up to the age of 16?—Yes.

1341. And his examination becomes relatively more difficult each year?—Yes.

1342. (*Mr. Vaughan.*) In the statutes it lies, I believe, between 12 and 17. Those are the only two ages that are to be compared with each other?—He must have been two years on the foundation before he can succeed to King's, and, therefore, as he can not succeed at King's after 18, he cannot enter the college after 16.*

1343. (*A Commissioner.*) Am I wrong in saying that by the statutes a boy is required to pass his examination before 12 years of age or before the age of 16?—If he is arrived at 17, he must show very great proficiency, and also that in a certain amount of time he will attain great distinction.

1344. (*Mr. Thompson.*) I think the age is 18. In the third statute it says: "Nisi infra decimum septi- "mum ætatis suæ annum constitutus taliter forsitan "in grammatica fuerit informatus, quod ante deci- "mum octavum ætatis suæ annum completum, judicio "eligentium, in grammatica poterit sufficienter ex- "pediri." The result of having one examination instead of four would be that he would not succeed?—Yes.

(*Mr. Dupuis.*) A boy of eight years old may be a candidate.

1345. That makes it a very difficult examination?—(*The Provost.*) It is.

1346. Practically, have you many boys between the ages of 15 and 16 years who succeed?—Very few.

1347. Have you many who succeed between the ages of 14 and 15?—I should say that from 11 to 14 is the average age.

1348. (*Lord Lyttelton.*) There is no distinction between boys competing for college, whether they are members of the school or not?—No.

1349. Can you state what preparation there generally is for boys standing for college who are oppidans?—There are not many who stand as oppidans, because the fact is they form their friendships and habits and do not want to change.

1350. With regard to the public, do you announce the books which are the subjects for examination?—They know what the books are. They are the books used in that part of the school for that age. It is stated in print that boys of such and such an age will be examined in books used in such a part of the school.

1351. (*Lord Clarendon.*) With respect to the distinction between collegers and oppidans, do you not believe that must be kept up by the collegers wearing a gown?—No doubt, that marks the distinction.

1352. It would not be at all a popular thing with the collegers to abandon the gown?—No; they like it.

1353. (*Mr. Thompson.*) Do you think the collegers are more respected than they used to be by the oppidans?—Yes.

1354. But not more liked?—That depends a great deal.

1355. They are always more respected?—(*Mr. Dupuis.*) They are always the head and nucleus of the school.

1356. (*Lord Lyttelton.*) I presume that if you have a few popular boys in the upper part of the college, the whole of the boys amalgamate, but if not, there is a tendency to separate?—Yes.

1357. (*Mr. Vaughan.*) Does the want of amalgamation, so far as it exists, between the two orders, re-act at all, considering that intellectual distinction and proficiency are the chief mark of the collegers, to make intellectual superiority an object of contempt or dislike?—No, I think not.

1358. (*Lord Lyttelton.*) At this moment do you think they do associate freely together?—Yes.

1359. (*Lord Clarendon.*) We come now to number 13. You say, "According to the statutes the scholars "were intended to take precedence of all others who "were being educated in the grammar school; were "to be present at religious services, to which only a "limited number of others were admitted; were pro- "vided with everything necessary for them,—educa- "tion, food, lodging, dress, and, at the proper age, if "placed on the indenture for King's college, were "permitted to stay a longer time, until they succeeded "to vacancies. At present a foundation scholar is "one who, after strict examination, having been "chosen impartially, and entirely by merit, receives "his education, food and lodging from the college; "one important difference between the original and "actual condition of the foundation scholars is in "their lodging." I would ask if those great and essential improvements, which have been introduced, are appreciated by the collegers and their parents?—I think so.

1360. You think it is generally acknowledged that their position has been greatly improved and made more comfortable?—(*Mr. Dupuis.*) I should say that the improvements which have been introduced are very highly appreciated.

1361. (*Mr. Vaughan.*) I think it is stated by a gentleman who has given his evidence that in college the diet is decidedly different from that in the boarding houses. Is that your belief?—Yes; I imagine there is a difference.

1362. In the details it is mentioned that pudding is given of a peculiar construction. Is it a good peculiarity or otherwise?—(*The Provost.*) Good.

1363. And you think the giving it once a week is quite enough?—I suppose it is; but I have no doubt they would rather have it twice or three times.

(*Mr. Dupuis.*) All the summer through they have fruit tarts.

1364. Do you think that the absence of it on six days makes them go regularly anywhere else to get pastry?—(*The Provost.*) No, I do not think it does

1365. You do not think it would be better for their health if they had it oftener?—No.

* A recent decision of the Visitor has altered this.

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(*Mr. Dupuis.*) That is one of the things in reference to which I have raised an objection to what Mr. Paul says, namely, that we are averse to reforms. The question of the greater frequency of puddings has already been thought of and discussed. I, for one, should be glad to see them given oftener.

1366. The expression used is that it has been complained of by the boys and others. In one part of the evidence, I think, that it stated that you were aware that it had been complained of?—

(*The Provost.*) I never heard of the complaint.

1367. (*Lord Lyttelton.*) They do not always have mutton now?—No; that used to be so, but it has been varied.

1368. (*Mr. Vaughan.*) Mr. Browning says in his evidence, "In respect of board, the 70 collegers dine "together in the college hall. They have roast "mutton five days in the week, boiled and roast beef "on the other two; pudding only on Sundays. The "meat is sufficient in quantity and well cooked, but "the dinners can bear no comparison with that which "is given in a tutor's house"?—

(*Mr. Dupuis.*) Mr. Browning is wrong with regard to boiled beef.

1369. (*Mr. Vaughan.*) Let me refer you to Mr. Cornish's evidence, page 103. He says, "The college "supplies bread, butter, and milk for breakfast, and "cold mutton or beef, bread, and beer for supper. "The food supplied by the college is all good of its "sort, but the diet of the collegers is certainly not "what it ought to be, and it is much complained of "both by the boys themselves and by others"?

(*The Provost.*) I never heard anything of the sort.

(*Mr. Dupuis.*) And I do not believe it.

1370. (*Lord Lyttelton.*) One of the masters speaks of there being some invidious distinctions with regard to the diet. What does he mean?—(*Mr. Dupuis.*) I cannot say, and suspect he does not clearly understand what he means himself. I know of no distinction with regard to diet. The whole commons are served up in hall and placed on the table at the same time.

1371. There is a distinction between the dinners of the collegers and of the oppidans?—No doubt there is a distinction in reference to the dinners they get at the tutors' houses.

1372. What is the distinction?—Why they always have what they call a second course with tarts and puddings every day.

1373. (*Lord Devon.*) And they have a much greater variety?—Yes, a greater variety of meat every day.

1374. (*Lord Lyttelton.*) You say that Mr. Browning makes a mistake with regard to boiled beef?—Boiled beef was served up once a week, and the boys petitioned to have it roast instead, and this petition was acquiesced in.

1375. (*Mr. Thompson.*) Do you think they prefer mutton five days a week?—I do not know. I should not have the least objection to see them have it three days a week and beef three days also.

1376. At the Charterhouse the boys have a choice. They have legs of mutton and sirloin of beef on the same day. Would there be any objection to having a similar system here?—Not in the least, that I am aware of.

1377. Do you not think the money allowed for puddings and tarts is well spent?—I do not think we should entertain for a moment any question with regard to economy. The authorities can have no wish to spare expense in the matter. I may say that the allowance of 1 lb. of meat is supplied to every boy at dinner.

1378. What they are likely to complain of is the want of variety?—Perhaps so.

1379. But you would not give soup and fish to boys?—Certainly not.

1380. (*Lord Devon.*) How does the meat come in?—It comes in in joints every day, and there is a book that checks the daily consumption.

1381. (*Lord Clarendon.*) Do they have an allowance of meat for supper?—Yes, half a pound is allowed for supper, and they have half a pound of bread for breakfast, half a pound for dinner, half a pound for tea, and half a pound for supper, which is considerably more than enough. Each boy has also three pints of beer daily.

1382. It there any allowance of meat for the boys?—Yes, 1½ lbs. in the course of the day.

1383. (*Lord Lyttelton.*) And three pints of beer?—Yes, and 2 lbs. of bread. They have butter also for breakfast and tea. I may add that we have already contemplated introducing some improvements into the mode in which provisions are supplied, and that those improvements would have been carried out whether this Commission had sat or not.

1384. (*Mr. Thompson.*) Can you state upon what grounds the old collegers had only mutton?—I believe because there was no other meat to be obtained in any great quantities. It was very difficult to supply so large an amount as we required, and our leases to this very day demand from certain estates so many sheep; for instance, 15 wether sheep from one place, 30 wether sheep from another, and by the words of the lease these sheep are to be delivered in kind or according to their relative value in money at the price of mutton in Windsor market.

1385. (*Lord Clarendon.*) The collegers use the same library as the oppidans. I believe there is no difficulty about that?—None.

1386. (*Mr. Thompson.*) Do they use the great library?—No, the boys' library.

1387. I think they have a statutable right to the old library?—No, I think not.

1388. They certainly have; they are to have free access. The 44th and 45th statutes give them free access?—(*The Provost.*) They are not to take them away.

1389. No, the books may be chained?—Yes.

1390. (*Lord Lyttelton.*) Statute 44 says, "Libros "vero quarumcumque facultatum dicto regali colle-"gio largitione donatos, aut alias qualitercumque "collatos, præter illos quos de voluntate donatorum, "aut dispositione præpositi aut bursariorum ad usus "sociorum seu scholarium dicti nostri collegi concedi "accommodari, asoignari, seu tradi contigerit, in "libraria communi ejusdem nostri collegii reponi et "cathenari volumus et jubemus"?—Yes.

1391. They have now a comfortable room instead?—Yes.

1392. You say, "the position of a foundation "scholar would seem to be quite as advantageous "as it was originally. As compared with other "boys they still retain precedence in external "things, as, for instance, in the church services as "well as in their seat in church; they are also "called over before others by the Head Master. As "compared with the fellows, they receive as great "benefit from the college relatively as they were "originally intended to receive?"—Yes.

1393. Are those points of the least value—I mean the precedence in external things, and being called over before others by the Head Master. Are they valued at all as questions of precedence?—(*The Provost.*) They are of great advantage to a little boy. He would otherwise sustain considerable inconvenience in having to be called over lower down.

1394. What is the meaning of their precedence in the church services as well as in their seat in church? Do they assist in the services?—(*Mr. Dupuis.*) No, I think that is erroneously put.

1395. They never take part in the church services at all?—(*The Provost.*) No; but perhaps the meaning of the passage may be when they go to receive the communion.

1396. (*Lord Clarendon.*) With respect to the value of a scholarship. You say, "if the value of a "scholarship were represented in money as compared "with the expense of other boys, it may be considered "perhaps as worth to each boy at least 100*l.* a year. "The foundation scholars are treated in all respects "as the oppidans, and the advantages they receive "are equal to those received by the oppidans, and "yet where an oppidan would cost his parents 150*l.*

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"or 120*l.* a year, according as he were in a tutor's or "a dame's house, a foundation scholar ought not to "cost above 30*l.* And as we consider that in some "respects he has superior advantages to oppidans not "in a tutor's house, we think the worth of each scholar-"ship may be fairly reckoned as equivalent to 100*l.* a "year." Are you aware that Mr. Butler of Harrow, calculates the expense of a boarder in his house, and they are very well boarded, at 48*l.* a year. Surely you would not put the expense of a colleger at greater than that, and therefore I do not see how a scholarship can be worth 100*l.* a year to him?—Do I understand that the expense of boarding does not cost in Mr. Butler's house more than 48*l.*?

1397. No.—(*Mr. Dupuis.*) I should like to know what sum is put down for his education and tuition.

1398. In what way do you consider that the worth of each scholarship may be fairly reckoned as equivalent to 100*l.* a year. Do you mean that it is worth 100*l.* a year as compared with the advantages received by the oppidans?—

(*The Provost.*) That is not a calculation of mine, I really do not know how to represent the value of the scholarship in money.

(*Mr. Dupuis.*) We had very considerable difficulty in putting an exact money value upon the scholarship.

1399. (*Lord Lyttelton.*) If a parent can get a boy into the school upon the foundation, and he keeps him there for a certain time, does he find at the end of that time he has paid 100*l.* a year less than he would have paid if his boy had been entered as an oppidan?—(*Mr. Dupuis.*) We have tried to put together as far as we could the value of his daily maintenance, the value of his tuition, his lodging, and all other matters.

1400. (*Lord Devon.*) A college boy has for nothing that for which an oppidan has to pay?—Perhaps that would be the more intelligible way of putting it. A colleger at the present moment costs his parents from 25*l.* to 28*l.* a year. If he was in school as an oppidan in a tutor's house he would probably cost 180*l.* a year. If at a dame's house he would cost from 130*l.* to 140*l.*

1401. Then he has for nothing that for which another boy would pay 100*l.* a year?—Not quite for nothing, but he has all those advantages at a cost of about 25*l.* a year.

1402. Does not a colleger pay more than 30*l.* a year?—I should say from 25*l.* to 30*l.*, and I think Mr. Paul fixes that sum in his evidence.

1403. (*Lord Lyttelton.*) You will find it on page 51 at the bottom of the page. He says, "the sum "total including college charges, tutor, extra master, "and other things, is 18*l.* 17*s.* 9*d.*" ?—(*The Provost.*) And then there is a sum of 7*l.* 17*s.* 9*d.* to be added to that.

(*Lord Devon.*) No; I think if you will examine it again you will find that that sum of 7*l.* 17*s.* 9*d.* is included in the 18*l.* 17*s.* 9*d.*

1404. (*Lord Clarendon.*) But a bill of a similar character to that is paid three times a year, is it not?—I see this is for the December half-year, and perhaps that would be a little larger than the bill would be at any other time.

1405. (*Mr. Vaughan.*) The item for allowance would have to be taken out?—(*Mr. Dupuis.*) Yes.

1406. And also the item for extra master, *et cetera?*—Yes.

1407. I see the 7*l.* 17*s.* 9*d.* consists of tradesmen's bills of all sorts. Those items and the allowance would of course have to be taken out?—Of course tradesmen's bills would be incurred under any circumstances. A boy must have his shoes, his coat, and his hat wherever he is.

1408. (*Mr. Thompson.*) Including tradesmen's bills it would come to about 80*l.* a year?—I should say that my son costs me about 25*l.* a year, I mean by that, that that is the sum I cannot help paying for him as a scholar. Of course there are a vast number of things which a boy must have, and which must be paid for whether he is at Eton or elsewhere.

1409. (*Lord Lyttelton.*) If an oppidan's bill amounts to 160*l.* a year, that of a colleger would be about 60*l.*?—No, about 30*l.*

1410. May I take it generally at 100*l.* less?—Yes, that is the best way to put it.

1411. (*Mr. Thompson.*) Then instead of saying that where an oppidan would cost his parents 150*l.* or 120*l.* a year a foundation scholar ought not to cost above 30*l.*, you would say that the cost of a foundation scholar would be 100*l.* less than that of an oppidan?—

(*A Commissioner.*) What should rather be said, perhaps, is that where an oppidan would cost his parents 170*l.* or 180*l.* a year a foundation scholar ought not to cost more than 50*l.* or 60*l.*

(*Mr. Dupuis.*) The last item would include a number of bills not connected particularly with the boy's education at Eton.

1412. (*Mr. Vaughan.*) You say "we consider that "in some respects he has superior advantages to "oppidans not in a tutor's house." What are those superior advantages?—I hardly know what is referred to here; but he has this advantage, that he is living in a house with the tutor close to his room, from whom he can get advice and instruction, while in a dame's house he would be under the management of a lady, and would be subjected to petticoat government.

1413. Is that what you think is meant by that passage?—I should think so.

1414. (*Lord Clarendon.*) Why does he pay a tutor 10 guineas a year, and how long has that system been established?—The payment of 10 guineas a year is an increase from eight. When I was a boy my father paid eight guineas for me, but before I left school it was raised from eight guineas to 10, and it has remained so ever since.

1415. Do you know when the sum of eight guineas was established?—No; I cannot tell that.

1416. (*Lord Lyttelton.*) Is it for private tuition?—No; if the boy was a private pupil he would pay more.

1417. (*Mr. Thompson.*) Is he allowed to have a private tutor as well?—(*The Provost.*) No. Every tutor gives his colleger pupils the same advantages as the oppidans for 10 guineas, but he receives nothing extra for the labour he undertakes.

1418. Is that also the case in mathematics?—No.

1419. He may have a private tutor in mathematics?—Yes.

1420. Is that extensively done in the case of collegers?—I cannot tell.*

1421. What is the expense of a private tutor in mathematics?—The same; 10 guineas.

1422. In addition to the instruction he gets from the mathematical master, is it sometimes thought necessary for a boy to have a private tutor?—Yes.

1423. (*Lord Lyttelton.*) They have not a separate private mathematical tutor, but they have extra teaching in mathematics from one of the mathematical masters?—(*The Provost.*) Yes.

1424. (*Mr. Thompson.*) Does not that point to an insufficiency in the regular teaching?—I can hardly say that.

1425. (*Lord Devon.*) Is a colleger obliged to have a tutor?—Yes.

1426. What would be the answer of the Provost and tutors if a parent were to say, "Under the "statutes my son has a right to have his education "free. Therefore, being now called on to pay 10 "guineas, I decline to pay it"?—The consequence would be that no tutor would take them.

1427. Could they remain there without having a tutor?—I cannot say.

1428. Has the point ever been raised?—No; I think not.

* From a return subsequently furnished by the Provost, dated 21st July, 1862, it appears that the total number of King's Scholars having private mathematical tuition was 26.

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1429. Has it ever been suggested that the college should pay the 10 guineas for a tutor for the college boy?—No.

1430. Assuming, what I believe to be the fact, that the education originally contemplated was to be given gratuitously, how was it that the 10 guineas came to be charged for a tutor?—I cannot say when it was first charged, or how it came to be charged. It was eight guineas when I was at school, and raised to 10 in Dr. Keate's Mastership.

1431. Does it not seem to be inconsistent with gratuitous education unless something extra is given?—It may have that appearance.

1432. (*Lord Lyttelton.*) Would not that be the answer?—I suppose that originally the boys prepared their lessons out of school, but the tutor now prepares every lesson with the boys.

1433. (*Lord Devon.*) Why is a boy called upon to pay that sum of 10 guineas when he is to receive his education free. Should it not rather be paid by those upon whom the charge for education is laid by the statutes?—I suppose that the parent might refuse to pay it if he liked, but the consequence would probably be that the boy would have to learn his lessons by himself.

1434. (*Mr. Vaughan.*) Does he pay anything for mathematics?—No.

1435. Has he given to him under the original statutes the benefit of any mathematical instruction?—No.

1436. Does he receive any other instruction for which he does not pay besides mathematical and grammatical instruction?—No.

1437. Do you think it might fairly be argued that as he receives that mathematical instruction gratuitously, and beyond what the statutes provide for him, that on that account the exaction of something from him for his classical instruction is not inequitable?—The giving of him mathematics has been so recent a matter that I can hardly answer the question.

1438. (*Lord Devon.*) But it would not apply there?—He paid for classics long before he had mathematics.

(*Mr. Dupuis.*) Mathematics have not been paid for by the college for more than 10 years.

1439. (*Lord Lyttelton.*) Can you say how far back you can trace the payment of eight guineas?—No.

1440. Does it appear that the gratuitous education required by the statutes was equal in amount to the instruction now given to the collegers, as well as to the other boys, and that they learn more in regular school work than they are required to learn by the statutes?—(*The Provost.*) I should think so. I should imagine that a boy before he had a tutor would learn his lesson in the best way he could.

1441. I mean as to the amount of the instruction?—He did not get so much instruction as if he had to prepare it before school with the tutor.

1442. Would not the teaching given in school be held to be all comprised under the description of teaching grammar?—(*Mr. Dupuis.*) I have heard from tradition more than anything else of the higher boys on the foundation having no tutor. Whether they had had tutors when they were little boys I do not know, but certainly I have heard that when they became sixth form boys they had no tutors. I have no doubt there are persons living who could give evidence upon the subject, and who could confirm my statement that there were many boys who had no tutors.

1443. Is that arrangement intended to place them on a level with the oppidans in that respect?—Yes.

1444. If the parent is willing to forego the advantage, you conceive that the boy would be admitted, and would have to take his chance?—(*The Provost.*) Yes. I should not reject a boy from college on that account.

1445. Therefore it is a payment by consent?—Yes.

1446. (*Mr. Vaughan.*) Is it implied by the statutes that a boy upon the foundation is entitled to such grammatical instruction in languages as the other members of the college receive. What I mean is, has the foundation scholar a claim to receive as good a grammatical instruction as the oppidan?—(*Mr. Dupuis.*) Allow me to remind you that there were no oppidans in early times.

1447. No, not by that name; they were merely persons who went there to learn grammar?—(*The Provost.*) And they were all to be taught alike.

1448. Would the fact of a boy not having a tutor virtually give him an inferior instruction in grammar?—It would have just the same effect as private tuition has now; he would not get so much instruction.

(*Mr. Dupuis.*) The upper and lower masters are bound to teach the whole school. You will find that is so if you look into the statute, and no doubt they did so in earlier times.

1449. (*Mr. Vaughan.*) Would not therefore the position of the boy who had no tutor, be the position in which he was less well taught Greek and Latin than an oppidan?—Yes.

1450. (*Lord Lyttelton.*) What are the sanatorium charges; about 3*l.* a year, are they not?—They are the same for the collegers, as for the oppidans.

1451. (*Lord Devon.*) I understood that the sanatorium was not for the benefit of the collegers at all?—(*Mr. Dupuis.*) The college pays for it. It is an item that the scholars do not pay for, but they have the benefit of it the same as the oppidans.

1452. (*Lord Clarendon.*) Each oppidan contributes 1*l.* 4*s.*, I think. You say the college boys use it without paying for it?—(*Mr. Dupuis.*) If a scholar were ill, and were required to be removed to the sanatorium, the college would pay all the expenses that were incurred.

1453. (*Lord Lyttelton.*) Has that ever been done?—Yes.

1454. (*Lord Clarendon.*) There are some 800 boys who pay 1*l.* 4*s.* a year each for the sanatorium?—You must deduct 70; you may take it that 700 boys pay for it.

1455. Not more than 700?—Well, 730 perhaps.

1456. Then upwards of 870*l.* a year is paid for it; surely that must be far more than is necessary to pay the expenses of the sanatorium?—(*The Provost.*) The expenses of the building are not yet liquidated.

1457. Is not the sanatorium built upon college land?—No; it is not built upon college land.

1458. (*Lord Lyttelton.*) What is the rent?—£150. Half the debt is paid off.

1459. When the remainder is paid off will it become freehold?—Yes; it cost 6,000*l.*

1460. Then in the course of time it will become school property?—Yes.

1461. (*Lord Clarendon.*) Has the college bought the land upon which it is built?—No.

1462. How then will it become college property?—(*The Provost.*) Why, it belonged originally to the builder who built it. He built it at a cost of 6,000*l.* and he received five per cent. upon his money, which made 300*l.* a year in the shape of interest. About two years ago, I was enabled by borrowing money from another source, and by appropriating what we had saved in the sinking fund to pay off 3,000*l.* At present the building is mortgaged for 3,000*l.*, and 3,000*l.* has been paid off. I am at liberty to pay off the remainder by instalments of 500*l.* a time, which eases the school very much.

1463. (*Lord Lyttelton.*) You say that the land belongs to the builder?—It did; it does not belong to the builder now.

1464. (*Lord Clarendon.*) Then has the college bought it?—No, not exactly that. I have made myself responsible for it, in order to relieve the school.

1465. (*Lord Lyttelton.*) When the remaining 3,000*l.* is paid off, I presume that the land and building will then be absolutely the property of the college?—(*Mr. Dupuis.*) No; it will not be college property but school property.

1466. Who represents the school?—(*The Provost.*) I suppose the Head Master does.

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1467. Who is the owner in fee ?—Myself.

1468. Personally ?—Yes.

1469. (*Lord Clarendon.*) Then upwards of 700*l.* a year has been paid for the sanatorium. How long has the sanatorium existed ?—About 18 years.

1470. And 700*l.* a year has been paid for the use of it ?—Not always. When I first became the Head Master of the school, we had only about 600 boys, and the expenses of the sanatorium were so heavy that it hardly then paid for itself.

1471. What is that charge of 1*l.* 4*s.* to each boy intended to cover ?—£300 a year to the builder, and 150*l.* a year to the matron. Then there are the house expenses and insurance, rates, taxes, repairs. I should think altogether the expenses would be very nearly 600*l.* a year.

1472. (*Lord Lyttelton.*) I understand you to say that it will in the course of time become your own private property ?—Yes, but I only took it in that way in order to relieve the school.

1473. In what way ?—Why in point of fact I borrowed 4,200*l.*, and I have paid off 1,200*l.* of it since.

1474. It was proposed originally I understand to make it over to the college. Is that still your intention ?—That is what I hope to be enabled to do.*

1475. You say, "Under a kind of monitorial system, "the discipline and control of the rest was placed in "the hands of the sixth form, subject to the surveil- "lance of the Head Master. The results of this "system were most unsatisfactory." Now under any monitorial system, the discipline and control would be in the hands of the sixth form, subject to the surveillance of the Head Master. How was it that the results of that system were unsatisfactory ?—(*Mr. Dupuis.*) In winter the boys were obliged to be in at five o'clock. They were then all assembled in that one long room, of which you saw the fragments the other day, and you may easily conceive that 70 boys, turned in together in that way, would not be very apt to study hard. At eight o'clock they were all locked up, and from eight o'clock they saw nobody again until half-past seven the next morning.

1476. It is said in number 13, that under the old statutes, the collegers were to have all things necessary for them within certain limits. Those limits went only to 100 marks. I think you will find that in the statutes at page 529 ?—(*Mr. Dupuis.*) I think it is fairly stated in our answer.

1477. I suppose it was a pecuniary limit.

(*Mr. Thompson.*) I think you will allow that the *vestitus* mentioned in that statute is a different thing from the *liberatura* mentioned in another statute ?—Oh yes.

1478. The *liberatura* is merely a gown; the *vestitus* is something more ?—Yes.

1479. (*Lord Clarendon.*) You say in number 15:— "According to the statutes (statute 3.), foundation "scholars must be poor and needy, of good character, "studiously inclined, and of honest conversation, "able to read and sing, and grounded in the elements "of grammar, between the age of 8 and 12, except "they be of superior attainments, born within the "realm of England, preference to be given to natives "of Bucks and Cambridgeshire, and other places in "which the college property is situated. They are "to be invited from all parts of the country by public "notice on the college gates, six weeks or more "before the election. *Cæteris paribus*, choristers "are to be preferred." How is it that that is not in reality carried out, and that choristers are not preferred ?—

(*The Provost.*) I suppose because they do not present themselves.

(*Mr. Dupuis.*) They are generally an inferior class of boys.

1480. Are the Provost and Fellows who conduct the election sworn before the election. Do they take any oath at all ?—(*The Provost.*) They read the statute of Elizabeth against favour and partiality, and they are sworn to elect according to the Acts of Parliament under that statute. That is done before we proceed to the election at all. I may add that that is our answer to urgent applications. A person writes and says, "My son is very poor; I hope you "will consider that in his election." My only answer is that we are sworn to act without favour or partiality.

1481. (*Mr. Thompson.*) What is it you swear ?—To elect without favour.

1482. (*Lord Clarendon.*) I think that Mr. Wilder expressed great regret at the present system upon which the choral service is performed. I believe they now have a share in the service of the choristers of Windsor. Is there any intention on the part of the college to raise the choristers to the number contemplated by the statute. Is there any intention to make a change in the existing state of things ?—(*Mr. Dupuis.*) I should like to see a change as soon as it could be satisfactorily effected The question is one that has long been discussed and thought of. The number of choristers has been increased from 10 to 12 within the last few years. The question of having a wholly distinct choir would, however, involve such a large additional annual expenditure that it seems impossible almost to entertain the idea immediately.

1483. Could not some arrangement be made by which the Windsor boys would not be so hard worked as they are now, without increasing the number to any very great extent ?—If it is to be a joint concern, I do not see how we are to provide any remedy. What we principally suffer from at present, is the want of choral service on a Sunday morning.

1484. (*Lord Lyttelton.*) I think there is nothing in the statutes in the shape of a provision for them beyond the time they are to remain choristers ?—No.

1485. They now receive 15*l.*, I believe ?—Yes.

1486. They are otherwise required to be on the same footing as the members of the college ?—Yes.

1487. (*Lord Clarendon.*) Does every chorister, leaving at a certain age, receive 15*l.* ?—Yes, every chorister who leaves.

1488. Does the Windsor fund contribute anything to them ?—(*Mr. Batcheldor.*) Yes, they pay 10*l.*

1489. Then a chorister receives 25*l.* on leaving ?—Yes, supposing that he has served a proper time. He would not receive it if he had only been there a few months; but if he has been there a sufficient time, he would receive 15*l.* from Eton, and 10*l.* from Windsor.

1490. (*Lord Lyttelton.*) Do you ordinarily apprentice those boys ?—We apprentice a great many of them.

1491. Do they look forward to being apprenticed ?—Yes, they always have the money. Some go into offices.

1492. Then that sum acts as a premium for their apprenticeship ?—Yes.

* On the request of the Commissioners, the subjoined statement was subsequently furnished by the Provost:—

STATEMENT of the TOTAL SUM which was spent in establishing the SANATORIUM; of the TOTAL AMOUNT which has been raised by TAXATION of the BOYS on account of the SANATORIUM, and of the manner in which this latter amount has been applied.

Dr.

	£	s.	d.
Donations on first commencement	35	0	0
Total amount raised by taxation from March, 1843, to December, 1861, exclusive of expense of collection	13,256	13	0
Paid by Patients	730	1	10
Sale of Stock	1,904	19	2
By Dividends on Stock	295	7	9
By Loan	700	0	0
By ditto	3,500	0	0
	£20,422	1	9

Cr.

	£	s.	d.
Matron and House Account	4,317	1	5
Rent, Rates, Taxes, Insurance, and Interest on Money Borrowed	6,162	2	0
Furniture	713	8	7
Purchase of Stock, April, 1847	200	0	0
" " 1848	400	0	0
" March, 1851	973	15	0
" May, 1858	300	0	0
Paid Ingalton, 1858	2,000	0	0
Repaid Loan, 1860	700	0	0
Paid Ingalton, 1860	4,000	0	0
Repaid part of Loan, 1861	500	0	0
	£20,266	7	0

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1493. But you do not often pay as much as 25*l.* upon apprenticing them?—Yes.

1494. (*Lord Clarendon.*) I believe the school is under the charge of the Dean of Windsor?—(*Mr. Dupuis.*) Their school is in Windsor, but we contribute to it.

1495. Where do you say the supervision is?—In Windsor.

1496. What are the commons they receive?—The choristers are allowed one pound of meat each a day from Eton College.

(*Mr. Batcheldor.*) They have bread, meat, and beer, and they generally have it sent to their houses.

1497. (*Lord Lyttelton.*) Do they have it once a week?—No, about three times a week. I can assure you they are properly cared for.

(*Mr. Dupuis.*) They have a gown allowed them, as well as the scholars.

1498. (*Mr. Thompson.*) With regard to question 17, do you conceive that the "pueri commensales" are the same class of boys as the present oppidans?—(*The Provost.*) No.

(*Mr. Dupuis.*) I take it that those "filii generoso-"rum" have been the nucleus of the present oppidan system.

1499. (*Mr. Thompson.*) They are mentioned as dining in hall with the collegers?—Yes.

1500. (*Lord Devon.*) Will you refer, Mr. Wilder, to page 30 in the answers of Eton College. You will see there that the "pueri commensales" are referred to either under that or other names. It it said as "generosorum filii, qui pro suorum desideriis amico-"rum stabunt ad communas," &c., they are to sit at tables in hall like the scholars and choristers, without claiming precedence or a particular place of their own. Again, they are mentioned as "filii nobilium seu valen-"tium personarum." The boys here spoken of are boys of whom it seems to be contemplated that, not being among the scholars or lay boys, they would be present and partake of the benefits of the school. Does that class exist now?—(*Mr. Wilder.*) It does not.

1501. Has it ever occurred to you that if full effect were given to this provision by the admission of boys who should receive a certain proportion of their education, although, perhaps, not so large a proportion as is now given to the scholars, free, the benefits of the noble establishment of Eton might be more widely extended, and to a class which does not participate in its benefits at present?—Yes, I think they might to the children of persons of comparatively small incomes, such as clergymen and professional men, who have almost a claim to the benefits of Eton, and who do not now participate in them in consequence of the large expense which the education of an oppidan entails. The "commensales" were intended to be boys upon the same footing as the scholars, except in not being a portion of the college, simply paying for the expense of their food and commons. They would have every advantage of the education afforded, and would, of course, be provided with everything, paying simply for the cost of their commons. That, of course, would open a very wide field for a number of persons who would be able to educate their boys for 60*l.* a year.

1502. In order to accommodate such a class, would it be necessary to make an addition to the existing buildings?—Of course it would.

1503. Probably it would not be necessary to provide additional accommodation in the dining hall, inasmuch as it is already capable of accommodating more than use it, but you would require additional dormitories?—We should require to have additional accommodation in close connexion with the precincts of the college.

1504. What would be the social position of such boys?—I think they would stand exactly upon the same footing as the scholars.

1505. Do I understand that your suggestion would be that the admission into this class of "commensales" of some 40 or 50 boys should be obtained by free competition among any boys who might present themselves?—It happens now that seldom less than 50 boys compete for the scholarships, and of that number there are not more than 20 elected, and not 12 out of that 20 obtain vacancies in the college. It would be easy to extend that number so as to give a portion of those boys the option of becoming "commensales."

1506. The large number of boys at Eton at present is spoken of as an objection. Do you think that the addition of 40 or 50 more to the general establishment would give greater validity to that objection?—Not at all, because the change would be under a special regulation, and if they were appointed they would either be placed together in one house, or dispersed among various houses. By the present arrangements of the school, as the number of boys increases, more persons are appointed to superintend them. There would, therefore, be no want of discipline.

1507. It has sometimes been suggested that it would be of advantage to the school if a larger number of exhibitions were founded, of 20*l.* or 30*l.* a year for boys. Which do you think would be the best system with a view to the good of the school; the establishment of such a system as that which you now shadow out, or the creation of additional exhibitions?—I should decidedly prefer the "commensales," because, if you establish exhibitions you cannot confine them to boys to whom they would be of pecuniary advantage. You must open them generally, and the sons of rich persons would obtain them quite as readily as those to whom they would be of great advantage. Then again the charge of the exhibitions would fall upon the funds of the college. At present we have no funds for such a purpose, and if we had them the effect would only be to diminish a boy's expense by 15*l.* or 20*l.* a year, whereas by the system of "commensales" it would be diminished by 50*l.* or 60*l.* a year.

1508. Do you look upon the introduction of a system of "commensales" as capable of immediately extending the benefits of Eton to a considerable class, which is at present excluded?—I have no doubt that is would.

1509. (*Sir S. Northcote.*) Is it not the intention of the statutes that the "commensales" should be the sons of richer persons than you seem to imply?—Not at all.

1510. (*Lord Lyttelton.*) The statutes say "gene-"rosorum filii?"—The "generosorum filii" are mentioned as another class. I do not think that they are necessarily to be accounted the sons of rich parents.

1511. (*Sir S. Northcote.*) Suppose you leave out of sight the importance of providing for poorer persons, and look only to the stimulus which should be afforded to the oppidans, who form the great bulk of the school. Do you not think that a system of exhibitions, or the distribution of "commensales" among the different houses, would stimulate the oppidans to work more than the gathering of boys together in one place as "commensales"?—I do not think so, indeed. At the same time I do not think it necessary that the "commensales" should be all in one house, but, if your object is to benefit persons of small incomes, you would better carry out the objects of the foundation by making them a sort of addition to the present number of the scholars, than if you attempted to attain the end you have in view in any other way. I do not think that the small value of the exhibitions which have been mentioned, would be any very great object to persons of limited means. They might be honorary distinctions, but pecuniarily I do not think they would be of much advantage.

1512. Have you considered the question in the point of view I have just indicated, namely, as likely to stimulate the great body of the oppidans to work?—I do not think the small sum of the exhibitions would be much inducement. They would merely amount to honorary distinctions, and might stimulate them to the distinction of gaining a prize, but would

altogether fail to touch the class of persons to whom it is the great object to extend the benefits of an education at Eton.

1513. Then I understand you to recommend the establishment of "commensales" chiefly with the view of providing for persons of limited means?—Yes. My object would be to provide for a large class which is now practically excluded.

1514. (*Lord Lyttelton.*) I do not see that the "pueri "commensales" are anywhere fully defined in the statutes?—They are constantly mentioned.

1515. At page 515 of the statutes they are mentioned, "necnon pueri commensales;" but I cannot find what they can be, unless it means that they are the general body of oppidans?—I suppose that the "commensales" and commoners are about the same thing. "Commensales" would occupy the same relative position as the commoners in universities.

(*Mr. Thompson.*) They are mentioned again in page 532, "et generosorum filii pueri commensales."

(*Lord Devon.*) Yes; and five lines further on, "et pueri commensales sicut venerint, etiam absque "vendicatione superioris vel anterioris sedis, aut loci "proprii cujuscumque et absque tumultu per ipsorum "aliquem faciendo."

1516. (*Lord Lyttelton.*) "Et generosorum filii pueri "commensales, qui pro suorum desideriis amicorum "stabunt ad communas illas quæ pro tempore in "collegio regali prædicto allocabuntur pro capel-"lanis collegii nostri supradicti." That means at the request of their friends?—Yes.

1517. As "filii nobilium seu valentium personarum" they are to be taught "absque onere nostri regalis "collegii."—(*The Provost.*) And they are to pay for all they have. In 1613 and the next four years Lord Willoughby and his page are charged for commons in hall for a time varying from 12 to 33 weeks. In 1616 and the two following years the charge is for Lord Willoughby's table, in the last year, 8 weeks. In 1623 and 1624 there is a charge for "Lord Dormer and his companie" in hall. Persons of title appear among the commensales.

1518. They would be a special class though they are to sit with the others. There is no trace of them in the college since the framing of the statutes?—(*Mr. Dupuis.*) We have no trace of their lodging in college, but they are known often to have had their meals in the hall. Did not Mr. Wilder enter upon this point?—

1519. (*Mr. Thompson.*) He seemed to think that they were not oppidans, but an intermediate class. I wanted that idea developed?—(*Mr. Dupuis.*) Nothing like that class has existed within our memory.

1520. (*Lord Lyttelton.*) There is no trace of it?—The "pueri commensales," as also the "filii nobi-"lium" used to dine in the hall, and there were daily lists made out of those who did dine in hall. I think there were about 30.

1521. Did they dine with the other boys; because it is said that they shall be "ad communas." They were to live with the rest of the scholars, that is quite clear?—(*Mr. Dupuis.*) There have been no "commensales" since the Restoration, certainly; and nothing of the kind mentioned here has ever taken place. I do not know how we should answer the question which you wish to have inserted.

1522. (*Mr. Thompson.*) But you know that boys not on the foundation did dine at one time with the collegers?—Yes.

1523. You do not know how many?—Old audit books are existing with the names of those who daily dined there. Those I have seen relate chiefly to the period between 1564 and 1648. Besides the 70 scholars, the names of the sons of noblemen and gentlemen occur in them, varying in number from 37 downwards.

1524. (*Lord Lyttelton.*) But you have no record of any general class of boys corresponding to this description of "commensales"?—(*The Provost.*) No. They dined rarely at the 1st, usually at the 2nd and 3rd tables.

1525. And you have no particular information about them except what is expressed in the statutes?—No.

1526. Nothing in respect to usage, or as to the admission of the boys—no particular provision about them as "pueri commensales"?—No.

(*Mr. Dupuis.*) Whether they existed or not, we cannot really at present say; but if the school were to be restored as we were talking of, it would be a grave question whether we could introduce two classes of oppidans, namely, distinguished oppidans, and those who were not; and even if we could, a question would arise whether it would be desirable.

1527. (*Mr. Thompson.*) It would require great consideration?—(*Mr. Dupuis.*) Very great consideration, indeed.

1528. (*Lord Clarendon.*) If you will have the goodness to look at page 30, you will find there: "It "may be presumed, perhaps, that as the number of "oppidans has increased to an extent which has ren-"dered it impossible to comply with the statutes in "this respect, provision has been made from time to "time for the maintenance and support of others "besides the Head and lower masters, beyond what "is contemplated by the statutes through payments "from the boys themselves." Of course, the increase in the number of oppidans is the very reason for the increase in the number of assistant masters, but the increase in the number of oppidans is no reason for throwing the cost and burden of maintaining the Head and lower masters upon the oppidans. The Head and lower masters ought to be maintained by the foundation; but they receive emoluments from other sources than the foundation, I believe?—Yes, and by far the larger proportion of their emoluments.

1529. If the number of oppidans increases, of course there ought to be an increase in the number of assistant masters?—Yes.

1530. But although there ought to be a great many more assistant masters than there are at present, that is no reason why the charge of maintaining the Head and lower masters, which is contemplated by the statutes, should be thrown upon the oppidans?—They receive a certain sum from the college now.

1531. Just so; but do you not think that the college is bound to provide, under the statutes, adequate salaries for the Head and lower masters? I do not mean to say that the provision awarded to them by the statutes should be sufficient; but ought not the college to pay adequately the Head and lower masters?—The question is, what "adequately" means.

1532. "Adequately" would be that sum which is necessary for the services of men equal to the performance of the duties.—

(*The Provost.*) I should not suppose that they were bound to pay more than the statute imposes upon them.

(*Mr. Dupuis.*) The Head and lower masters have statutable allowances as it is, and although they are not of any great value, still they are statutable payments which are ordered to be paid to them.

1533. Yes; but these payments are made to them, I suppose, according to the value of money in the founder's time?—Certainly.

1534. Everything else has increased, and the statutes have been altered to meet the requirements and changes of the time. Should not, therefore, the Head and lower masters receive from the college stipends increased in proportion to the change in the value of money and the requirements of the time, instead of looking for emolument to sources that are not contemplated by the statutes?—Do you mean that; because in point of fact that would lead to the oppidans paying nothing?

1535. I do not say whether they should pay nothing, or what they should pay; but I want to know whether the college ought not to provide for the payment of the Head and lower masters?—They do provide for it.

1536. But could they obtain the masters they now have at the rate which the college now pays them;

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that is to say, could they find men fit to do the work —without any other payment?—No; that would involve the question that I ventured to submit to your Lordship: Does it involve the fact that the oppidans should pay nothing to the Head and lower masters?

1537. That might not be fair. But supposing the college paid the Head and lower masters at that rate of increase beyond what the statutes contemplated, would it not be fair in reference to the charges that are now made that it should materially diminish the charges which the oppidans now pay?—The oppidans at present pay to the Head Master 6*l.* 6*s.* a year.

1538. There is an entrance fee?—Yes, an entrance fee.

1539. (*Mr. Thompson.*) Then they also pay leaving money?—Yes.

1540. (*Lord Clarendon.*) The Head Master now receives from the college 215*l.* a year; now supposing everything else to have increased in proportion to the decrease in the value of money, should he not now receive 16 times 215*l.*, as representing the difference in the value of money at the time of framing the statutes and at present?—Will you allow me to say this: the Head Master receives as stipend 215*l.*; he also receives 150*l.* for mathematical instruction of the collegers, and 6*l.* as catechist, and 4*l.* for quills, &c.; making the whole amount 375*l.*; but besides this 375*l.*, he also occupies a house rent-free.

1541. (*Lord Lyttelton.*) The statutable allowance is 3*l.* 18*s.*, I believe?—

(*The Provost.*) His salary is pretty nearly equal at present to what it would be if you were to multiply it by the proper number, in order to bring it to the present value of money.

(*Mr. Dupuis.*) Besides this, the Head Master has granted to him an excellent house; rent and taxes, and rates free, which I should put at 300*l.* a year. That should be taken into consideration in regard to the value of that which the college now gives him.

(*Lord Lyttelton.*) It is not stated here. There is nothing about the free house.

(*Mr. Batcheldor.*) Yes, it is stated above: "Head "Master, in addition to house rent-free;" but no value is put to it.

(*Mr. Dupuis.*) He has an excellent house by a recent arrangement. The late Head Master, Dr. Hawtrey, paid rent for the house he lived in; but it was thought by the college fair and proper that he should have the house rent-free, and the present Head Master, Mr. Balston, has it rent-free. If let to any one else, we should probably ask 300*l.* a year for it. We may, therefore, say that we give him 300*l.* a year in respect of house-rent, besides which all the repairs are paid, rates, taxes, &c.

1542. There is nothing about a house in the statutes?—Yes, there is. Houses in the statutes are what we used to call masters' chambers. There are several rooms both for the Head and Lower Master.

1543. These are mentioned in the statutes?—Yes; there are several rooms, but the masters have given them up one after another, and they are now mostly used as school rooms.

1544. (*Mr. Vaughan.*) Would it not at any rate be but equitable and just that, from whatever source of revenue the college may possess, the schoolmaster should receive in addition to his statutable allowance, an annual sum proportionable to the addition which the Provost and Fellows receive to their statutable allowances at the present time. Whatever may be the source from which the revenue is derived by the college, would not that be equitable?—

1545. (*Lord Lyttelton.*) What statute is it?—(*The Provost.*) It is the 18th statute which regulates the stipend of the Provost.

1546. (*Mr. Vaughan.*) I should like to ask your opinion upon that, whether it would not be but just and equitable that whatever proportionate advance any of the members of the college may receive upon their statutable allowance from any of the revenues of the college, that the Head Master should receive the same?—I do not know that he does not receive the same.

1547. Before we ascertain that, would you object to state whether you think that would not be just? Do you think it would be just?—Yes.

1548. Is he not strictly forbidden under the statute from touching anything but his stipend?—Yes.

1549. I would put another question upon that. The allowance and stipend of the Fellows is settled by the founder at 10*l.*, and the average pecuniary emolument at the present moment of the Fellows being 830*l.*, would not the proportionate increase on the Head Master's stipend, according to that, be more than 215*l.*?—Yes.

(*Mr. Dupuis.*) Certainly.

1550. From whatever source of revenue the college may possess, in equity and justice the master is entitled to the increase?—(*The Provost.*) Yes.

1551. Have you ever calculated what that equitable proportionate advance on the Head Master's stipend at the present time would amount to?—No.

1552. Would it not at any rate involve the sharing in the same degree with the Fellows, that property which is distributed amongst them in fines?—I do not know from what source it would come.

1553. From whatever source it would come?—Yes.

1554. (*Mr. Thompson.*) He is called *conductitius* in the statute?—Yes.

1555. Do you think he never had any right to claim an advance?—He cannot claim any division.

(*Mr. Dupuis.*) He cannot claim anything beyond his stipend. He is *conductitius.*

1556. (*Mr. Vaughan.*) If that were the just way of reckoning, would it not have been optional under the statutes, that instead of them giving him five marks they should give him two marks if they could get him?—(*The Provost.*) His salary is fixed.

1557. Therefore, although he is *conductitius*, he does not stand in the position of a person making a bargain, but his salary is fixed?—Yes.

1558. And all the incidents which belong to it as a fixed salary belong to the Fellows' allowances which are also fixed?—(*Mr. Batcheldor.*) But the Fellows have the property given to them absolutely.

1559. (*Mr. Vaughan.*) For the common benefit of the college. It is not their own possession?—Everything is comprehended in it. This statute is merely directory, and it directs how the portion of every member of the college is to be given, and I take it that any abuses of the statutes may be corrected.

1560. Would you refer to the passage?—It is in the charter itself.

1561. But you are referring to some passage in the charter?—I was merely giving the general effect.

1562. But the property under the statutes is not given to them for their own personal use?—I will produce before you an office copy of the charter.

1563. (*Lord Lyttelton.*) There are six charters here?—I think it would be convenient to have a translated copy which has been used in evidence. I take it that in a legal point of view the words in all the charter are most comprehensive. The whole property is given to the college and the corporation—to the Provost and college. You will see the words there—to have, hold, and enjoy to themselves and their successors for ever, for the maintenance of the said Provost and college for the time being.

1564. (*Mr. Vaughan.*) Do you mean that there was no trust in the Provost and Fellows to pay to the Head Master the sum?—The Provost and Fellows must obey the statutes, and whenever they abuse them in any way, they are amenable to the visitor, and indeed they are amenable to anybody, for anybody can file a bill, or make an application to the Attorney-General to file an information against them. That is the way the law provides for it. But you will find that the whole of the possessions of the college are conveyed to the Provost and college for

their support, to find them in food, maintenance, and everything else that is necessary.

1565. To whom do you say that extends?—To the Provost and Fellows.

1566. And also to the scholars, I presume?—The Provost and Fellows are bound to carry out the statutes.

1567. Do you conceive that the scholars come under the denomination of college, or only the Provost and Fellows?—The Provost and Fellows.

1568. Am I to understand that according to your view of the matter they would be perfectly justified in making an allowance of 10*d.* a week only to the scholars?—All I can say is, that they are bound to obey the statutes.

1569. Would not that be an obedience to the statutes paying the scholars 10*d.* a week?—Here are the statutes to speak for themselves—here are the charters to speak for themselves. The college have to obey the directions of the founder, under the supervision of the visitor, and it is open to any of her Majesty's subjects, if they find any abuse in this establishment, to seek the remedy, and the remedy would be found at once.

1570. I wish you to see just for a moment to what that would lead, according to your views. By one of the statutes it is ordained that 10*d.* a week shall be given to the scholars for their maintenance at all seasons. According to your view, surely it would follow that the college would fulfil its duty to the scholars, and obey the statutes by giving them 10*d.* a week?—No, that is not my view.

1571. How then do you distinguish the case of the scholars from that of the schoolmaster?—The masters are to obey the statutes, and the statutes direct that the scholars are to be clothed and fed. The question is, whether the college do not do that which the statutes require them at this day, and if they do not, they are amenable.

1572. Are you aware that the statutes say, not that they are to give them food, but food at the rate of 10*d.* a week?—I think you would find it impracticable to carry out an ancient law like that. Regard must be had to the fashion of the times as far as possible, and the college are amenable to this extent, that they are bound to provide for the scholars. It is a question of money and expense. We know very well that you cannot feed a colleger for 10*d.* a week. That is quite impossible.

1573. But apply the same rule to the Head Master, namely, that you would carry out the statutes according to their spirit as applied to the time. Should not that principle be applied to the master as well as to the scholars?—Yes; there are the statutes and charters which speak for themselves.

(*Mr. Batcheldor.*) It does not become me to offer an opinion; but if it is a question of carrying out the intentions of the founder, I think you will find, on examination that these intentions are carried out.

1574. You still say they are bound to carry out the intentions of the founder as well with regard to the Head Master as to the scholars?—They are bound to carry out the whole of the statutes.

1575. (*Lord Clarendon.*) You say here, "It will "be observed that in the improvements already "effected, no advantage has been allowed to accrue "to the Provost and Fellows personally." I have no desire to detract from the merits of the Provost and Fellows, but I do not see in these improvements that have taken place partly through the subscriptions of old Etonians, and partly through the generosity of individuals, how any advantage could possibly have been taken by the Provost and Fellows; and therefore I do not see how they can claim any credit on that head. I say this without the least desire to detract from the merits of the Provost and Fellows?—(*Mr. Dupuis.*) We do not wish to claim credit for anything we have done. We have tried to do our duty for the last 25 years, but as to doing more than that, none of us make any claim at all. We hope we have done our duty in improving as we have for the last 25 years, and we hope that that improvement is not quite at an end yet. But I assure you, my Lord, that it never struck me before that we had wished to claim any credit on inserting the words "no ad- "vantage has been allowed to accrue to the Provost "and Fellows personally." Certainly not.

1576. It certainly did strike us as claiming some credit?—If it struck you in that way, I wish we had not put it in.

1577. (*Sir S. Northcote.*) If you had improved your property, and leased your property, so improved, and taken fines, that would have been an advantage to yourselves personally, would it not?—On the contrary, we have sacrificed many fines.

1578. (*Lord Lyttelton.*) That expression with regard to the Head and lower masters being bound to teach without receiving anything needs explanation. You say that as the number of oppidans has increased to an extent which has rendered it impossible to comply with the statutes in this respect, provision has been made from time to time for the maintenance and support of others, besides the Head and lower masters, beyond what is contemplated by the statute through payment by the boys themselves. Do you mean that the Head and lower masters were bound by the statutes to teach all the boys who might come to them for nothing. But that implies that the number should be a practicable number for two persons to teach?—(*The Provost.*) Yes.

1579. And you mean that in consequence of the increase in the number, an increase in the number of masters has become necessary?—(*Mr. Dupuis.*) Yes.

1580. Does that increase in the number of masters necessarily throw any increased expense on the college?—No; I do not see how it does.

1581. (*Sir S. Northcote.*) I should like to ask you this question. When you say that by your arrangement of the property belonging to the college you have laid the foundation of a considerable increase of revenue at a future time, do you refer among other things to the exchanges which you have effected?—Yes; partly to the exchange which we mentioned the other day between the Crown property at Eton and the college property at Haverstock Hill.

1582. That is to say, that you have exchanged property in London for property at Eton with advantage?—Yes.

1583. The property you gave up in London was property which you might have leased, and derived an advantage from the fines?—It was leased, and we did receive fines from it, but a large portion of these fines, &c., has been sacrificed and lost.

1584. The property that you have taken at Eton is not leased?—No; it is all let at rack rent.

1585. That then has been rather to the loss of the Provost and Fellows?—To the loss of the Provost and Fellows personally, and to the benefit of the funds of the college.

1586. That is what you allude to, perhaps, when you say that in these improvements no advantage has been allowed to accrue to the Provost and Fellows personally?—Yes; and with reference also to other leases which have not been renewed.

(*Mr. Batcheldor.*) I think the new improvements refer to the improvements of the college, such as the increased accommodation in the buildings, and the general improved condition of the college.

1587. (*Lord Clarendon.*) Yes, that is what I understood—the general improvements in the state of the college—the improvement in the commons, lodging, and so on?—Yes, the improvement in the buildings lead a great deal to that.

1588. Therefore it was that I said, that when a great deal of these things had been done by subscriptions from old Etonians, and through the generosity of others, I did not see how it was possible that the Provost and Fellows could obtain any private benefit to themselves, which I am sure they would not wish to have obtained even if they could have done so?—(*Mr. Dupuis.*) They certainly had no wish to do so,

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and it was wholly unnecessary to introduce these words into the answer.

1589. (*Lord Lyttelton.*) The college do not acknowledge any obligation to increase the payment of the Head Master according to the number of oppidans?—They pay the Head Master six guineas a year.

1590. But you do not admit any obligation to increase his stipend according to the increase in the number of boys?—No, we do not.

1591. (*Mr. Thompson.*) Something was said about the increase in the value of money. The calculation can be made here at once. Supposing the statutable allowance to all the members of the college to be increased pro rata according to the diminished value of money, what would really be the stipends of the Provost and the Head Master?—The Provost's stipend originally was 75*l.* a year, and the Head Master's 16*l.* If you multiply these sums by the figures given, in one case you will get 1,200*l.* and in the other 256*l.*

1592. (*Mr. Vaughan.*) But what do you do with regard to the Fellows. Does not the same analogy hold good with repect to them?—(*Mr. Batcheldor.*) That is quite right.

1593. Is that the answer which is given the question, namely, that the same thing must be done with reference to the Fellows; could you make the calculation on the same basis in regard to the Fellows?—

(*Mr. Thompson.*) It would be 160*l.* to the Fellows, 1,200*l.* to the Provost, and 256*l.* to the Head Master.

1594. (*Mr. Vaughan.*) I should like to pursue this point upon the figures now that we have got upon it. Is it the case that a proportionate increase of the Head Master's and Fellows' stipends would give to the Provost 1,200*l.* to the Head Master 256*l.*, and to the Fellows 160*l.*?—Yes.

1595. What is the actual pecuniary benefit that is derived from the whole of the revenues of the college by the Fellows?—(*Mr. Dupuis.*) It is down there.

1596. What is the actual average pecuniary emolument derived by each Fellow, and the average pecuniary emolument derived by the whole of the Fellows from all the revenues of the college according to this table?—I do not quite understand your question.

1597. What is the average pecuniary emolument derived from the revenues of the college by the Fellows?—I must refer you to the table.

1598. What is the amount as you have it there?—The payments are not all equal, because some of the Fellows have more than others.

1599. What is the average, taking them altogether?—£801 16*s.* I should think would be the answer.

1600. What would the Head Master's stipend amount to if it were increased in the same proportion to that 801*l.* 16*s.* It would be positively according to the diminution in the value of money, you say, 256*l.*, and according to the same diminution the stipend of the Fellows would be 160*l.* What should be the amount of the Head Master's stipend if it were increased relatively in the same proportion as the stipend of the Fellows has been increased, which you say is 801*l.* 16*s.*?—

(*Sir S. Northcote.*) That would be a rule of three sum.

1601. (*Mr. Vaughan.*) Perhaps you will do it for us?—(*Mr. Batcheldor.*) It should come from you.

1602. (*Sir S. Northcote.*) I make it 1,280*l.*?—(*Mr. Batcheldor.*) I should think it is. But is not that something like furnishing evidence against the college, as it were?

1603. What we want to know is the proportion. It would be as 801*l.* 16*s.* is to 160*l.* so would 256*l.* be to 1,280*l.* In point of fact it would be about one-fifth. If you multiply 256*l.* by five you would get at the exact proportion, 1,280*l.*?

1604. (*Mr. Vaughan.*) That is to say, the equitable relation of the Head Master's salary to the stipend of the Fellows would be 1,280*l.*?—(*The Provost.*) Provided he has a claim beyond his mere salary.

1605. I thought you admitted there was an equitable claim; that it was your view that he had an equitable claim to the same proportionate increase as the Fellows?—I should not say he has.

(*Mr. Dupuis.*) The Provost seems to have misunderstood the question.

(*The Provost.*) What I said was, that the property was given to the college, and that out of it they were directed to give a certain salary to the Head Master, but I did not at all conceive that they were bound to give more than that.

1606. But equitably; I have only put the question equitably. The founder having fixed the stipend for him and also for the Fellows, is it not equitable that in the course of time his salary should be increased in proportion to theirs; and if so, supposing the Fellows' present payment to be an equitable emolument, taking into consideration the diminution in the value of money at the present time, would not 1,280*l.* derived from the revenues of the college be an equitable proportionate increase in the salary of the Head Master?—(*Mr. Dupuis.*) It seems to me that that conclusion would make the emolument of the Head Master equal to that of the Provost.

1607. I did not enter into that. I thought it irrelevant to ask whether the Fellows had not been increased out of proportion to the Provost upon a point of comparison between them and the Head Master. I wished to avoid opening a second question at the same time?—It certainly follows.

(*The Provost.*) I should receive a great deal more than the Head Master, but your calculation brings it to very near the same sum.

1608. (*Sir S. Northcote.*) According to the calculations that have been presented to us, the Head Master's salary in proportion to the Fellows' stipend ought to be 1,280*l.* a year; what ought to be the salary of the Provost in proportion to that of the Head Master, taking that at 1,200*l.* a year. Ought it not to be 6,000*l.* a year?—

(*Mr. Batcheldor.*) Yes, that is right.

(*Mr. Dupuis.*) And I dare say the Provost would not object.

1609. (*Mr. Vaughan.*) I will follow this up by one question. Is it not the fact that the increase of the emoluments of the Fellows has very much exceeded the proportionate increase of the Provost's emoluments in course of time?—(*Mr. Batcheldor.*) That cannot be, you see, because the Provost is to have double the amount of the Fellows, and he is to share in everything.

1610. But had he not very much more than that by the original statute of the founder. Surely he had very much more than twice as much; he had seven times as much as the fellows?

(*Mr. Dupuis.*) He has more than twice as much now. You cannot dispute the figures when the proportion is assigned.

1611. (*Mr. Thompson.*) Do you know how the dividends are made?—There is no record of them.

(*The Provost.*) 75*l.* to 10*l.* is the proportion.

1612. Are you aware of any tradition of the value of the provostship in the time of Henry VIII. independently of all the advantages which a salary of 100*l.* a year gives?—(*Mr. Dupuis.*) Was not that since Henry VIII.'s time?

1613. Sir Thomas Wyatt estimates it. It will be found in Carlyle?—It was within 100*l.* a year then.

1614. How do you account for the difference between the estimate of 100*l.* a year and the present payment of 75*l.*?—The difference, I presume, between the value of money in Henry VIII.'s time and Henry VI.'s time.

1615. (*Mr. Vaughan.*) That estimate was mere rumour. Is it not the case, on looking at the statutes to which we are referring, that the Provost was to receive a certain pecuniary amount in domestic service?—Yes.

1616. A certain pecuniary amount?—Yes; it is fixed.

1617. In addition to the stipend?—Yes.

1618. (*Mr. Thompson.*) I think the express words are "servants' wages"?—

(*The Provost.*) And his commons.

(*Mr. Dupuis.*) He does not now receive commons.

1619. (*Lord Clarendon.*) Mr. Dupuis said that Mr. Batcheldor could furnish some information about the visitation. Mr. Batcheldor, when Eton College was transferred from the diocese of Lincoln to the diocese of Oxford, can you tell us whether there was any caveat put in by the Bishop of Oxford respecting the visitation being transferred to him, whether there was any assertion of his right by the Bishop of Lincoln, and whether the college laid any case before counsel?—

(*Mr. Batcheldor.*) I almost forget. I rather think some opinion was taken upon it.

(*Mr. Dupuis.*) Mr. Bethell, the present Lord Chancellor, was our counsel in that case.

(*Mr. Batcheldor.*) It was a Privy Council case.

(*Mr. Dupuis.*) The Bishop of Lincoln solemnly enjoined us not to obey the Bishop of Oxford, and sent us a letter stating that if the Bishop of Oxford made any claim we were enjoined not to obey it.

1620. The examination, as far as the duties and attributes of the Provost are concerned, being now brought to a close, there is one matter to which I should like to call the attention of the Provost. Although not immediately connected with our inquiry, yet as it has been brought before us, and as I think it is of so much consequence in itself, I am sure that Dr. Goodford will consider that we can hardly pass it by in silence. It is a passage in Mr. Paul's evidence, page 53, in which he says, "It will not appear to the Commissioners that I "go beyond the spirit, though it may be beyond the "letter of their inquiries, if in answer to their two "last questions I mention some points which appear "to work ill in the general system of the college and "school. Eight years' experience as Conduct, part "of the duties of which position is to take a certain "share of the work in the parish as curate, under the "Provost, has brought with it a strong conviction "that the union of the parish with the college is "most disadvantageous to the parish. The rector is, "in the first place, mainly occupied in the duties "which devolve on him as Provost, or as rector of "Mapledurham, while he is at the same time so con-"trolled by the opinions of the rest of the college "body that the parish has actually not one but eight "rulers"?—

(*Mr. Dupuis.*) I deny that most distinctly.

1621. (*Lord Clarendon.*) "The hours of service "in the college chapel clash also with the curate's "work in the parish, while the traditional feeling of "'town' towards 'gown,' which exists at Eton, as "well as at the universities, prevents that hearty and "cordial understanding which should exist between "the clergy and their parishioners. Practically the "Conduct, who is also the assistant in college, is "almost wholly withdrawn from the parish, and the "work of the other conducts in college chapel is "taken in great measure by him." Now, whether that statement be correct or not, it involves so much that is material to the inhabitants and congregation of that parish that it is impossible we could conclude our examination respecting the Provost without calling his attention to it, and asking him whether he can give us any information upon the point, and how far he agrees with Mr. Paul?—

(*The Provost.*) With respect to what Mr. Paul says about the hours of service clashing with the curate's work in the parish, and the Conduct being the master in college, these two offices are now separate, and the present master in college is no longer a Conduct.

(*Mr. Dupuis.*) That difficulty, if any, has been removed.

1622. (*Lord Lyttelton.*) Are there two Conducts?—There are three Conducts. The two offices are quite distinct.

1623. (*Lord Clarendon.*) What share does the rector take in the duties of the parish?—The general superintendence. I am not the rector of the parish myself.

1624. My question is, how far you agree with Mr. Paul?—I am not the rector of the parish.

1625. But how far do you agree with what Mr. Paul says in respect to the inconvenience which attends the union of the parish with the college?—I have not observed the existence in the parish of any of the feelings which Mr. Paul speaks of.

1626. (*Lord Lyttelton.*) Nor any of the disadvantages which he sees?—No, nor any of the disadvantages.

1627. (*Lord Devon.*) He states that virtually the parish is governed not by one, but by eight rulers. Now does not that imply that there are from time to time various interferences?—I suppose that is it.

1628. Do you concur, judging from your own experience, in thinking that evil may result, or has resulted, either to the town or college in consequence of the union of Eton and the college?—My experience is short, but I have never seen anything of the kind.

1629. Nor during the time you were resident in Eton?—No.

(*Mr. Dupuis.*) When Mr. Paul mentions eight rulers, I dare say I am included in that number, because I am one of the seven Fellows. I can only say that I have never in the slightest degree shared in parish business since I have been a Fellow, and, as to there being eight rulers in the parish, it is an error altogether.

1630. (*Lord Lyttelton.*) Do you mean that practically speaking the Provost alone has the ordering of the parish?—I do not consider that the Provost is in the ordinary sense rector of Eton. He gets no emoluments, because they all go to the general fund of the college, and he does not receive a shilling.

1631. (*Lord Clarendon.*) Who is responsible for the carrying on and management of the parish school?—I suppose he would be, if rector, but he has never been instituted.

1632. But practically he is, I suppose?—I suppose the Provost is.

1633. (*Lord Lyttelton.*) You say that the other Fellows exercise no superintendence?—No.

1634. (*Lord Clarendon.*) The Provost is not instituted, and the Fellows exercise no superintendence. Who then is practically responsible for the general management of the parish school?—The Conducts.

1635. Who fills, with regard to the parish school at Eton, the position filled by the clergyman at Mapledurham, who nominates the schoolmaster?—(*Mr. Batcheldor.*) The parish school is under the management of trustees. It is called Porny's school under the management of trustees.

1636. Who fills the position in regard to the charities which is ordinarily filled by the clergyman?—The Conducts attend the school meetings with the trustees. The Provost is a trustee also of the site of the new school. I prepared a deed of exchange by which the old school is given to Mr. Penn, and the site of the new school is conveyed to the Provost of Eton as rector of the parish. What the Provost means is that he has only been instituted to the provostship of Eton. There is a little jealousy with respect to the two dioceses, and the Bishop inserts a clause in his instrument of institution to save the right of the Bishop of Oxford as diocesan. That is just the point.

1637. (*Lord Devon.*) Who visits the sick?—The Conducts.

1638. Who is summoned to the archidiaconal visitation?—No one. The Conducts are summoned to the Bishop's visitation.

1639. (*Lord Lyttelton.*) Alone?—(*Mr. Dupuis.*) There has been a recent summons of a Conduct by the Bishop of Oxford as diocesan.

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1640. Is there any institution whatever; is anyone ever instituted to the cure of souls there, analogous to the case of an ordinary parish?—(*Mr. Batcheldor.*) No.

1641. Then is the case practically this; that although formerly the Provost and Fellows had the cure of souls practically, the Provost alone has the general superintendence over the affairs of the parish, and that, with respect to the ordinary duties done by the ordinary clergyman, they are performed by the Conducts, subject to the superintendence of and responsible to the Provost?—(*The Provost.*) Yes.

1642. (*Lord Devon.*) Then does the circumstance of the Provost representing the rector of the parish of Eton render it impossible for him to hold any other living?—

(*Mr. Dupuis.*) No, it does not. There are no proceeds, with the exception of about 25*l.* a year.

(*Mr. Batcheldor.*) With a sum in lieu of tithes.

1643. (*Lord Lyttelton.*) What is the value of the living?—The tithes were commuted at 240*l.*

1644. (*Lord Clarendon.*) Into what fund is that paid?—The general fund of Eton college.

1645. (*Mr. Vaughan.*) Is the Provost's name ever used in deeds at all as representing both Provost and Fellows?—The Provost and college.

(*Mr. Dupuis.*) The leases require the corporate seal of the college.

(*Mr. Batcheldor.*) I think you will find that at the time the diocese was divided, the Bishop of Oxford left the Bishop of Lincoln the institution to the living of Eton, but reserved the institution to the provostship.

1646. (*Lord Clarendon.*) But are you of opinion that the parish is well satisfied with the existing state of things, and would not like any change?—I do not think they would. I know a great many of the inhabitants of Eton, and they would not like it. They have told me so.

1647. (*Lord Devon.*) With respect to the other point of the clashing of the hours of service in the college with the parish duties, would you say that they do actually clash with the services in the parish church?—(*The Provost.*) The church has a service at three o'clock.

1648. How is the service in the parish church provided for?—By the three Conducts.

(*Mr. Dupuis.*) The expenses of the college chapel and the church in the town are all maintained by the college.

1649. The church was built by you, I think?—It was mainly built by us, helped by contributions and donations.

1650. (*Mr. Thompson.*) What is the population?—I think about 3,000.

1651. (*Lord Lyttelton.*) That is including all the Eton boys?—Yes.

1652. (*Sir S. Northcote.*) I would just ask this question in regard to Mr. Paul. He was not only Conduct, but employed in the working of the school?—Not in the working of the school.

1653. But the working of the college. Was it found that a Conduct being taken off from the parish work, it could be carried on?—Yes.

1654. Supposing that to be found inconvenient, the usual course would be to employ the whole services of the three Conducts in parish work?—(*The Provost.*) They have now the whole of the parish work to do.

1655. Would not that arrangement meet the evil complained of?—Yes.

1656. (*Lord Lyttelton.*) The college admit that the Head Master is a member of the college under the statutes?—

(*Mr. Dupuis.*) He is a member of the college, but has no voice in the management.

1657. Under the statute is not the Head Master a member of the foundation?—Certainly.

1658. With regard to what Mr. Batcheldor has said respecting the charters apart from the legal effect of them, and apart from the question of fines, is it fully admitted that the college hold the whole of the property equitably and practically in trust for the benefit of the school?—The property is vested in the Provost and Fellows absolutely, I presume.

1659. I do not put the exact legal construction upon it; but, apart from the fines, is it admitted that the whole of the property is held by the Provost and Fellows?—(*Mr. Batcheldor.*) No, by the Provost and college.

1660. (*Lord Devon.*) The Provost and college?—The leases run so.

1661. (*Lord Lyttelton.*) Do you not contend that the Provost and college mean the Provost and Fellows?—Yes, and there can be no stronger proof of that than the fact that no legal documents are ever executed by any one except the Provost and College, under the common seal.

1662. I wish to know whether you admit a virtual trust in respect of the whole property?—The statutes direct that they are bound to perform certain duties.

1663. Is not that a virtual trust, notwithstanding the unconditional words of the charter?—I should say it is.

1664. We are referred to the charter, and we are told that it conveys the property absolutely to the Provost and Fellows. But, it is conveyed to them in trust for the benefit of the college?—(*Mr. Batcheldor.*) Allow me to observe that I was particularly guarded in what I said, which was that they were bound by the statutes to perform everything that the statutes required. There can be no doubt about that.

1665. (*Mr. Vaughan.*) The whole question arose with respect to the equitable performance of those requirements of the statutes in the course of time. The legal effect of the statutes gave, I apprehend, nothing to the Fellows for their own benefit exclusive of the benefit of other persons and interests in the college. But the question has been what is the just and equitable effect of the words used in the statutes in regard to the distribution of the revenues as between Fellows and Head Master for their own benefit respectively?—Will you allow me to say that the preliminary observations to all your questions are very difficult to be made out. You mean, I presume, that everything was left in trust for the school?

1666. (*Lord Lyttelton.*) Yes?—Then I may say that any one who has the responsibility cast upon him of looking at all these things, on the part of the college, would be rather startled, because, if the college agree to that, they would be just, as you say, mere trustees.

1667. (*Mr. Vaughan.*) Observe what the language of the founder is. In the first place, we establish and ordain and will, &c. &c., a certain college at Eton, a Provost who shall stand at the head of all persons, all possessions, all property, and all goods of the college, according to our ordinances and statutes?—That would come in as a matter of course.

1668. (*Lord Lyttelton.*) It applies to the whole property which is subject to the control of the statutes?—Exactly. Nobody would attempt to deny that.

1669. (*Mr. Vaughan.*) Then the question is, what is the equitable mode of administering the property according to the statutes?—I believe the Provost and Fellows will not for a moment attempt to deny that they are bound to perform the duties cast upon them by the statutes.

1670. (*Lord Lyttelton.*) Clearly so?—It is worthy of remark that the instrument is dated several years after, namely, 1442.

1671. (*Lord Devon.*) No, that is the great charter?—I think, if you refer to the date of the charter of 1446, you will find that it recapitulates every one of the payments mentioned in that great charter.

1672. (*Lord Clarendon.*) The present income, Dr. Goodford, of the Head Master is derived from entrance fees and annual payments. I see, with reference to his emoluments, they are at present derived from an annual payment from each boy, King's scholars

excepted; from an entrance paid by each boy in the upper school; and from presents made by boys in or above the fifth form, King's scholars excepted, on leaving the school; and from an annual payment from the college. Then you go on to say that the present average amount of entrance fees is 677*l.* 9*s.*, and the leaving presents 925*l.*; and then there is "Annual "payment from the college, 215*l.*"?—Yes. The Head Master has 150*l.*, which is paid to the mathematical master, and there is a small item of 4*l.* which has been omitted.

1673. Now upon this, Dr. Goodford, I would say, this is a return which seems to me, I will not say not correct, but not in perfect harmony with the school receipts and expenditure. I see you deduct from the annual receipts and expenditure of 1861, when the school was at its maximum. Now I think you should not have taken your outgoings at the time when they were at the maximum. You have taken the expenditure of 1861, which was great, and deducted it, but you now give in what are your average receipts?—The return furnishes an average of the *present* receipts and expenditure, viz., for 1857 onwards, with the addition (distinctly stated to be such) of the outgoings chargeable in 1861 only, but no deduction is made.

1674. I do not think that gives us quite a fair result. I see the average number of boys at Eton, during the time you were Head Master, nine years, I think, was about 716?—The average number of boys chargeable with payments to the Head Master during the above period, according to the printed list, would be 623. Other causes would reduce this below 600.

1675. Will you explain what those other causes are?—That the number in the election list, from which the average is taken, does not represent the average number of boys in school in the year, Election being the time when the school is fullest. The Election list for 1861 contains 829 names; that for Christmas, 806. It also contains more than the average number of boys in the upper school, into which from 20 to 25 have just passed out of the lower school. If to these be added a few who are exempt from payment, the average on the whole year will be reduced as I have stated.

1676. At that rate would not your income be greater than it is put down here?—It was less in 1857, the year from which the average was struck; greater in 1861.

1677. (*Mr. Thompson.*) The last year would be greater?—Yes.

1678. (*Lord Devon.*) You have not taken the average outgoings, but the outgoings in one year?—Yes, the outgoings of one year, but not of 1861.

1679. And the average income?—The only place where any outgoings would have to be taken off is the increase of assistant masters in 1861.

1680. But if you take the average on one side of the account, you must take the average on the other?—Certainly.

1681. That would make a material difference?—It would make the difference of the additional assistants in 1861.

1682. (*Sir S. Northcote.*) In point of fact, you have not taken the full amount of the outgoings last year, because there were 18 masters in the upper school last year, and you have only taken 15. Is that so?—Yes.

1683. (*Lord Clarendon.*) But when you say they do not take credit for the payments of the sum to the senior mathematical master, 50*l.* per annum, and the extra mathematical assistant, does not that make up the 150*l.* which you say you were credited with by the College?—No, that is an entirely different sum, which merely passed through my hand to the mathematical master.

1684. You make no allusion there in the return of the income to the house rent-free, which, as we have just heard, must be calculated at at least 300*l.* a year?—Perhaps you will allow me to explain that, when I entered that house, I had to pay rent for two years after. The lease had not expired. And I also had to pay 600*l.* to my predecessor for improvements which he had made. When I wrote this answer, I could not tell whether any of that would ever come back again, so that it was necessary for me to consider that outlay; and spreading it over eight years, of course, practically speaking, I was not rent-free.

1685. (*Lord Lyttelton.*) But your successor will re-imburse you?—My successor will re-imburse me part of it.

1686. Allowing for depreciation?—Yes.

1687. (*Mr. Vaughan.*) That would only represent the personal condition of yourself as Head Master. It would not represent the position of the income of the Head Master generally, only your accidental position?—Yes.

1688. (*Lord Clarendon.*) I think you were also allowed to hold a living when you were Head Master, were you not?—Yes; but that had nothing to do with the Head Mastership.

1689. (*Sir S. Northcote.*) That was a family living, was it not?—Yes.

1690. (*Lord Lyttelton.*) With respect to this house, may I ask you, Mr. Dupuis, whether it is not a matter entirely within the discretion of the college whether they will permit the Head Master to have a house rent-free. Are they not at liberty to charge him with rent if they choose?—(*Mr. Dupuis.*) At the election of Head Master, the other day, the question arose whether the college should continue to allow him a house rent-free, and there was a difference of opinion upon the point. A vote was taken upon it, and it was decided that a house should be given to Mr. Balston during his Head Mastership entirely rent-free and repairs free.

1691. That agrees with what I say, that the college reserves it in their own hands to grant it or not?—Yes. The question may arise again, but there is little doubt that a house will always be granted rent-free to the Head Master, although there is no question of right involved in it.

1691*a.* (*Mr. Vaughan.*) I observe that at the bottom of the table showing the emoluments of the Provost, the Head and under master, and other officers that there is mention made of a house rent-free?—(*Mr. Dupuis.*) Yes; the amount is not mentioned. I said I thought it would be about 300*l.* a year.

1692. (*Sir S. Northcote.*) Was there not a permanent house in Eton set apart as the Head Master's house when Dr. Keate filled that office?—Dr. Keate was in a different position. If a house is to be granted in future to the Head Master rent-free, it will probably be a particular house attached to the head mastership.

1693. Did Dr. Keate pay rent?—Yes, the house did not belong to the college.

1694. It is not a settled principle that the Head Master is to have a house rent-free?—Certainly not.

1695. (*Mr. Vaughan.*) Is it not a very undesirable state of things that there should not be a house for the Head Master, and that he should have to find one where he can. Would it not be better that there should be one which was regularly attached to the college?—Yes, I think so. The site of the present house is extremely advantageous, situated as it is within the very precincts of the college.

1696. Do you think it desirable that some arrangement should be made by which there should be a permanent house set apart for the residence of the Head Master?—I should think most likely that such an arrangement will be made.

1697. (*Lord Clarendon.*) Perhaps you will have the goodness to furnish us with an amended return, showing the average both of expenditure and income?—Yes.*

1698. (*Lord Lyttelton.*) Taking your return as it is (and which, if anything, I presume is not quite high enough), the net income of the Head Master will be something under 4,500*l.* a year?—About 4,500*l.* a year now; that is the amount about at which I returned it.

* See this amended return added to Dr. Goodford's written answers.

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1699. (*Mr. Vaughan.*) Do you know at all what is about the average stay of the Head Masters at Eton ?—I have never struck an average.

1700. You do not know at all ?—No.

(*Mr. Dupuis.*) It is very various, Dr. Goodall's stay was 8 years, Dr. Keate's 25, Dr. Hawtrey's 19, Dr. Goodford's 9 : those are the last four Head Masters. Dr. Heath was 10, Dr. Davies 18. I cannot go further than that.

1701. I was asking in reference to the power which the Head Master would have usually of saving out of his income, and the number of years he might calculate upon for that purpose ?—Yes.

1702. (*Lord Clarendon to the Provost.*) You say, "The original number of masters I gather from the "statutes to have been two only. The present num- "ber of classical masters is 23, and of mathematical "eight." The present number of classical masters that is including the Head and lower master ?—Yes.

1703. So that there would be 21 upper and lower classical masters in the school ?—Yes. The division is shown in the table below, both as to boys and masters in the upper and lower school, and the proportion of masters to boys.

1704. Here is the actual statement : "The present "rule is to keep the proportion as near as possible of "one classical master to 40 boys." I suppose this must have been a matter of frequent and anxious consideration both with the Provost, the Head Master, and those whose duty it was more immediately to carry on the work of the school; and they have arrived at the conclusion that the proper proportion as between masters and boys is, that there should be 40 boys to one master. Do you think that is the right number ?—I think it is about the right number.

1705. You are quite convinced from your own observation, Dr. Goodford, that it is not too many boys for one master ?—I do not think so.

1706. Do you think that an assistant master can, with satisfaction to himself, superintend the tuition of 40 boys ?—I believe so.

1707. Would you send your son to an academy where there were 40 boys and only one master ?—No.

1708. Then why do you think that one assistant master would be sufficient ?—The cases are so totally different that they do not bear any analogy one to the other.

1709. In what way are they different ?—Because these boys after preparing their work with their own private tutors are all spread abroad under the several different masters, they are all cut up under separate masters, and the whole thing is totally different to the case of a school in which one master has the whole superintendence.

1710. Have not the assistant masters in addition a great many private pupils of their own to attend to ?—Besides the divisions in school ?

1711. Besides the 40 boys under their charge ?—Yes.

1712. In addition to them ?—He has 40 boys in the school, and perhaps 40 boys out, private pupils.

1713. So that he has in point of fact 80 boys under his charge ?—Some of the boys he has in his division may be his own private pupils and some not.

1714. He has, in fact, the tuition, either in or out of school of 80 boys ?—No, because the different tutors have also the tuition of these boys in the school.

1715. He takes them as private pupils in addition to the boys he may have in his class ?—Yes.

1716. What is he understood to do for the 10*l.* 10*s.* which his private pupils pay him ?—He hears them each lesson before they go into school ; he looks over all their composition, and if they are in his house, he has a general moral superintendence over them ; dines with them and lives with them.

1717. That is with his own 40 boys ?—Yes, with such as are in his house.

1718. That is the maximum ?—Yes.

1719. And in addition to this he has part of the tuition in class of 40 boys ?—Yes.

1720. (*Lord Lyttelton.*) Some of them being his own pupils ?—Yes.

1721. (*Lord Clarendon.*) Do you think that is not too much for one man to do day after day with advantage to the boys who are under him ?—No, I do not think it is too much, taught as they are in that way.

1722. Do you think that is the general opinion of the assistant masters of the school and of the Provost and Fellows generally ?—I cannot undertake to say whether it was the opinion of the Provost and Fellows at the time I was Head Master, but it is my own opinion.

(*Mr. Dupuis.*) I quite agree with Dr. Goodford's answer to your Lordships, that one master is quite competent to manage 40 boys of his own, and to take a class of 40 more in the school.

1723. (*Sir S. Northcote.*) Supposing there were 800 boys in the school ; according to that, the proportion of masters would be 20 in the school ?—Yes.

1724. Each of those masters could not have 80 boys under him, that would give 1,600. It only means that it should be at the rate of one master to 40 boys in the school, and that each master should take a certain proportion of the teaching of the boys ?—Of his own pupils.

1725. I am not speaking of them. He takes the whole education of the 40 boys whom he has as private pupils, not the whole education in school of 40 more ?—Oh dear no !

1726. (*Mr. Vaughan.*) Do I understand Dr. Goodford to adhere to the original distinction which he made between the 40 boys which the assistant master has of his own private pupils and the 40 boys under one master in a private school ?—Yes.

1727. What, then, is the difference between the case which Lord Clarendon put, of 40 boys being entirely under one master, supposing there only to be one master and the case of Eton, viz., a number of boys in a public school under several masters, the proportion of which was one master to 40 boys ?—I do not quite understand.

1728. I thought you drew a distinction between having 40 boys under one master, when there was only one master in a private school, and the case of a public school in which there were several masters, each master having 40 boys under him in one class ?—Yes.

1729. What is the distinction between that and a private school in which there are 40 boys who have one master only to instruct them ?—There is a great distinction.

1730. What is the distinction you draw between the two cases ?—A man who has 40 boys in one class has to teach them all the same lesson and the same things as one pupil.

1731. Is the ground of the distinction you make this, that where a single master has 40 boys, he has them all in different states of proficiency, and therefore they cannot be all taught together with the same benefit ; but that when one master out of 20 at a public school has 40 boys under his charge, he has by the arrangement of the school 40 boys all in the same state of proficiency, which enables him very much to economise his time ?—In school he has not his private pupils.

1732. Then with regard to the private pupils, and with regard to the work he does as private tutor, has he not exactly the same difficult case to deal with which a single master would experience with 40 boys in a school of his own ?—No.

1733. What is the difference between the two cases ?—In the case of the public school, when the 40 boys which an assistant master has as private tutor, are separate from him in the school, they are probably engaged with other masters, but in the case of the private school with 40 boys and only one master, when he is employed with a portion of them his assistance is lost to the rest, and they have no other master to go to because they have only him to

look for instruction, consequently they have nothing to do.

1734. But cannot they be preparing work for him at another time?—They may be.

1735. And with regard to the private tutor's work, in order to instruct those boys by private tuition, he must devote as many separate hours to that instruction as the master of a private school who had 40 boys under his charge would have to do?—No, I do not think he need, because those boys who go away from him would go to another master and receive instruction.

1736. In reference to the private instruction only, they do not go to other masters for their private tuition?—No.

1737. I am speaking in reference to that which is taught as private tuition. Is he not, in reference to that work, in exactly the same position as he would be if he were the single master of a school with 40 boys under his charge?—Supposing that the master of his school had what he called public work and private.

1738. I am speaking only of the tutor's private work. Is he not in the same position with regard to those 40 boys that a private schoolmaster with 40 boys would be in regard to his whole work. With regard to private work is not his case exactly the same?—Very nearly.

1739. (*Lord Lyttelton.*) There is in fact a distinction, because the private pupils have so much of their work done elsewhere that it is difficult, to compare the amount of work that he has to do with his private pupils with the amount that a private schoolmaster has to do who has no assistant for the same number of boys?—Yes.

1740. We understand that no boy at Eton is wholly taught by any one master?—No.

1741. It is possible he may be under his own tutor in school, but in the great majority of cases that is not so?—Yes.

1742. (*Mr. Vaughan.*) I suppose it would be the case that as long as the private tutor is the person who may happen to teach his private pupil in the school division, so long he would be wholly taught by one teacher?—Yes.

1743. (*Lord Lyttelton.*) You think that the boys being taught by several masters tends to equalize the work and lessen it in its burden?—Yes. The founder only provided two masters for 70 boys, and such others as might come to learn grammar.

1744. (*Mr. Vaughan.*) Do you know whether there was any difference in the method of instructing the boys when the school was founded in the 16th century as compared with the mode adopted in the present day which would affect the numbers that could be taught by one master?—Any difference?

1745. Any different mode of instruction which might affect the number which a single master might teach?—No, I do not.

1746. (*Lord Clarendon.*) I should like to call Dr. Goodford's attention to a passage in Sir J. Coleridge's lecture. Sir J. Coleridge is entitled to the respect of everybody, and he says,—"I am informed that the "present Head Master has prospectively restricted "each new master to 40 pupils, but abstains from "imposing this rule on those who are already in the "school on the principle of respecting vested interests; this seems to me a mistaken application of "a just principle. The tutors are for the sake of the "pupils, but this is to consider pupils as made for "the sake of the tutors. Must that which never "ought to have been be continued indefinitely because individual tutors have an interest in the "abuse. I can hardly believe that any one of that "respectable body would desire that this exception "should be made in his favour. Twenty assistants may "seem a large number, but it may be doubted whether "the present system can be perfectly and faithfully "carried out by 20 when the pupils exceed 800." I must say I entirely agree with Sir J. Coleridge in that, and I will ask you is it the case that you did not propose to carry it into effect in reference to the tutors who had more?—No. With respect to those who were appointed under different regulations I did not enforce it.

1747. But they were not appointed, were they, on the understanding that they should take any number of pupils whether they could do justice to them or not?—There was no restriction as to the number of pupils which they were to take.

1748. Is it not the duty either of the Head Master or of the Provost and Fellows to see whether the assistant masters are doing their duty. If it is found that they have taken too many private pupils, is it not the duty of the superior authority to interfere and restrict them, or do you consider that an assistant master is at liberty to do exactly as he pleases in that respect?—I should not consider it my duty to restrict any man from taking any number of private pupils who was not restricted on his appointment.

1749. I do not see, then, what is the use of investing the Head Master and the Provost and Fellows with the supreme authority if they consider themselves forbidden to interfere with what they believe to be mischievous for the boys, out of respect for the vested interest of the tutors; because that is what it really comes to?—No, it does not come to that, because the parents themselves are most anxious that their boys should be placed with a private tutor who has a great many other boys, and they much prefer it to placing them with a private tutor who has only a few.

1750. Is it not admitted by restricting the number of boys which one tutor can take to 40, that for any one to have over 40 is prejudicial to the arrangements of the school, and prejudicial, I apprehend, to the boys themselves. Then, if that is so, ought not the authority of the Head Master to be interposed to prevent that which is prejudicial to the boys. If the parents were informed that there were already too many boys in a particular house, do you think they would insist upon sending their boys there?—It was with respect to the number of pupils which a tutor had not the houses in which they live to which the objection applied.

1751. I meant the number of pupils. Do you mean to say that if a parent were informed that a particular assistant master had already got more pupils than he could attend to, that he would insist on sending his boy to him?—I have known instances in which parents have done so.

1752. In spite of the interest they have in getting their boy well attended to?—They have thought differently.

1753. They have thought that some masters ought to have 40 or more?—Yes.

1754. (*Mr. Thompson.*) You think, perhaps, that their idea is that they would rather have for their boy the 70th part of the attention of Mr. A., than the 40th part of the attention of Mr. B.?—Exactly so. I would much rather, for instance, that my son should have the 70th part of the services of one gentleman than the 40th part of those of another. I have had instances of parents coming to me and saying, "I "should be glad if you could put my son with Mr. "So and So," and on its being pointed out that he had already got a very large number of boys as pupils, the reply has been precisely of that kind, that he would rather his son should have the 60th part of one man's attention than that he should have the 40th part of another.

1755. (*Lord Lyttelton.*) But if the restriction were in force, would he not have been able to have one 40th part of the attention of the master he preferred, instead of only one 60th?—Probably he would not be able to obtain that particular tutor for his boy at all, in consequence of his being always full.

1756. (*A Commissioner.*) He was full already before?—No master who has been restricted has ever asked me to allow him to increase his number, whereas several parents have come to me and said, "This "gentleman (the tutor) says he cannot take my boy,

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"his number is full, will you not let him do so." All I can say in reply to that is, that the rule is applied strictly, and that it is impossible, because his number is full.

1757. (*Lord Lyttelton.*) Is not your view this, that taking the facts simply as they are, (not considering whether it is right or not,) a master in coming to Eton is subject to considerable payments and charges, and that he looks forward to having a certain number of pupils for some years, as the only prospect of making his fortune, and is it not your opinion that when a master finds by immemorial usage that there is no restriction on the number of pupils, he looks forward and anticipates having for himself a large number of pupils for some years?—Yes.

1758. And you looked upon that as a sort of vested interest, a certain prospect which you were not at liberty to take away from him by any act of yours, though it might well apply to future cases?—That is the view I took of it.

1759. With respect to the exercise of that right as applied to Eton, have you not known masters who have had 100 pupils?—Yes.

(*Lord Clarendon.*) If you clearly establish what that answer would lead to, you ought to buy out that vested interest.

1760. (*Mr. Vaughan.*) I wish to arrive at a clear understanding with respect to one point. I think I understood you that the permission of the masters to take more than 40 pupils rested in part on the wishes of the parents?—No.

1761. I misunderstood you perhaps, but I thought you said the arrangements under which a single master might receive, say 44 pupils instead of 40, was justified not only in regard to his own interest but because in some cases it was the wish of the parents that their sons should be the pupil of a particular master?—No, I do not say that.

1762. (*Lord Devon.*) What I understood Dr. Goodford to say was that in consequence of the regard he felt for vested interests he permitted some of the masters to have more than 40 boys?—No, I did not say that.

1763. That you permitted them to retain more?—Yes, the masters who had the boys already.

1764. (*Lord Lyttelton.*) You allowed them to continue?—Yes.

1765. (*Lord Devon.*) I understood Dr. Goodford further to say, or rather to imply, that one of the circumstances which induced him to permit some of the masters to retain more than 40 boys, was that in many cases parents have said to him, "Let me send "my boy to Mr. So and So, because although I know "he has more than 40 boys I would rather get the "50th or 60th part of his attention than the 40th "part of the attention of another master"?—Yes.

1766. (*Mr. Vaughan.*) I ask you in that case supposing a master to have 40 pupils, and supposing a 41st pupil came to him under the circumstances you have just mentioned, and that the parent of the 41st child wished to place his son with that master, what do you think would be the wish of the 40 parents who have already a claim on the master's time?—I can only say that if he does not refuse to take him they cannot help it.

1767. I dare say not, but I will put the question—whatever the 41st parent might wish with respect to placing his boy with that particular tutor, what do you suppose, under such circumstances would be the wish of the other 40 parents with regard to the admission of the 41st boy—I mean the 40 parents who had already their sons under him?—I do not suppose they would make any objection.

1768. (*Lord Clarendon.*) What is the opinion of Dr. Temple. He has now got 30 boys to each master, and he considers those more than one master can satisfactorily undertake, and he thinks that a master would find quite enough to do if he had a much less number. I believe he considers that 25 is the proper number that a master could satisfactorily undertake?—I do not consider 40 too many.

1769. Of course you have read this pamphlet of Sir John Coleridge's?—Yes, and have talked with Sir J. Coleridge about it.

1770. Just let me ask you how far you agree in this,—"Must that which never ought to have been "be continued indefinitely, because individual tutors "have an interest in the abuse. I can scarcely believe that any one of that respectable body would "desire that this exception should be made in his "favour," and then comes this note, "I am sorry to "hear that I was over sanguine in that expectation. "I impute no unworthy motives in what I venture "to think a manifest and serious error of judgment. "The proposal on Dr. Goodford's part is the expression of his deliberate opinion that it is injurious to "the boys to have a larger number than 40 pupils to "each tutor; great deference was due to that "opinion. It was formed by one whose personal "character entitles him to the greatest respect; who "certainly would not have formed it without much "consideration; who had the best means of knowledge; on whom the responsibilities of the school "mainly rest, and whom the assistants are bound to "act under and to aid in his measures for meeting "those responsibilities. Few, if any, I believe, out "of the school will doubt that Dr. Goodford's opinion "was correct as far as it goes; he may, however, "have been right in yielding; but this rests only on "grounds which very much increase the responsibility of dissent. Meantime the full execution of "a wise measure is indefinitely postponed, the interest of many hundred boys is seriously affected; "and whatever be the motives of the assistants it "cannot be denied that the pupils' loss is the tutors' "gain. My opinion of the individuals is such that "I think if this consideration had been present to "their minds, they would have felt, even if not wholly "convinced, that where self interest is concerned "the more delicate decision is also the wiser." I suppose you would not disagree with the opinion of Sir J. Coleridge, "That the interest of many hundreds "of boys is seriously affected by this not having been "extended to those who have upwards of 40, and "that whatever be the motives for obtaining the "assistance, it is clear that the parent's loss is the "tutors' gain." Do you agree in that?—I agree that it would be better if no master had ever had more than 40 pupils, or I should not have expressed that opinion.

1771. And yet you think it was not right for you to have exercised your authority to put a stop to masters taking an increased number of boys, out of respect to vested interests?—The alterations were attended with such difficulties that I was prevented from carrying them out further than I did. I wish most distinctly to state that I did not propose it to them.

1772. (*Lord Lyttelton.*) Do I understand that your original intention was to have applied the inhibition gradually to those who had more pupils than 40, as well as to those who had less, and to whom it applied at once?—I should have been glad to see a gradual reduction.

1773. (*Mr. Vaughan.*) Is the proportion of 40 boys to one master, which you have stated here to be the proportion, that the number of masters bears to the whole number of scholars taken on the average of the whole school, both the upper and the lower?—The proportion is smaller in the lower school, I think, but I am not quite certain.

1774. I was going to ask whether the proportion of 40 boys, as stated here, was taken on the average of the whole school and all the masters of the whole school, or whether it was taken only in reference to the masters and boys of the upper school?—I think it is smaller in the lower school.

1775. And is it higher in the upper school?—I should think it is a little more than 40.

1776. Is not the proportion, in fact, more than 40 in the upper school, and less than 40 in the lower school to one master?—In their divisions in the school do you mean?

1777. I am speaking of the two divisions in the school?—Yes.

1778. (*Lord Devon.*) This limitation applies only to private pupils, as I understand?—We have been talking of private pupils.

1779. (*Mr. Vaughan.*) But in reference to the last question, I am going back to this answer which you gave in writing some time ago, and on which the discussion arose. "*The present rule is that the proportion shall be one classical master to* 40 *boys.*" You are alluding in that answer to the proportion of boys in form to masters in the school?—In that answer I was alluding to the number of pupils.

1780. Do you happen to know what the proportion of boys in form to masters in form is; what is the average proportion throughout the school?—I think it is about 40 boys to one master.

1781. It is about the same, then, as it is with respect to private pupils and their tutors?—I believe so; it may be 44.

1782. Have you any rule upon that subject?—No, except that we endeavour to divide them off as nearly as possible in equal divisions.

1783. What is the reason for having a much larger proportion of masters to the boys in the lower school than there is in the upper school?—Because they require much more individual attention, and they are more cut up in small bodies.

1784. Does the same objection, according to your opinion, prevail against a large number of boys in form under one master and against a large number of boys under one tutor?—An excessive number?

1785. Does the same objection exist in the same degree to having a large number of boys to one master in form that exists to a great number of pupils under one tutor?—I do not think the objection is so great with respect to the number of boys in form under one tutor; I do not think three or four additional makes much difference.

1786. Is it the case that it is much more difficult for a man as a tutor properly to instruct and superintend a great number of boys than it is for the same man as master to superintend an equal number of boys in class?—I should think it was, because the individual labour is greater.

1787. Does it not follow from that, that in proportion as in any school the system of private tuition prevails in the same proportion does the objection prevail against a great number of boys in proportion to the number of masters?—I do not understand your question.

1788. Is it not the consequence of what you have been stating, that in any school in which the system of private tuition prevails over the system of instruction in class, in the same degree the objection against a great number of boys in proportion to the number of masters becomes stronger and stronger. Do you apprehend me now?—No, I do not.

1789. Does it not follow, from the distinction which you have admitted between teaching in class and teaching pupils, that in proportion as in any school the system of private tuition as distinct from teaching in class prevails, in the same proportion does the objection against a great number of boys in proportion to the masters also become stronger?—I really do not understand the question.

(*Lord Devon.*) Does not your question go to this point, whether the existence of the system of private tuition increases or diminishes the objection to having a large number of boys in proportion to the masters?—

1790. (*Mr. Vaughan.*) I will adopt that form of the question. After the distinction which you have admitted on this point, does the existence of a system of private tuition in a school increase or diminish the objection to a larger number of boys in proportion to the number of masters?—I do not see how it affects the question at all.

1791. I understood you to allow that it was more difficult for one tutor to teach a great number of pupils than it was for one master to teach a great number of boys in one class?—Yes.

1792. I understood you distinctly to admit that?—Yes, because it occupies more time.

1793. I now ask you, is it not a consequence of that, that if the system of teaching pupils prevailed very much in a school, the objection would be also increased in that school to having a great number of boys in proportion to the number of masters?—I really am not able to answer that question.

1974. Supposing all the teaching of the school to consist of class teaching, would not in that school a great number of boys, in proportion to the masters, be less important than where there was also a system of private tuition?—I do not see why it should be so.

1795. If in the system of private tuition it is more difficult for one master to teach many pupils than it is for one master to hear many boys in class, does it not follow that in a school where the system of teaching is mainly by private tuition the same objection must become stronger and stronger?—I cannot see it.

1796. It seems to follow necessarily that if it is admitted that it is more detrimental to the interests of many boys to be taught as private pupils by one tutor than it is to be heard by one master in class, that in any school where the former system prevails, the having many boys in proportion to the number of masters, must be most objectionable?—I do not see how it would.

1797. Perhaps, if I write the question, and hand it to you, you will take it home with you, and give me an answer in the morning?—Yes.

1798. (*Lord Lyttelton.*) If we are to understand that all the boys must have private tutors, and that the number of boys to each private tutor is limited to 40, and that the average proportion of the boys in the school, as compared with the number of masters, is 40 also, it follows that each tutor has the same number to teach in school as he has private pupils?—Yes, or nearly so.

1799. The Head Master has no pupils?—No.

1800. According to that there would be rather more than 40 boys in each class, supposing that each tutor has more than 40 private pupils?—Yes.

1801. Every boy must have a private tutor?—Yes, but all the masters have not 40 pupils.

1802. It would be so, supposing the school was full?—If every master had 40 pupils, that would be the case, but every master has not.

LETTERS subsequently addressed by MR. BATCHELDOR to the SECRETARY.

I.

5, Upper Cloisters, Windsor Castle,
28th January, 1863.

Dear sir,

In compliance with the request made to me by the Public Schools Commissioners that I would inform them at what period the salary of the Provost of Eton was increased from 50*l.* to 279*l.*, and the salaries of the Fellows from 10*l.* to 52*l.*, I beg to say that it appears from the earliest period of the accounts of the College down to the year 1641, the Dieta and provisions for the maintenance of the Provost and College according to the Foundation Charters were delivered to them in kind. From the year 1641 to the year 1647 there were not any accounts kept at Eton, owing, I presume, to the breaking up of the College during those years; but in the year 1647 the accounts commence again, and the payments to the Provost and College under the title of "Dieta in Pecuniis Mri. Prapositi et Sociorum," are as follows:

	£	s.	d.
Mr. Provost	396	7	0
Vice-Provost and six Fellows, each	37	18	4
STIPENDIA:			
Mr. Provost	50	0	0
Vice-Provost and six Fellows, each	10	0	0
REMUNERATIONES OFFICIARIORUM:			
Mr. Provost	25	0	0
Vice-Provost	10	0	0
Præcentor	3	6	8
Sacrist	1	7	8
Two Bursars each	3	6	8
Catechist	6	0	0
	H	4	

ETON.

Rev. C. O. Goodford. Rev. G. J. Dupuis. Rev. J. Wilder. T. Batchelder, Esq.

7 July 1862.

In the following table I give an account of the payments under these heads down to the year 1662, for the purpose of shewing the variations:

Years.	Dieta in Pecuniis.						Stipendia.						Remunerationes Officiariorum.																							
	Provost.			Vice-Provost and Six Fellows, each.			Provost.			Vice-Provost and Six Fellows, each.			Provost.			Vice Provost.			Catechist.			Præcentor.			Sacrist.			Bursar.			Do. by Vote of College.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.			
1647	396	7	0	37	18	4	50	0	0	10	0	0	25	0	0	10	0	0	6	0	0	3	6	8	1	6	8	3	6	8						
1648	418	18	3	37	18	4	50	0	0	10	0	0	25	0	0	10	0	0	6	0	0	3	6	8	1	6	8	3	6	8						
1649	431	1	11	*61	16	0	50	0	0	10	0	0	25	0	0	10	0	0	6	0	0	3	6	8	1	6	8	3	6	8						
1650	434	9	3[2]	57	8	4	50	0	0	10	0	0	25	0	0	10	0	0	6	0	0	3	6	8	1	6	8	3	6	8	30	0	0			
1651	373	12	5	59	18	4	50	0	0	10	0	0	25	0	0	10	0	0	6	0	0	3	6	8	1	6	8	3	6	8	30	0	0			
1652	341	11	8	60	0	0	50	0	0	10	0	0	25	0	0	10	0	0	6	0	0	3	6	8	1	6	8	3	6	8	30	0	0			
1653	226	12	0	60	0	0	50	0	0	10	0	0	25	0	0	10	0	0	6	0	0	3	6	8	1	6	8	3	6	8	30	0	0			
1654	206	6	7[2]	60	0	0	50	0	0	10	0	0	25	0	0	10	0	0	6	0	0	3	6	8	1	6	8	3	6	8	30	0	0			
1655	295	6	8	60	0	0	50	0	0	10	0	0	25	0	0	10	0	0	6	0	0	3	6	8	1	6	8	3	6	8	30	0	0			
1656	327	10	0	60	0	0	50	0	0	10	0	0	25	0	0	10	0	0	6	0	0	3	6	8	1	6	8	3	6	8	30	0	0			
1657	337	15	4	60	0	0	50	0	0	10	0	0	25	0	0	10	0	0	6	0	0	3	6	8	1	6	8	3	6	8	30	0	0			
1658	377	1	2	72	0	0	50	0	0	10	0	0	25	0	0	10	0	0	6	0	0	3	6	8	1	6	8	3	6	8	30	0	0			
1659	204	0	0	92	0	0	50	0	0	10	0	0	25	0	0	10	0	0	6	0	0	3	6	8	1	6	8	3	6	8	30	0	0			
1660	204	0	0	92	0	0	50	0	0	10	0	0	25	0	0	10	0	0	6	0	0	3	6	8	1	6	8	3	6	8	30	0	0			
1661	204	0	0	92	0	0	50	0	0	10	0	0	25	0	0	10	0	0	6	0	0	3	6	8	1	6	8	3	6	8	30	0	0			
1662	204	0	6	92	0	0	50	0	0	10	0	0	25	0	0	10	0	0	6	0	0	3	6	8	1	6	8	3	6	8	30	0	0			

* This year three of the Fellows received 50*l.* 17*s.* 4*d.*

From the year 1662 down to the year 1674 inclusive the payments do not vary in amount.

In the year 1675 the title of the account of payments to the Provost and Fellows is:

"Stipendia cum allocat. pro Dieta et Liberatura," and the payments are:

	£	s.	d.
To the Provost - - -	279	0	0
„ Vice-Provost - - -	52	0	0
„ Six Fellows, each - -	52	0	0

These payments to the Provost, Vice-Provost, and Fellows have continued down to the present time.

The Remunerationes Officiariorum continued the same from the year 1662 down to the year 1798, when the Vice-Provost's stipend of 10*l.* was increased to 30*l.*, and the allowance to the Bursars from 33*l.* 6*s.* 8*d.* to 46*l.* 6*s.* 8*d.*, the small payments in the "Distributiones" and for Azure are added to this, making their payment 48*l.* 11*s.* 1*d.*

With regard to the leases before the Statute of Elizabeth, they appear to have been granted under the power contained in the 34th Statute of the College, which, in certain cases, enabled the College to grant leases for 50 or 60 years.

The sums subscribed towards "The Eton College Improvement Fund in 1844," by old Etonians, amounted to 9,814*l.* 3s. 0*d.* The College, as a body, gave 2,000*l.*, and individually as members, including Dr. Hawtrey, subscribed 2,100*l.*

The sums paid to the contractors for the new wing, which was begun in 1844, including alterations in the long chamber and warming, amounted to 14,600*l.* 7*s.* 3*d.*, but there were payments for extra work.

Subsequently a sum of 1,557*l.* was subscribed by old Etonians for apartments for a matron, studies for junior scholars, lavatories, and alterations in a portion of the long chamber and staircase tower. This sum of 1,557*l.* includes 310*l.* subscribed by the then Provost, the Rev. J. Wilder, and the Head Master.

The improvements were carried out by a committee, who expended not only the money received from old Etonians but also that subscribed by the College.

The College accounts do not contain a Dr. and Cr. account of the whole expenditure, but only show what was raised for and applied to the improvements by the College as a body.

The date of the Rev. John Wilder's first Post Obit Gift of 3,000*l.*, towards the repairs and alterations in the chapel, was 26th July 1847; a second sum of 1,000*l.* was given by him in the year 1851, making 4,000*l.* bearing interest, and in the same year he gave the sum of 1,000*l.* as a free gift, the whole being 5,000*l.*

The 28,000*l.* mentioned in the answers does not include the cost of the ordinary repairs which, from year to year, became necessary and were executed, nor was any part of that sum paid out of the very liberal Post Obit and other gifts of Mr. Wilder, or the subscriptions of old Etonians.

The increase in the expenditure for coal and other fuel, consequent upon the erection of the new wing and alterations, is shown in the following tables:

Cost of Coals for 16 Years to 1844.

Years.	Hall.			Long Chamber.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.
1829	8	0	0	24	0	3	32	0	3
1830	8	0	0	24	0	3	32	0	3
1831	3	13	3	19	13	9	23	7	0
1832	8	7	8[2]	19	13	9	28	1	5[2]
1833	8	0	0	19	13	9	27	13	9
1834	7	9	3	17	10	2	24	19	5
1835	7	4	9	24	6	2	31	10	11
1836	7	13	4	35	2	0	42	15	4
1837	9	0	0	38	19	0	47	19	0
1838	6	0	10	38	19	0	44	19	10
1839	8	3	0	37	18	6	46	1	6
1840	14	7	0	50	15	6	65	2	6
1841	6	13	0	34	2	6	40	15	6
1842	11	4	0	34	2	6	45	6	6
1843	10	17	0	31	4	0	42	1	0
1844	10	16	10	31	4	0	42	0	10
							£616	14	2

Cost of Coals for 16 Years to 1860.

Years.	Hall.			Small Chamber, Breakfast, and Supper Rooms.			Heating New Buildings.			Total.		
	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
1845	10	12	4	20	16	0	33	18	4	65	6	8
1846	10	3	3	16	12	9	58	14	8	85	10	8
1847	10	3	3	34	8	0	60	11	7	105	2	10
1848	10	3	3	36	0	0	71	15	2	117	18	5
1849	9	5	2	31	10	0	53	15	7	94	10	9
1850	9	13	8	26	15	0	50	18	0	87	9	8
1851	9	2	0	24	6	0	52	4	0	85	12	0
1852	8	13	8	26	15	8	40	4	0	75	13	4
1853	8	7	4	25	1	0	42	1	6	75	9	10
1854	10	15	4	23	16	6	64	0	0	98	11	10
1855	10	1	8	14	5	6	68	15	0	93	2	2
1856	10	1	4	22	4	0	55	1	0	87	6	4
1857	7	7	7	19	5	0	49	3	0	75	15	7
1858	5	5	0	81	18	0	25	13	0	112	16	0
1859	5	5	0	75	12	0	26	13	0	107	10	0
1860	5	5	0	91	7	0	28	14	0	125	6	0
										£1,492	19	1

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The College gave their reversionary interest in land which was given in exchange for the site of St. John's Church, and subscribed 500*l.* towards its erection. Besides defraying the annual expenses they have, since its completion, expended nearly 300*l.* in interior fittings, boundary fences, &c.

For the new schools in course of erection the contractors are to receive 9,577*l.*, and for the new house 5,800*l.* Towards the cost of the new schools, in addition to 100*l.* given by Her Majesty and 50*l.* by His Royal Highness the late Prince Consort, 1,000*l.* has been given by the College as a body, and upwards of 4,000*l.* by the Head and Lower and Assistant Masters, besides contributions from the members of the College individually, and other old Etonians, amounting to about 2,000*l.*

The College, meanwhile, are responsible for the difference between the total cost and the amount of the subscriptions both for the schools and the house.

According to a rough estimate, nearly 500*l.* will be required for warming, and various other matters not included in the contract, and there can be no doubt that, when the contractors have finished, a considerable sum will have to be expended before the buildings are considered complete and fit for the use of the masters and scholars.

I am, &c.,

THOMAS BATCHELDOR,
Registrar.

M. Bernard, Esq.

II.

(Extract.)

Dear Sir, 11 February 1863.

* * * * * *

The 2,000*l.* subscribed by the college as a body forms part of the 28,000*l.*, but the amounts subscribed by the Provost and Fellows and Head Master are not a part.

The following statement shows the expenditure on improvements:—

	£	s.	d.
Subscription to the Improvement Fund	2,000	0	0
Restoration of College Chapel - -	3,599	15	11
Weston's Yard, new Lodge and Fence	1,303	1	4
Long Chambers, School Rooms, &c. -	701	19	9
Enlargement of Battery, &c. - -	322	18	1
New Buildings and Improvements on Property in Eton College, acquired by exchange with the Crown - -	11,979	10	2
Formation of new Sewers - - -	3,893	5	2
Cemetery, Chapel and Conduct's House	2,085	19	2
New Church Site, &c. - - - - -	625	11	0
Improvements in Churchyard and at St. John's Church, also in Hall, and erecting new rooms for attendants adjoining new buildings - - - - -	1,639	19	5
	£28,152	0	1

To meet this outlay the College borrowed 19,400*l.* stock which produced the sum of 19,090*l.* 7*s.* 6*d.*, as appears by the table at the top of page 13 of the answers, and the Provost and Fellows paid, during the several years shewn in the same table, the several yearly sums amounting in the whole to the sum of 8,422*l.* 15*s.* 6*d.* which enabled the College to purchase, at various times, stock amounting in he whole to 11,351*l.* 7*s.* 9*d.* About 8,000*l.* stock has yet to be purchased, and is the only debt incurred on account of the alterations and improvements for the 20 years mentioned in the tables, which had not been liquidated at Christmas 1861. The difference between the 19,090*l.* 7*s.* 9*d.* and the 28,000*l.* expended, with the interest of the loans, was also paid by the College.

It must be borne in mind that the money raised and that contributed by the College were carried to the general account.

By the erection of the new buildings in 1844-5, 50 boys had separate rooms, and at the same time breakfast rooms were provided. About two years ago further alterations were made which gave the remainder of boys in college separate rooms.

I am, &c.

Mountague Bernard, Esq. THOMAS BATCHELDOR.

Adjourned till to-morrow.

Victoria Street, 8th July 1862.

PRESENT:

EARL OF CLARENDON.
EARL DEVON.
LORD LYTTELTON.
SIR S. NORTHCOTE.
REV. W. H. THOMPSON, M.A.
H. HALFORD VAUGHAN, ESQ.

THE EARL OF CLARENDON IN THE CHAIR.

The Rev. C. O. GOODFORD, D.D., Provost of Eton College, further examined.

Rev. C.O.Goodford.

8 July 1862.

1803. (*Mr. Vaughan.*) I handed you last night, Dr. Goodford, a written question, in order that you might consider what answer you would give to it. Have you got it with you?—I do not know that I am quite clear as to the drift of it. I do not understand what you mean when you ask me whether there is a stronger objection to teaching "many boys by many teachers."

1804. I beg your pardon, it is a mistake in writing out; it should be "many boys by few teachers." It should be as follows:—"If there is a stronger objec- "tion to the teaching of many pupils by one tutor, than "there is to the teaching of many boys in class by "one master, does it not follow that in those schools "in which teaching is greatly or mainly tutorial, "there is a stronger objection to the teaching of many "boys by few teachers than in those schools in which "the teaching is mainly by instruction in class." Are you prepared to answer that question?—You mean where the teaching is mainly tutorial?

1805. Yes?—I am afraid I do not quite understand the question now.

1806. Having a few masters to the boys in a school where the teaching is chiefly tutorial, or where it is entirely so, is not more objectionable than where the teaching is chiefly in class. Is that what you mean?—I cannot understand it in the way you put it.

1807. What I want to know is whether the teaching of many boys by few masters is not more objectionable in this school where the teaching is mainly tutorial, than in a school in which it is chiefly or solely teaching in class?—I do not see why it should be.

1808. If it requires more masters to teach the same number of boys as private pupils, than it does to teach them in class, does it not follow from that, that there is a stronger objection to the teaching of many boys by few teachers than in those schools in which the teaching is mainly in class?—Yes; assuming that it does.

1809. I will put it in that way, "assuming that it "requires more teachers to teach a given number of "boys by private tuition, than it does to teach them "in class, does it not follow that in those schools in "which teaching is greatly or mainly tutorial, there "is a stronger objection to the teaching of many "boys by few teachers, than in those schools in "which the teaching is mainly instruction in class"?—Yes; but whether that assumption is correct or not is another question altogether.

1810. Comparing the teaching at Eton with the teaching which exists in many other public schools, indeed most of them, do you consider that there is more (comparatively speaking) tutorial teaching at Eton than there is at other public schools?—I really do not know to what extent the system of private tuition is carried on at other public schools, with the

ETON.

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exception of Winchester. I had a conversation upon the matter with Dr. Moberly, he thought it was less tutorial at Winchester than at Eton, and he seemed to think it was a desirable thing to introduce.

1811. With respect to the system of teaching in other schools, you are unacquainted with the degrees in which class teaching and tutorial teaching by means of private tutors prevail?—I am not acquainted with the system pursued generally in other schools, but I believe in Harrow it is much the same as at Eton. In a conversation which I also had with Dr. Kennedy, I gathered from him that it was much the same.

1812. (*Lord Clarendon.*) To question 12 you reply that the Head Master is present in chapel when the boys are there, and so on. I would ask you, Dr. Goodford, whether it is his daily work that is mentioned here?—There is not chapel service every day attended by the school.

1813. Does the Head Master read prayers every night and on Sunday morning?—Yes.

1814. What is the Head Master's division?—It ranges from 30 to 34.

1815. What is the division called?—It is the first; from 30 to 34 boys.

1816. The sixth form?—It includes the sixth form; there are 20 in that.

1817. Is it only scholars, or scholars and oppidans?—Oppidans as well as scholars. We have an equal number of both.

1818. There is a passage here that I do not understand. You say that the master has to look over their compositions, at the same hours with the other masters, and at three additional times above all divisions except the second, and at one lesson more than the second. Will you explain that?—The first division in the school has three more lessons than any other; the second division has two more.

1819. And the Head Master has three more to look over?—The Head Master has three more lessons and the second master two beyond the rest of the school.

1820. Does it rest with him to admit or dismiss any boy, not only with respect to King's scholars, but to the scholars generally. I presume that the Head Master must sanction the admission of any boy whether an oppidan or not?—Yes.

1821. Is there a certain amount of examination?—Yes; for the lower school, the lower master examines the boys.

1822. What amount of examination do you require for a boy coming to the school?—We set a paper of translations of Latin and Greek, a paper of composition, verse and prose, and a paper of arithmetic.

1823. That is a matriculation examination?—Exactly the same. It used to be done by the tutor, but when I became Head Master I took it on myself.

1824. Where are the prayers said?—In the Lower school.

1825. At what time?—At about 9 o'clock. There are prayers for the King's scholars on Sunday morning. They sing a hymn before prayers, and on Sunday morning a psalm.

1826. (*Lord Lyttelton.*) You say the master is present with his division in the school for their lessons, and to look over their compositions, at the same hours with the other masters, and at three additional times above all the divisions except the second, and at one lesson more than the second. Is the meaning of that, that they do three more exercises?—No; you recollect what we used to call play. That is what I mean, and the first division in addition repeat their play.

1827. What you mean is, that the master's division is in the school three times a week more than other divisions?—Yes.

1828. (*Sir S. Northcote.*) With regard to visiting the collegers after the lock-up, does the Head Master visit them frequently?—Yes; but not necessarily every night, because the under master does that.

1829. But usually once or twice a week?—Yes.

1830. Without notice, of course; in fact he visits much as a tutor would visit the boys in his own house?—Perhaps not quite so much, because there the master keeps the house. It is without notice.

1831. Does the Head Master endeavour at all to make friends with the collegers, and get to know them personally, as the tutor does with respect to his boys?—Yes, but not quite so intimately perhaps.

1832. But he considers himself to some extent bound to do so?—Yes.

1833. (*Mr. Thompson.*) Are the prayers in Latin?—No.

1834. Is there any Latin prayer in form?—There used to be a Latin prayer formerly, but there is not now.

1835. English prayers have been introduced?—Yes.

1836. (*Mr. Vaughan.*) How does it happen that the division which the Head Master teaches has three more lessons than the majority of the other divisions?—They do not go so much to their tutors to go over their lessons. That is supplied when they come into school.

1837. Has not some change been recently made with regard to the upper division of the school as to the amount of work the tutor should do, and has the arrangement for the additional lessons only existed since that change was made?—That has been made since. They get entirely different lessons from the rest. When I became Head Master I altered the whole of the lessons. They used to do nearly the same as the fifth form.

1838. And their ceasing to do the same work as the fifth form made it impossible for their tutors to attend to them as they did before?—I think they did not require it. What their lessons were I do not know.

1839. Is it with regard to these lessons only, or with regard to all the lessons, that they receive less tutorial instruction than the other boys?—I believe the practice varies with different tutors,

1840. Does it rest with the tutors and not with the Head Master to determine whether the pupils in the sixth shall receive their instructions in the construing before they are construed to the Head Master?—Yes, because some tutors may think that a very able pupil does not require so much instruction.

1841. Is it the practice of the Head Master in his division to assign to the boys any marks determined by the mode in which the lessons are done in the sixth form throughout the school work in the half-year?—No; he examines them at the end of the school time.

1842. But does he not take particular notice of the performances of the boys during the half-year?—Yes; I always used to mark how a boy did his lessons, and I then called him up again, and if he did his work singularly well, I marked him with the highest degree of merit. I had three different marks.

1843. For the purpose of marking the different degrees of merit?—Yes, just for my own satisfaction.

1844. With regard to assigning the marks, does it not a little interfere with the impartial execution of the arrangement that some of the boys may have been—I will not say examined by their tutors—but have had advantages given by their tutors which others have not had?—I suppose that would make some difference.

1845. As to looking over the compositions. Does the Head Master look over the compositions just in the same degree, and in the same sense with regard to his division, that the lower masters would in regard to theirs?—They have all been previously looked over by their tutors.

1846. I meant exactly in that respect. Has there been the same tutorial correction, whatever it may be, in the exercises of the sixth form that there has been in the exercise of any other form?—Yes.

1847. Is it one of the consequences of that, that looking over the exercises by the Head Master is a much less laborious thing than it would otherwise be?—Yes.

1848. Can the Head Master very well distinguish, after these corrections have been made, what the merits of the boys really are?—Certainly, because the tutor's copy is shown to him as well.

1849. That is the practice?—Yes.

1850. Did you introduce that practice?—I think I did, but I will not be quite certain about it.

1851. What is your precise method. Have you simply the exercise of the boy brought up before you with the marks of the tutors on it for correction, or does the boy present another exercise written out fairly as the tutor has left it?—They give me the fair copy and the foul copy together.

1852. Is it your invariable practice in looking over the exercise to look over the fair copy and refer to the foul copy when you think it necessary?—Yes; but I do not look at it all through.

1853. I beg your pardon for not recognizing your position as Provost, and putting the questions in the present tense, but you understand me to refer to what you did when you were Head Master. It was not in point of fact your practice to look through the whole detail of the alterations?—No. If I found any expression that struck me as remarkably good, I turned at once to the foul copy.

1854. If you found it suspiciously good, you looked at the foul copy?—Yes; and if I found it was the boy's own expression, I commended him.

1855. With regard to the average exercises, you did not take much notice as to whether the tutor had corrected any gross mistake or not?—I could always see, because there would be a distinguishing mark under it.

1856. Having the fair copy before you, what would draw your attention in that case to the tutor's copy?—I always looked at it, and if there were any very gross mistake in it, it would be marked, which would draw my attention to it directly, and I should ask the boy how he had made such a mistake.

1857. Then I understand that you did take cognizance of any mistake that had been made?—Not invariably.

1858. In judging of the merits in the exercise, I suppose that the mistakes that had been made in a particular exercise would be minus to the marks of the exercise?—It would diminish the value of the exercise undoubtedly.

1859. With regard to the whole school generally, I suppose that the minds of the masters, both with respect to information and calibre, are very superior to those of the boys?—I hope so.

1860. That being so, do you think that it is in that point of view really a want that a boy would feel to have a second and superior mind to assist him in respect to his lessons?—I think it is very advantageous to the boys.

1861. (*Sir S. Northcote.*) With reference to the advantage which it may be to a boy in school to have been well prepared by his tutor, does not the desire to get these boys well forward in their school class act as a stimulus to the tutors to do their best for the boys?—I believe that every tutor does what he really thinks is best for the boys.

1862. Is he not kept up to it by the communications which he from time to time receives from the different masters as to the way in which his boys are going on in school?—Yes, they converse with each other upon the matter.

1863. Is there a very free communication between the different masters as to how the respective boys are going on?—Yes.

1864. (*Lord Devon.*) Where are the absences called?—In the school yard.

1865. Do you call over the head scholars more than once a day?—In the winter, on whole school days, not at all; but in summer at nine, two, and six, and in the lower part of the forms at eight on holydays, in winter at nine a.m. and two p.m.

1866. Are not the sixth form included in the call for absence?—Not the eight o'clock absence. The sixth and upper part are excused. They have a longer time allowed.

1867. The absence is called with regard to the other forms by the several masters?—Yes.

1868. Where does that take place?—In the school yard.

1869. All at the same time?—At the same time.

1870. (*Mr. Thompson.*) In different parts of the yard?—Yes.

1871. (*Lord Clarendon.*) The duties of the classical masters are to be present with their division in the school, to hear their lessons, and look over their compositions, to take their turns in chapel and in college over the lower boys at absence, to maintain discipline and order in and out of the school, to take charge, if required, of the dame's house, by calling absence, reading, prayers, and so on. About how many hours in the day would that take each assistant master?—On the whole school day about an hour and a half in the first school; and, if the exercises were long, he might have to stay in longer.

1872. It is not a fixed hour and a half?—Usually from half-past seven to nine in the first school, and if he found the exercises longer, he would stay in longer, or go in earlier. I rather think the masters take that time, but it varies.

1873. Are many of the classical masters private tutors to the boys in their own class?—Yes.

1874. Therefore they hear over again the lessons that the boys have prepared with them out of school?—Yes.

1875. Do you think that that works well?—It is a great advantage to a boy of course to get the result of two minds instead of one, but it must sometimes happen that he only gets one, because occasionally his private tutor is master of the form in the school.

1876. In point of fact, is he not very often the same man?—Yes; and therefore in that case it would be a disadvantage.

1877. In that case it would be disadvantageous?—Yes.

1878. That is very frequently the case, is it not?—A man will generally have, I suppose, two or three boys of his own under him.

1879. What is the meaning of the assistant masters taking their turns in chapel?—They are bound to be in chapel in turns for a week at a time.

1880. More than one assistant master?—Yes.

1881. How many of them?—Three.

1882. Three in chapel at the same time?—Yes.

1883. (*Lord Lyttelton.*) Not more than three in the whole chapel?—Not more than three are bound to be there.

1884. And they every day call over the lower boys?—One of them.

1885. They take charge, if required, of the dame's houses. Are not the dame's houses under constant charge and superintendence?—Every dames' house.

1886. Is the assistant master who has to take charge of a particular dame's house appointed by the Head Master to that house?—So many junior masters are; that is to say, if there are eight dame's houses, eight junior masters would have charge of them.

1887. And these masters would be appointed to take charge of the houses by the Head Master?—Yes.

1888. They are also "to give such general assist-
"ance to the Head Master as he may from time to
"time require." That is in the teaching or the working of the school, I suppose?—If it had happened that you had required Mr. Balston to be here to day, he would have required somebody else to call absence for him.

1889. That is to say that he must provide for occasional or accidental duties?—Yes.

1890. Is there now an assistant master in college?—Yes.

1891. Was Mr. Paul the assistant master in college?—Yes, he was.

1892. Who is now?—Mr. Shuldham is the present,

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1893. What are the emoluments that he receives from the college?—230*l.* a year.

1894. Is Mr. Shuldham a conduct?—No, he is not.

1895. Mr. Paul received 230*l.* a year as assistant master in college, rooms, coals, and light, and 120*l.* as conduct or chaplain?—Yes, and Mr. Shuldham receives 230*l.* a year, and has rooms, coals, and light.

1896. That is the whole of his emoluments?—Yes.

1897. Has he any other emolument from any other source than the school?—No. He is allowed to take private pupils.

1898. Does he take them?—He has none of them at present. Mr. Paul had two when he was a bachelor.

1899. Will you have the goodness to tell me whether the duties that Mr. Paul performed apparently in a satisfactory manner, are performed by Mr. Shuldham in an equally satisfactory way. Look at the bottom of page 50, if you please. You will find that "the duties of the assistant master in college are, "as such, the entire charge of the scholars on the "foundation. His rooms are connected with them, "he spends much of his time with them, and is in a "large measure responsible for their moral training. "The whole domestic arrangements fall under him; "the care of the scholars in sickness, their expenses, "the bills sent to parents, and in fact all such matters "for the scholars as are the duties of a master, or a "dame for the boys, in his or her house. The "scholars are more than double the number of the "boys in an ordinary house, and the assistant in "college receives no emolument from the boys or "parents of the boys under his charge." He does everything that an assistant master can do except the tuition for the boys?—Yes.

1900. In all other respects?—Yes.

1901. And for that he merely gets 230*l.* a year?—Yes.

1902. That is a very important difference between what the tutors and what the dames get for the boys. The duty you say is performed satisfactorily?—It was performed satisfactorily by Mr. Paul, and, so far as I know, it has been performed satisfactorily by Mr. Shuldham. But the tutors and dames have all the risk and anxieties of the home and establishment.

1903. There is no reason why the same duties should not be performed at the same cost for the oppidans?—No, if any master or dame chose to pay a deputy that sum.

1904. (*Mr. Thompson.*) He is unmarried?—Yes; Mr. Paul was a bachelor at first.

1905. Is there any accommodation for a married man?—Not good accommodation.

1906. (*Lord Devon.*) Mr. Paul's living room, which you have spoken of, was close to the college, was it not?—Yes.

1907. The master who takes charge, if required, of a dame's house, is not necessarily the private tutor of the boys in that house?—No.

1908. Is he obliged to go to that house at certain times, or does he use his own discretion?—I do not say he never omits visiting the house.

1909. Does he read prayers there?—Only on Sundays.

1910. Not on week days, either morning or evening?—No.

1911. That is left to the dame?—It is not done in all the houses.

1912. (*Lord Lyttelton.*) When you say that Mr. Paul had private pupils, do you mean that they had no other tutor?—They had another tutor, but he was their private tutor.

1913. Have these masters in the chapel to see that the boys behave properly?—Yes.

1914. You say that three of the assistant masters are bound to be there. Are the Head and lower masters always there?—The Head Master; not the lower master.

1915. And if the whole of the 700 or more are there, are they under the supervision of four masters only?—Yes.

1916. Is that enough, considering the construction of the chapel?—I think so.

1917. Enough to see that their behaviour is good?—I think so.

1918. (*A Commissioner.*) The mathematical masters do not take their turns in chapel with the others, I suppose?—None but the senior master.

1919. With regard to every dame's house being superintended, does that apply to those which are kept by masters as well as by dames?—Yes; the master calls absence.

1920. And conducts the prayers?—No, he does not conduct the prayers.

1921. In Mr. Evans's house, who conducts the prayers?—I really do not know.

1922. There are no classical masters appointed to superintend in the houses that are kept by mathematical tutors?—No.

1923. That was formerly the case?—Yes.

1924. The mathematical masters were formerly not allowed to read prayers in their own houses, were they?—Yes.

1925. But they are allowed to do so now?—Yes.

1926. (*Mr. Thompson.*) When you say that they take turns in chapel, you only mean in chapel at such times as the boys are there?—Yes.

1927. Do not the masters always attend the chapel?—No.

1928. (*Mr. Vaughan.*) Do I understand you rightly, that in every dame's house a master is not required to attend in this way?—No; they do attend to call absence.

1929. In all the dames' houses?—Yes.

1930. Are they responsible to the Head Master for the maintenance of order in all the dame's houses?—Yes.

1931. In these cases what is the length of time in the course of the day that the master, who has partial charge of the dame's house, actually attends to that house at present?—He never goes there except at the times mentioned, to call absence, read prayers, and so on.

1932. That will not amount to half an hour a day?—He goes only on whole school days at two o'clock and the lock-up, and when the absence is called by the Head Master he only goes at lock-up time.

1933. Can you say how long he would be there in the course of the week-day?—Not more than five or ten minutes.

1934. Being there five or ten minutes a day, is he responsible for the maintenance of order in that house?—What is meant by that is, that if anything disorderly takes place, the case is brought before him first, and, if necessary, he reports it to the Head Master.

1935. Supposing that any disorderly conduct has taken place in any of the houses, or that any of the houses were generally in such a state of discipline that the Head Master would not approve of, would the Head Master look to him to suppress it?—He would go to the master whose duty it would be to call there, and take steps to repress the disorder.

1936. And has that master who visits the house any power over the arrangements of the house at all, which would enable him to carry out with effect that responsibility which is imposed upon him?—I do not know that I understand the question.

1937. I understand that there is a certain responsibility attaching to the master who only visits the house five or ten minutes in the course of the day?—Yes.

1938. I want to know whether he is invested with any authority over the management of that house which will enable him to produce a state of order in case disorder generally exists?—He would enforce the observance of the school rules in the house.

1939. But if there were anything in the house with regard to the arrangement of the rooms, or the mode

of distribution of the boys, or anything else which he thought was the cause of the disorder which existed, could he alter that himself?—No.

1940. Nor force the dame to alter it?—No.

1941. Is he not, therefore, in a certain sense invested with a responsibility a little out of proportion to his opportunities and power?—I do not think he ever feels it. I do not think that any practical difficulty arises from that.

1942. (*Lord Clarendon.*) There is only one more question that it is necessary to put with respect to the masters. They have to maintain discipline out of school; what discipline do they really maintain out of school?—In case of their seeing any misconduct of any kind they correct it.

1943. But they do not go for the purpose of keeping order?—No.

1944. (*Lord Clarendon.*) "The duties of the "mathematical master are to be present with their "divisions in school at the same time with the clas- "sical master." How do you mean at the same time?—The mathematical and the classical masters' work goes on at the same time, either in the same or in different rooms.

1945. All the masters are appointed by the Head Master, are they not?—Yes.

1946. Do you find any difficulty in obtaining good men?—I have.

1947. You have found a difficulty in obtaining good men?—I have.

1948. (*Lord Clarendon.*) Have you not also found a difficulty in retaining them?—I do not recollect at this moment having ever lost any good men.

1949. I will call to your recollection, in Mr. Johnson's evidence, the following passage: "As mathe- "matical instruction has been brought into the system "bit by bit, so the position of the mathematical "teachers has been little by little improved, and con- "cessions have been made to those who have been "appointed lately which were refused a few years "ago to others. Efforts have been made to procure "the services of mathematicians of high standing; "and in order to attract such men, their rank has "been slowly elevated, but meanwhile man after "man has gone away after a short period of service, "generally because there was no solid footing to be "gained. If the Commissioners wish to know what "the position of a mathematical teacher is or has "lately been at Eton, they would, perhaps, do well "to apply for evidence to those who have recently "held and given up the appointment." What should you say with respect to that?—I really do not know to whom that applies.

1950. That is strange, because it says, "man after "man has gone away after a short period of service"?—I do not know to whom he alludes.

1951. Have the present mathematical masters been there some time. I know the Head Mathematical Master has?—Not a very long time.

1952. None of them?—Not very.

1953. (*Sir S. Northcote.*) Have not Mr. Hale and Mr. Ottley?—Yes; and Mr. Frewer.

1954. Do they all of them take private pupils?—Yes.

1955. That 10*l.* 10*s.* each is an extra?—Yes.

1956. And that is all that is paid to them?—No; there is an annual payment.

1957. Do you know about what is the number of private pupils which they have?—I do not.

1958. Are any of the collegers private pupils of the mathematical masters?—Yes.

1959. A large proportion of them?—I do not know, and therefore I cannot say exactly.

1960. What is the status of a mathematical master at Eton. Has he the same social and academical rank as the assistant classical masters?—He has a different class of duties to perform.

1961. That is another question entirely?—That makes his status different.

1962. First, what is his status?—I hardly know what answer to give to that question.

1963. (*Mr. Thompson.*) Is an assistant mathematical master an M.A.?—They are all graduates of the university.

1964. (*Lord Lyttelton.*) Are they required to be?—I never should appoint a man who was not.

1965. (*Lord Clarendon.*) Are they generally men who have taken a high degree?—Yes.

1966. Generally masters of arts?—Not when they first come.

1967. But they are generally bachelors who have taken high degrees?—Yes.

1968. Their position, teaching mathematics, is different from the position of the classical assistant masters who teach classics?—Yes.

1969. Is their social position in the school the same; that is to say, do they rank the same as classical assistant masters?—On the broad principle, perhaps, I should say they do not.

1970. What is the broad principle?—I hardly know how to describe it. We do not meet together before school, their school is in another part of the building altogether.

1971. Do you always meet with the classical masters before school?—Most of us meet before school.

1972. For instance, are the boys required to treat them with the same respect as the classical masters?—I required them to do so.

1973. (*Sir S. Northcote.*) The assistant classical masters are capped by the boys, are they not?—Yes; and the boys were directed, as I have stated, to treat the mathematical masters in the same way.

1974. That capping does not seem to introduce any great formality into their relations with them, does it?—No.

1975. Have you ever received any complaints, or heard any dissatisfaction expressed by the assistant mathematical masters in reference to their status?—I think not.

1976. You have never received any complaints of that?—I do not think any one ever complained to me.

1977. Do you believe that some of them are not dissatisfied?—I believe, on the contrary, that some of them are dissatisfied.

1978. With the social position they hold in the school?—With their position.

1979. And though none of those complaints ever reached you as Head Master, are you aware that any were ever made to the late Provost?—One, I think, with reference to their not being permitted to wear their gowns in chapel.

1980. You recollect one of the assistant mathematical masters complaining to the Provost with reference to wearing their gowns in chapel?—I recollect one of them complaining to him that they were not allowed to wear their gowns in chapel.

1981. Would that be a mark of inferiority their not being permitted to wear their gowns in chapel?—It would be, certainly.

1982. That is the case with all of them?—With all but the senior it was. It is not so now.

1983. How long has it ceased to be the case?—About a year and a half ago.

1984. (*Lord Lyttelton.*) Do they all wear their gowns in chapel now?—Yes.

1985. And elsewhere, walking about?—Yes.

1986. On all occasions, just as much as the other masters?—Yes.

1987. (*Lord Clarendon.*) It has reached me through more than one channel that the mathematical masters are by no means satisfied with their position in the school, and they think that the little respect that is shown them, and the inferiority of the position which they are compelled to occupy, detracts very much from the weight, not only of their authority, but of their instruction, and that the boys are thereby taught to think lightly of the subjects taught by the mathematical masters, to whom they are not allowed to show much respect. Allow me to draw your attention to this answer of Mr. Hale's in page 143 of the written answers: "A mathematical assistant may be

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"in Holy Orders and have a boarding house, and yet "no part of the religious teaching of the boys in his "house falls to his duty. In many cases the boys' "classical tutor is a young man, much junior to the "mathematical assistant, and not in orders, and the "boys' parents at the same time look to the mathe- "matical assistant, with whom he boards, as respon- "sible for his moral training." Can such a state of things exist. Is that the case?—I should have said that the boys' parents look to his tutor for his moral training.

1988. (*Lord Lyttelton.*) That is, the parents look to the classical tutor of the boy?—Yes.

1989. (*Lord Clarendon.*) Should you not feel, as a mathematical master in orders, much the senior of a classical master also in orders, aggrieved that your junior should undertake the moral training of your own pupils merely because you are a mathematical master, you being also in your own house?—Yes, but boys are not the mathematical masters' *pupils*, merely *boarders* in his house.

1990. (*Sir S. Northcote.*) And if the classical master were not in orders? Let me ask you whether you should not think yourself greatly degraded by that?—I am not able to say. The gentlemen who are appointed to the position are perfectly aware of the circumstances to which you allude before they accept it.

1991. I do not think that is an answer. How would you like to be in that position. Should you not consider yourself degraded. I do not think it is the question why a man occupies the position. Ought he to be put in such a position?—I cannot answer that question. I have put no one into it.*

1992. I think you said that some time ago it was the practice not to allow a mathematical master, although he may keep a house, to read prayers in his own house, but that that practice is now abandoned?—Yes.

1993. The mathematical masters who keep houses are now responsible for the discipline of those houses?—Yes.

1994. So that when a boy is sent to board in a mathematical house, would not the parent naturally look to the mathematical assistant as the person from whom he should expect the moral care and superintendence of his boy?—I always presumed that he would look to the tutor.

1995. The tutor would have no authority whatever over the arrangements of the house in which the boy is sent to board?—No.

1996. He would not be often able, indeed he would be hardly ever able, to go and visit his pupil there?—He would not usually do so.

1997. Would not the moral superintendence of the boy really fall into the hands of the master in whose house he lives, who sees him constantly, and makes reports to his parents?—He would know most of him, certainly.

1998. (*Lord Clarendon.*) There can be no doubt that the mathematical master is in an inferior position at Eton, as compared with that of the assistant classical master. Can you give any reason why that inferiority of position should exist?—None, except that mathematics having been introduced in that way (bit by bit), they did not form part of the original constitution of the school. That is the only way in which I can account for it.

1999. You do not think that there is any advantage in continuing it now?—Certainly not.

2000. Now that mathematics is part of the regular curriculum, you do not see any advantage in continuing that inferiority of position on the part of the mathematical master?—Certainly not.

2001. (*Lord Devon.*) I was going to ask Dr. Goodford how far he would go in endeavouring to raise the position of the mathematical master at this moment. Would you raise it to the level of the assistant classical master?—I do not believe that the mathematical masters will ever have their proper weight, until they are on a precisely similar footing, but then you must give the Head Master the power of appointing these whom he knows to be fit to have that status conferred upon them.

2002. Whom he knows to possess qualities which will enable them to maintain that status?—The present staff of mathematical assistants has been appointed without a view to their being precisely on a par with the classical assistants, and if they are to be placed on a par with them, the Head Master must have the power of appointing men whom he knows, and who possess his confidence.

2003. Do you consider that the fact that a certain portion of the mathematical masters are not Etonians would interpose a difficulty in the way of putting them on a same level with the classical assistants?—I think it would to a certain extent.

2004. In what other point of view would there be found to be any difficulty in placing the mathematical masters on the same footing as the classical assistants. They are all university men, are they not?—Yes.

2005. And several of them are clergymen?—Yes. The difficulty is simply that they have not been selected with a view to their being placed on a par with the classical masters.

2006. Would you think it desirable that they should have out of school, as in school, the same power of enforcing order and discipline which the classical masters have?—If they were all Etonians.

2007. You would give an answer in the affirmative, subject to that qualification?—Yes.

2008. Do you think that the interest of the school would suffer if a man, otherwise well qualified, intellectually and morally, were entrusted with the same power?—I do not say one man, but if you had seven or eight men all at once.

2009. You would think the general interests of the school would suffer?—I should not like to do it if I were Head Master. Perhaps I may be allowed to state that I tried the experiment when I became Head Master. I asked Mr. Hawtrey, the senior mathematical master, to take a house, he being at liberty to take pupils precisely on the same terms as every one of the classical masters.

2010. What was the result?—He came to me subsequently and said, "I can get no pupils; I must "give it up; people will not send their sons to me."

2011. (*Mr. Thompson.*) He was obliged to give it up, because he could get no boys?—Yes.

2012. (*Lord Devon.*) Would not that be owing to the status occupied by him at that time?—He held the same position exactly as the other masters did.

2013. It was recently altered; the status had been recently raised?—It had been raised three years.

2014. The traditions of the school are all against putting the mathematical masters on the same footing as the classical masters?—Yes.

2015. With regard to the boarding houses, there are, I think, several boarding houses, five or six at least, which are kept by persons who take no part in the tuition of the school whatever?—Yes.

2016. While there are certain mathematical masters who have no boarding houses?—Yes.

2017. Have boarding houses been offered to any of those mathematical masters?—No opportunity has as yet occurred of offering them to them.

2018. No opportunity has as yet occurred?—No.

2019. Suppose a vacancy to have occurred in your time, what would have been your course. Supposing that there were upon the one hand a mathematical master willing to take a house, and that upon the other hand, side by side with him, a person not engaged in tuition also applied for the house, which would it be best for the interests of the school that it should be given to?—I should prefer giving it to the mathematical master, if I had the power; but the fact is that I have not the power to interfere with the

* The Provost subsequently wrote to request that his answer to the above question might be in this form: "I cannot answer that question "except by saying, that in taking some trouble to procure for them, at "their request, the houses which they occupy, I intended to do them "a kindness, not to degrade them: and I never heard till now that they "felt aggrieved by this."

lessee of the house, except in so far as preventing improper persons from coming there.

2020. You appointed all the mathematical masters?—I did; all that came during my mastership—the last five.

2021. Do you know how many of them were Eton men when you were there as Head Master?—I think only two.

2022. The others were non-Etonians?—Yes.

2023. (*Mr. Thompson.*) Two out of how many?—Out of eight.

2024. (*Lord Lyttelton.*) Do you conceive, in the present state of King's College, Cambridge, that there would be much difficulty in obtaining from thence well-qualified Etonians as mathematical masters?—I think we might.

2025. You said that if the mathematical masters were to be placed on a par with the classical masters the Head Master must have the power of appointing those in whom he had confidence, and whom he could trust?—Yes.

2026. He has that power now, has he not?—The present staff of mathematical assistants has not been appointed with a view to holding that higher position.

2027. You mean that the position and status which they are to hold should be borne in mind in appointing them?—Exactly so.

2028. Some of them do keep boarding houses?—Yes.

2029. With regard to the moral charge of the pupils, Mr. Stephen Hawtrey, when he first came, was put on exactly the same footing as the classical assistant masters?—Not when he first came. When he became Master of the mathematical department of the school, and mathematics were part of the school work.

2030. Was that an exception then with respect to him as regarded the other mathematical masters?—Yes.

2031. He was given the general status of a classical assistant master, as far as it was practicable to do so?—Yes.

2032. Therefore, he thought he might probably obtain boarders; but when he tried it, he found it impracticable to do so?—Yes.

2033. Has he any boarders now?—He gave up his house long ago.

2034. But since that failure of his, some of the mathematical masters have had boarders?—Yes, but they take them on lower terms than the classical assistant masters do.

2035. In what respect?—Their terms are lower than the others.

2036. In regard to payment?—Yes.

2037. Have they many boys in their houses?—Yes, I believe their houses are full.

2038. With regard to the general charge of the boys, is it not desirable that whoever has charge of them should have them in his own house?—Yes.

2039. And whenever a tutor is living in another house than that in which the boys are, he has not the same power of inquiring into their habits and character?—No.

2040. The payment of the mathematical masters is barely sufficient to enable you to get well-qualified men?—I think it is not. It is barely sufficient with pupils. Of itself it would not be sufficient.

2041. Is that so in regard to the other masters?—Exactly the same.

2042. Do you not think that the present position and feeling of the school in regard to classical attainments would be quite enough to maintain the classics in their accustomed eminence at Eton, even although the mathematical masters were put in every respect as regards status on a level with the classical masters?—Perhaps so.

2043. You do not think it would endanger the position of the classics and the classical masters in the school?—No.

2044. (*Sir S. Northcote.*) Supposing a boy has a mathematical tutor, he may have his private tutor also, if he likes, may he not?—Yes.

2045. Supposing that a boy has a mathematical private tutor, he must have a classical tutor?—Yes.

2046. And if the classical tutor sends for him at any time, he must go to him, must he not, without reference to what his engagements may be with the mathematical tutor?—They would be always able to make arrangements together.

2047. But supposing that there is a collision; a boy must at any time go to his classical tutor rather than to his mathematical tutor?—I think that to say he was attending to the mathematical master would be no excuse for his not going to the classical master. I think the Head Master would hold it to be no excuse.

2048. (*Mr. Thompson.*) You said just now that one of the principal mathematical masters could not get boarders when he had the opportunity afforded to him of taking them; was that because he was not an Etonian?—No. What he said to me was that the Eton world would not understand mathematical masters taking pupils on the same conditions as classical masters.

2049. The Eton world of how long ago; was it before the Woolwich examinations, for instance?—Nine years ago.

2050. I think you have now among the mathematical masters some members of other colleges besides that of King's College, Cambridge?—Yes, two Fellows of Trinity.

2051. Those men, I presume, apart from their position in the school, are in every other respect the equals of the classical masters?—Yes, with the exception that in the one case he is an Eton man and in the other he is not.

2052. In attainments and rank in society they are equal, I presume?—Yes.

2053. So that in their case there could be no possible objection to the status of the mathematical masters being assimilated to that of the classical masters?—No.

2054. (*Mr. Vaughan.*) The boys in the college have private tutors, have they not?—Every one of them has a tutor.

2055. And some of them have private tutors?—Each boy has a tutor, and pays 10 guineas a year.

2056. In the case of the collegers, who superintends the boys morally?—His tutor.

2057. And in the case of the dames, is it the tutor then?—Yes.

2058. Is it considered an essential part of the tutorial system at Eton that the classical tutor should have the moral superintendence of the boy?—He is committed to him by the parent.

2059. Generally speaking, do the higher profits of the classical master enable you to command men in whom more confidence in regard to that duty is to be placed than do the profits of the mathematical masters?—I never appointed a single classical man whom I had not known personally before, and whose career I had not been able to trace from the time he left the school.

2060. Speaking generally, do you think that the relative payments of the classical and mathematical masters are such that you on the whole are able to obtain men of superior character to those which you could generally reckon on obtaining as mathematical masters?—I should be sorry to say I thought the character of the mathematical men was morally inferior to that of the classical masters.

2061. I do not mean in the common sense of morally inferior; but comparing one class generally with the other, do you not command greater powers of mind, and more general cultivation, maturity, and power to influence, by the emoluments which you are able to offer to the classical masters, than by the emoluments which you are able to give to the mathematical masters?—I have a larger field to pick from.

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2062. (*Mr. Thompson.*) What field do you consider open to you in choosing mathematical masters?—It is difficult to say.

2063. The university of Cambridge?—Yes.

2064. You have a wider field in choosing mathematical masters than in choosing classical masters. Do you not rather confine yourself to one college in your selection of classical masters?—Mainly.

2065. Is there not a greater number of men in Cambridge annually who distinguish themselves more in mathematics than in classics?—Yes.

2066. Do you think there is any difference socially in the condition of the candidates at the university of Cambridge between those who take classical and those who take mathematical degrees. Is there any sensible difference between the two?—No, I do not think there is.

2067. (*Mr. Vaughan.*) I spoke of the inducement to come to Eton. Putting the same question with respect to another point; do you think it would be necessary at the same time that you imposed the moral superintendence over the pupils on the mathematical masters, in order to ensure qualities and exertions adequate to such new responsibility, to provide greater remuneration for the staff and the mathematical masters than you have hitherto done?—You must make some arrangement by which you must improve their position.

2068. In the way of payment?—Yes.

2069. Could you, in order to avoid increased expense to the pupil, diminish concurrently, do you think, the payment of the tutor who gives classical instruction, inasmuch as his moral responsibility over the pupils would be withdrawn. Would you make any difference in the present position of the classical master in consequence of that change?—I do not consider that the tutor who receives 10 guineas a year receives a farthing too much now.

2070. But he has at the same time the moral superintendence of the boy cast upon him?—Yes.

2071. But with respect to the private pupils out of the house of the tutor, does he not receive a larger sum for them than 10 guineas?—For every private pupil he has 20 guineas.

2072. Does the fact of their being in the house or out of the house of the tutor affect the payment which the boy makes to the tutor as tutor?—It is difficult to say.

2073. (*Lord Lyttelton.*) What Mr. Vaughan asks is, whether a private pupil in a dame's house pays the same to the tutor, whether he is brought into the tutor's house or remains in the dame's?—Yes.

2074. The boy in the dame's house pays the same as the boy in the tutor's house?—Not always.

2075. For tuition, I mean?—Not always. He is necessarily a private pupil if he is in his tutor's house, but he is not necessarily a private pupil if he is in the dame's house.

2076. But it is almost invariably the case that he is?—Not always.

2077. (*Mr. Vaughan.*) I want to know, then, whether in such such numerous instances it would be possible, in case of transferring the moral superintendence of the boy to the mathematical master in the boarding house, to make any proportionate diminution in the payment of the private classical tutor who has now the moral superintendence over him?—It would be possible, of course, but whether it would be advisable is another question.

2078. (*Lord Clarendon.*) Dr. Goodford, the classical masters are all Eton men, and have been customarily taken from those who have been on the foundation there; that is to say, I suppose they have all been taken from King's College?—No, from those who have been on the foundation.

2079. The statutes do not contemplate that, do they?—The statutes do not contemplate assistant masters at all.

2080. There have of late been exceptions to taking them from the foundation. Have these exceptions been numerous?—I forget. Out of seven whom I have appointed, three of them, I believe, were not King's College men.

2081. (*Sir S. Northcote.*) Have all those who have been appointed been collegers?—Of those three one was a colleger, the other two were oppidans, and the appointment was offered to another oppidan besides.

2082. (*Lord Clarendon.*) Fitness for the office in the judgment of the Head Master is the only condition of eligibility with which you are acquainted. In what manner does the Head Master decide upon the fitness for office of the assistant classical master?—By what he may have known of the boy when he was at school, and from inquiry of those with whom he has been brought into contact since.

2083. As to any experience in the art of teaching?—No, not experience in the art of teaching, but as to his attainments, his temper, and his habits.

2084. There has never been any assistant master removed on account of his want of experience, or of his deficiency in teaching, or anything else?—I never recollect such a case.

2085. I cannot help reading what Sir John Coleridge says on the question of the assistant classical master. He says, "What is their previous preparation for these very important duties? Until within a comparatively recent period one could not give a satisfactory answer to some of these questions; even now there are particulars in which change seems very desirable. It is no answer to this to point to individuals among them excellent in all respects; such there have always been, and probably always will be; but the system did not, and even now hardly does, secure general excellence. The course was this,—boys were nominated to college in the first instance by the electors, in the exercise of simple patronage, and when elected they maintained their places and order of succession through the school without any consideration of relative, even of absolute merit, ability, or application. They succeeded to King's College in the same way, the electors on both occasions going through the solemn farce of a free election, and having been sworn to an honest, impartial, and strict performance of their duty as electors. When the lads were thus floated to King's, they came to a college locally in the university, but scarcely of it in any true sense. It had no independent members; its undergraduates took no part in the exercises or examinations of the university; very few of its honours were open to them; they mixed very little with the members of other colleges; and in their own they only found their old, and, generally speaking, unimproved schoolfellows, living under the laxest discipline. From young men, sometimes only in their third year, and thus unpromisingly trained, the Head and lower master of Eton, with whom the selection practically rests, each for his own school, exclusively appointed their assistants." I suppose the majority of the assistant masters at Eton at this moment are men chosen under these circumstances, are they not; and I would ask you is that a correct picture, seeing that the majority of the assistant masters at Eton have been there more than six years?—It is more than 18 years ago since things were altered at Eton; more than six years since the alteration took place at King's.

2086. It was in the year 1857, was it not?—No.

2087. The Oxford Commission did not report till the year 1856?—It was very shortly after that.

2088. (*Mr. Thompson.*) Was it not the fact that King's College gave up its privileges in the university voluntarily?—Yes.

2089. It would be very easy, I suppose, to see from the Cambridge Calendar when that happened?—I think it is longer ago than the period that has been mentioned; in 1853.

2090. (*Lord Clarendon.*) Sir John Coleridge says, "There was no previous training in the difficult art of teaching or dealing with boys; very soon the duties of the pupil room and the cares of a large

"household made any self-education in this respect "impossible." And then he says, "In many parti- "culars wholesome changes have been made; the "monopoly of King's men is broken down to some "extent, and King's men themselves are very much "improved; boys are admitted into college only "after a strict and impartial competitive examina- "tion; and the number of candidates is so large "made so in part by this very circumstance, that "none but boys of considerable ability and acquire- "ments can hope to succeed in it." And then he goes on a little below, "Still it is not enough that a "few Oxford or Cambridge Etonians break in on "the old monopoly of King's. I am clearly of "opinion that the Head and lower masters should "really and practically feel themselves at full liberty "to select from every source, without distinction, the "best men whom they can obtain for their assistants, "and that they are morally bound to act on that "principle." Would that be your opinion also, Dr. Goodford?—I would rather appoint an Eton man if I could find him.

2091. You would not think it necessary to take him from the foundation?—No; I have not done so.

2092. Sir John Coleridge alludes to a late Provost, who, "it is said used to maintain that the assistant "masterships were the peculium, as he called it, of "the Fellows of King's;" did he consider for whose benefit the offices existed, and whose money made them profitable?—I do not know to whom he alludes, nor can I be responsible for him. I do not know who he was.

2093. Sir John Coleridge also thinks it "obviously "unwise, while Rugby and Harrow, and other great "schools select from the whole range of both univer- "sities, that Eton should be confined to the very "small number who can be drafted from King's, or "even to Etonians in general." He says also, "I "would have Eton as open to them as it is now, but "I would open Eton as freely to the good men of all "other colleges and universities; and I would en- "tirely eradicate the notion, injurious to the school "and not honourable to them, that they have any- "thing like a property, directly or indirectly, in it." Would you say, in answer to that, that you would also wish to prefer an Eton man?—Yes.

2094. Cæteris paribus, I think you are perfectly right. But if you got a man who was educated at Winchester or Harrow, and who took a very high degree at Cambridge, where would be the disadvantage of appointing him?—There would be no disadvantage, and I would appoint him if I could not find an Eton man of equal calibre. I have said so in public before now. But I should first of all endeavour to find an Eton man to fill the vacancy, and if I could not find an Eton man whom in my conscience I thought fit for the appointment, I would seek elsewhere, and would fearlessly appoint an individual to the exclusion of those, whether they were Etonians or not, who were inferior to him.

2095. You would not, in fact, desire to see an Eton man preferred, if a better could be obtained?—No; I used to get the best men I could, but still I say I should like first of all a good Eton man.

2096. (*Lord Lyttelton.*) In fact the practice has been for a long time past to appoint men so young, that they can have hardly had any experience in teaching?—No.

2097. They may occasionally have had private pupils?—Yes.

2098. Do you think it a point of importance in a large school like Eton to have for junior assistant classical masters men who have had experience in school teaching?—No.

2099. With regard to getting the best men, so far as Cambridge is concerned, is it not the case that without exception the recent appointments have consisted of men who have attained the highest classical distinctions in the University?—Yes.

2100. All that you can look to and do look to is classical distinction and general good character?—Not that only, and men of high degrees have not been chosen if they were not thought otherwise fit.

2101. Were you in the habit of considering whether in other respects, in addition to these two requisites, the candidate for the appointment was such a man as would be likely to influence the boys with respect to discipline and general training?—Yes; that is to say, I generally form an estimate as to whether he would be likely to do well.

2102. (*Sir S. Northcote.*) With regard to the personal knowledge that you acquire of these young men, supposing a boy to have been educated at Eton, and to have passed four or five years there as pupil, probably not only you, but several other masters, will have had an opportunity of knowing a good deal of the boy's character. Is not that the case?—Yes.

2103. They will have seen how he conducts himself with respect to other boys, and how far he has been able, as a sixth form boy, or in any other position, to gain an influence over the other boys?—Yes.

2104. And they would know more of him than they can probably know of a man simply by taking down the Cambridge or Oxford calendar, and looking to the honours which young men from other schools have gained at the university?—Yes.

2105. Therefore when you are appointing an Etonian, you have better means of knowing whether he is likely to be fit for the position of assistant master than you could possibly have, or at all events than you could easily have, if you were appointing a non-Etonian?—Yes.

2106. When you say you prefer Eton men, on what principle do you prefer them. Is it because you think they have any kind of claim to the assistant mastership, or that they would be more likely, *cæteris paribus*, to do well in the position of assistant master, simply from their being Eton boys?—I think they would be more likely to do well, with Eton boys, from the knowledge they would possess of the habits of the boys, and the traditions of the school.

2107. Because they are thoroughly acquainted with the system, and know the ins and outs of it, so to speak?—Yes.

2108. But supposing you could not get an Etonian who was fit for the work of the school, you say you would have no hesitation in appointing a non-Etonian?—Yes.

2109. Is not that what you have practically done in the case of the mathematical assistants. Finding it was difficult to get Etonians well qualified as mathematical assistants, you have obtained non-Etonians?—Yes.

2110. Although the principle you have adopted has been first of all to get the most efficient men, without reference to the question of where they were educated, still the consideration of where they were educated, and whether they were Eton men is very important, as a means of enabling you to judge of their fitness for the appointment at the time you appoint them?—I think it very important.

2111. With regard to the expression of Sir J. Coleridge, that the young man who comes to Eton finds himself over burdened with the cares of a house, is it the case that an assistant classical master when he first comes to Eton usually has a house?—Certainly not.

2112. Does it not almost invariably happen that it is a year or two (during which a stranger to the working of the school has time to make himself acquainted with it) before he is charged with the duties of a house?—Yes.

2113. In the days of which Sir J. Coleridge was speaking, that was not so?—No.

2114. (*Mr. Thompson.*) Would not the mathematical master obtain the same power of managing a house by residing as mere instructor in the college for two or three years. Would he not learn much of it, if not everything?—It is hard to say.

2115. Do they not identify themselves very much with the school, and become Etonians in that respect?—I hope so.

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2116. Therefore there seems to be no reason why a mathematical master should not possess the same status which a classical assistant master has now?—No; provided they are appointed with a view to occupying that status.

2117. They might be passed over if they were eminently unfitted for it. Is there any reason *à priori* why a mathematical assistant, should not have as good practical talents for maintaining discipline, and the general conduct of a school, as assistant classical masters?—No.

2118. (*Mr. Vaughan.*) With regard to the preference of Eton men, is the general system of discipline, and the mode of applying that discipline by the masters to the boys, peculiar rather to Eton?—There are certain traditions which are expected to be observed both on the one side and the other.

2119. Do you think that the system would not go on as usual, preserving the Etonian spirit, if the masters did not understand it?—It would not go on so well, I think.

2120. Would it be necessary in order to keep up that spirit in the system, and keep it well understood, that all the masters should be Eton men?—It would be most desirable.

2121. That all of them should?—Yes, I think so.

2122. Without exception?—Most desirable if we could get all Eton men.

2123. Do you not think that if you allowed as a principle a few masters not Etonians to be chosen it would be of advantage to the school in another way?—I do not see how.

2124. You cannot think of any counter-advantage that might result morally and intellectually to the school, if a few of the masters were incidentally chosen from other schools?—I do not see any advantage which could be derived from such a practice.

2125. Do you think that the present system of Eton, as a system, contains within itself all the most perfect methods both with regard to discipline and instruction that could be conceived?—No.

2126. Do you not think it possible that other schools in some particular respects may have peculiarities both in respect to their method of instruction, and their general system which might be even superior to those of Eton?—Very possible.

2127. Do you think that in respect to those points, in which it may be the case that their system may be superior, they are necessarily such points that they could not by any possibility be skilfully incorporated into the Eton system, and thus modify it?—I do not think it impossible.

2128. Under those circumstances, do not you think it might be of advantage that you should have present among the masters at Eton, one or two who were acquainted practically with the different systems in use at other public schools, capable of making suggestions of a character which those who had not been at other schools, but simply at Eton would not be likely to do?—I do not know that it would.

2129. Do you not think that their presence would assure suggestions being made now and then as to the mode in which things were done at other schools, which might be advantageously introduced at Eton, but which Eton men themselves would not be likely to think of?—I do not know that it would be necessary to have them there.

2130. As the system is carried on would it not be of advantage to have them near at hand, a few of them, a small element actually in the school itself, ready to offer suggestions at any moment without its being necessary either for the Head Master or any of the other masters to write to the masters of other public schools?—I would rather learn it otherwise.

2131. You do not think then that anything like a general or systematic infusion in a very small degree of the foreign element would be advantageous?—I do not think it necessary.

2132. I would not merely put it in that way, but whether it would be of any advantage?—I do not think the advantage would counterbalance the disadvantage of it.

2133. Even to the extent of one or two masters being systematically chosen from them?—Yes, even to that extent.

2134. (*Lord Devon.*) Are you acquainted with the Harrow system of selecting masters?—Yes.

2135. You are aware that they are selected under restrictions?—I thought them unrestricted.

2136. Was not the very general habit of selecting an introduction rather of Dr. Vaughan?—I do not know.

2137. (*Lord Clarendon.*) With respect to the privileges and advantages of the scholars on the foundation, you say you know of no advantage common to the other boys from which they are excluded. We have a decided opinion also upon that; I should like you to refer to Mr. Johnson's evidence on this point, in which he says:—"Being asked whether "there are any advantages common to the other boys "from which the scholars are excluded, I reply that "they are excluded from the chief good of an Eton "education,—social intercourse from the great body of "their school-fellows, and I would advise that when "the college increases the number of scholars, or "adds to their exhibitions, the new scholarships or "the exhibitions should be held by boys residing in "the same boarding-houses as oppidans." Another witness also says:—"With respect to other boys, the "disadvantages of the collegers are owing rather to "the accidents of their position than to any laws or "rules of the school. They live in a separate build-"ing, dine together apart from the oppidans, sit in a "different part of the chapel, and above all, wear "gowns which at once marks them as distinct from "the oppidans." These two statements are in such direct contradiction to your answer, and if true the evil must be so great that I have thought it right to call your attention to them. You disagree with what I have just read?—Entirely. I do not consider it the fact at all.

2138. (*Sir S. Northcote.*) The latter statement with respect to the boys not dining together, and so on, is not in Mr. Johnson's evidence, but in Mr. Cornish's, at page 103?—I observe it is.

2139. (*Lord Clarendon.*) As a matter of fact, is it not the case, or do you believe that it is not the case, that either in the lower or the higher part of the school, whichever it may be, there is really a good deal of distinction between the oppidans and the collegers?—I think there is much less distinction than there used to be. The distinction used to be very marked indeed.

2140. I see the suggestion is made by a good many masters. Do you think it would be desirable to get rid of the gown?—No.

2141. Why not?—I think it would entirely destroy the constitution of the place. I do not see the advantage of it.

2142. What advantage do you see in keeping up a mark of distinction between the oppidans and collegers?—I do not think the taking away of the gown would produce any fusion between the two classes, because that depends much more upon the individual character of the boys than upon anything else.

2143. (*Lord Devon.*) Is there not, also, very much dependent upon the fact that one class of boys pay 170*l.* a year, and the other pays 30*l.*?—Yes.

2144. And the fact that the education of the collegers is to a certain extent eleemosynary, probably, would be the main cause of the social distinction?—Yes.

2145. I think that it has been stated in more than one quarter that, in consequence of the opening of the scholarships to public competition, the intellectual tone of the college has been much raised, while, at the same time, these social distinctions have been diminished. Is that the fact?—I should think so.

2146. Do you consider the fact of keeping up the use of these gowns, and thus making the collegers a distinct class, will to some extent excite a feeling of emulation between the two bodies?—It does.

2147. Emulation with respect to the intellectual competition within the school itself?—Yes.

2148. Do you consider that an advantage?—Yes.

2149. Does it seem to you that if, instead of wearing gowns and being a distinct class at Eton, as at Winchester and in other schools, they were distributed about among the other boys and the distinction abolished, that spirit of emulation which arises in consequence of their being partially distinct bodies, would be diminished?—Yes, I do.

2150. (*Sir S. Northcote.*) Do you really believe that the progress that has been made by the collegers lately has stimulated the oppidans to make a similar progress?—No, I think it has rather had the contrary effect.

2151. (*Lord Devon.*) I rather meant this. Does not the fact of the existence of these collateral and partially distinct bodies, side by side, have a natural tendency to stimulate both in respect to competition, and if you break up that distinction entirely and merge the collegers and oppidans into one body, that emulation will not continue to exist?—Just so.

2152. (*Lord Lyttelton.*) I believe you state in your answers that you are clearly of opinion that the collegers themselves would dislike the removal of the gown?—I believe so.

2153. Can you state that as the recollection of your own feelings when you were a colleger?—No.

2154. You are speaking of what you know from your recent experience?—From what I hear.

2155. (*Lord Devon.*) Are you aware what is the feeling of collegers in other schools?—No, I do not know.

2156. (*Mr. Thompson.*) Is there not another side to that question. The collegers, as a body, are the sons of poorer men than the parents of the oppidans, are they not?—Yes.

2157. I presume, then, that their habits are more economical?—Yes.

2158. The voluntary expenses incurred by the collegers are, in point of fact, less than the voluntary expenses incurred by oppidans?—Yes.

2159. Do you think that that difference would continue, if all badges of distinction were swept away?—They would, if mixed with the oppidans, swim with the stream.

2160. And would not that defeat the intentions of the founder?—Certainly it would have that tendency.

2161. (*Mr. Vaughan.*) Is poverty one of the considerations which now influences the election of the scholars?—We can hardly tell.

2162. In the competition does it enter into the minds of the electors, when they come to a decision, to consider whether one boy is poorer than another, or not?—If we knew the case to be so, we should. But we have no opportunity whatever of giving general effect to it.

2163. Does not such a feeling as that tend to give it more of an eleemosynary character than it would have if it were simple competitive examination?—I do not know. It is so very seldom indeed that we can tell what are the boy's circumstances.

2164. Do you think it is felt at all in the school to tell in the election?—No, I should think not. I mean to say that I should not think it is felt in the school that we elect a boy because he is poor.

2165. If that element were entirely withdrawn, and it were made a purely competitive as well as a bonâ fide competitive examination, would that make any difference in the feelings with which collegers so elected would be regarded by the other boys?—If it were known that boys were simply elected for literary merit.

2166. If it were known that you elected boys to the college simply on the ground of literary merit, without any regard whatever to their circumstances, would that remove the social difference, between the collegers and oppidans, which is at present caused by the eleemosynary character of the institution?—I am not prepared to say.

2167. (*Mr. Thompson.*) Should you think you were justified in sacrificing the eleemosynary character of the institution to the feelings of the boys?—No, I do not think we should.

2168. (*Mr. Vaughan.*) I do not ask you whether it would be advisable on account merely of the feelings of the boys to sacrifice the eleemosynary principle, but simply whether if, on any account, the eleemosynary principle were dropped, it might not have the effect which I mentioned?—Just so.

2169. (*Mr. Thompson.*) Do you think that the difference which is made between the collegers and oppidans as to living in a separate building, dining together apart from the oppidans, sitting in different parts of the chapel, and so on, are all circumstances which have an influence in deterring parents of high rank and great wealth from presenting their children to compete for places in the college?—Yes.

2170. I presume that you do not find men of high rank and great wealth presenting their sons for competition for the college?—No.

2171. Although you make no inquiries?—We make no inquiries.

2172. (*Mr. Vaughan.*) Can you form an opinion whether such people do not regard it, under the present state of things, to a certain degree as an eleemosynary position?—I suppose they do.

2173. Might it be otherwise, supposing it were a mere distinction?—Do you mean given on the same principles as the senior wranglership at the university?

2174. If it were given on the same principle as other distinctions in the school are given, or as a scholarship at Oxford is given, or the senior wranglership, might not that make all the difference in respect to the willingness of such persons to send their sons there in order to compete for the position of a colleger?—It might.

2175. In reference to question 15, in regard to which you say that the change made 18 years ago consists in the examination being a *bonâ fide* competitive one, should you have any difficulty in supplying to the Commissioners a return with regard to the elections to the school, ranging over the last ten years, of the numbers which have been elected and the period at which each was elected?—Not the slightest.

2176. Marking those that had been at Eton before their election?—Not the slightest difficulty whatever.

2177. And how long they had been at Eton before their election?—Yes, I think I can give you that.

2178. You will have no difficulty in supplying that information?—No; because when they commenced and when they left must be all down in the books.

2179. (*Lord Devon.*) Does not the registrar of the college keep a list year by year?—Not of the candidates.

2180. (*Mr. Vaughan.*) Are not the names of the boys who come forward entered?—I can inquire.

2181. (*Lord Devon.*) Are you sure that the entrances for the examination are registered?—Yes.

2182. Competitors are not registered?—I do not know whether they are in those cases in which the boys are not elected.

2183. (*Mr. Thompson.*) With respect to the legal qualifications I am afraid I did not quite understand whether the Commissioners made them refer to admission to the college, or admission to the school?—

2184. (*Lord Clarendon.*) To the college?—There is, as I said the other day, a preference to be given to the natives of Buckinghamshire and Cambridgeshire.

2185. (*Mr. Vaughan.*) Is that preference actually given?—If two boys, a Buckinghamshire or Cambridgeshire boy, and another boy, *cæteris paribus*, come together, the preference is to be given to the Buckinghamshire or Cambridgeshire boy.

2186. (*Lord Clarendon.*) Should you consider yourselves bound to observe the statutes in that

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respect, supposing the boys to be *cæteris paribus*?—Yes.

2187. (*Lord Lyttelton.*) If the claim were made?—Yes.

2188. (*Lord Clarendon.*) With respect to the admission of the boys, do you think you ought to limit the number admitted to the school. That question must have very often engaged your consideration, and occupied your thoughts. Do you think that there ought to be a limit, and that if there is not eventually the number of boys in the school may be too great?—So long as we can accommodate them, I do not see any danger in having a great number of boys. Of course, it depends entirely upon whether we can accommodate them properly.

2189. You see no inconvenience in having a great number of boys?—Not so long as we can accommodate them.

2190. You do not consider that beyond a certain limit the school would become unmanageable?—No.

2191. There would be more masters, I suppose?—They would increase in proportion.

2192. Your opinion, Dr. Goodford, is that it will not be more difficult to manage a much larger school, and therefore you have no objection to an increase in the number of the school?—No.

2193. Do you proceed upon the view that Eton would become a sort of university, and that each boarding house would stand in the relative position of a college to the university at large, and you would rely for the intellectual and moral training almost exclusively upon the masters of the several boarding houses?—We do now in a great degree, and we should only have to carry out the system a little further.

2194. And you think there would not be a greater difficulty with 1,000 boys than there is with 850?—I do not think we should find any greater, provided there was room for 1,000.

2195. (*Lord Lyttelton.*) Have you occasionally observed any particular consequences arising from there being so large a number of boys. Are you aware that the boys in one part of the school know very little about what other parts are doing, and that it tends rather to break up the school into cliques and coteries?—I am not aware of it.

2196. Is it not the fact that the boys belonging to the boating and the cricketing interest in the summer are as much apart in their pursuits and habits as the collegers and oppidans are?—I do not think more than what they used to be.

2197. Have you never had any reason to think that, from the fact of there being so large a number of boys in the school, the boys in a given house, with respect to their games, are a good deal confined to the companionship of those boys who are in the same house?—That does not appear to be the case with the increase of the numbers in the school. I know that at one period when there were not nearly so many boys at Eton as there are now, there were very few cricket clubs and football clubs, but the favourite diversions of the boys were much less desirable. Now there is a good deal more running about and joining in games in the college.

2198. (*Sir S. Northcote.*) Does not the great increase in the number of boys involve the necessity of having a larger number of assistant masters?—Yes.

2199. Do you think it possible for a Head Master to exercise an influence equally well over a large number of assistant masters as over a small number?—He would have more opportunity of conversing with a smaller number, and less difficulty in arranging with them than he would in respect to a large number.

2200. Is there not more danger, from the introduction of a large staff of assistant masters, of differences of opinion amongst themselves, and collisions more or less serious, rendering it necessary that the influence of the Head Master should be exercised?—I suppose that the larger the number of men the greater would be the difficulty to rule them. "Quot homines tot sententiæ." But I have never seen any evil resulting therefrom.

2201. You do not think that Eton is too large as a public school now?—I should not say so.

2202. Do you think the Head Master is able to exercise all the influence he ought to over the general management of a great school?—I think so.

2203. Supposing the school were diminished in number to 500 boys, and the number of assistant masters was diminished in proportion, would the Head Master be able to exercise a greater influence than he does over the school at present?—I do not know what more he could do or would do.

2204. Would it be possible for the Head Master to have any of the school, except his own division, immediately under his superintendence and control in so large a school?—Yes, I think so.

2205. It follows, I suppose, from his position that he gets to know something generally about the school, but do you suppose he knows anything about the boys, except those who are in his own division?—I was always in the school twice a week with other boys besides my own boys, and when I had not my own class of boys in my room, I used to take two other divisions twice a week.

2206. That is a new arrangement, is it not?—Yes.

2207. (*Mr. Thompson.*) You exchanged forms I suppose?—The master was out of school at the time, and I took his form.

2208. (*Mr. Vaughan.*) I suppose it is impossible for the Head Master now to know all the boys in the school?—I think somebody suggested that the other day.

2209. Does he know them all?—He calls them at this time of the year.

2210. Does he know them all do you think by sight?—Except at this period of the year, I should think he would not.

2211. Is there any disadvantage in his not knowing them by name and character at all?—It would be better if he knew them.

2212. You think then that that would be a slight disadvantage in having a very large number of boys?—Yes.

2213. I suppose it may be fairly taken that the Head Master is really reckoned on the whole to be the superior master in the school in all respects?—Yes.

2214. Is it possible in a very large school for the boys to come within the care and teaching of the Head Master. Generally speaking, is it not quite a peculiarity for a boy to go up into the Head Master's form?—A great many boys pass away from the school without getting to the sixth form, certainly.

2215. May we take it that those who pass away from the school without getting to the head form very greatly exceed in number those who do get to it, and have the benefit of his teaching?—The majority of the boys go away without entering his form.

2216. Do you not think that, generally speaking, considering the arrangements of a public school, that is a great disadvantage?—They get the teaching of all the other able men in the school.

2217. Do you not think it at all a disadvantage to the school, that taking it regularly and systematically the great majority of the boys would not reach his form, and have the benefit of his teaching, but be obliged to go away from the school without having the aid of the Head Master's teaching and the influence of his character acting upon them?—It appears to me insuperable even if it is disadvantageous.

2218. It may be insuperable in consequence of the existence of the present system, but is it not a disadvantage?—Very slightly disadvantageous.

2219. With regard to the arrangement of the progress of the boys in their general education as they move up from form to form, is it not very difficult with such very great numbers so to arrange the studies that they may harmonize with the age of the

boys and the progress they have made?—That there are boys of different ages in the same part of the school is certainly true, but that depends not upon their age, but upon their abilities and the rapidity of their progress.

2220. Can they go from one difficulty to another in their course of instruction with sufficient rapidity if the school is very large by their removes from form to form. Are they not detained longer at the same point of teaching in a very large school?—No, because the whole of the division moves up at a particular time.

2221. Is it not the case that the same work is done at Eton, by some 100 or 200 boys, at the same time?—It is by the fifth form.

2222. In that form, for instance, would not 200 boys be doing the same work at the same time?—In the fifth form they would.

2223. Not before that?—No.

2224. What is the next largest form before that which contains from 160 to 200 boys?—The remove.

2225. How long will a boy be getting through the fifth form from the remove?—It is difficult to say how long they would be before they would get into the sixth form, perhaps three years.

2226. Is it not disadvantageous that they should be absolutely doing the same work, reading the same authors, and doing the same composition for three years together?—No, they have a change before they get to the latter part; at the end of two* years there is a change.

2227. Is it not disadvantageous that a boy who is going through his classical education should be detained even two years over the same authors, constantly doing the same amount of work?—I think we might have a variety, but if there is any necessity for such a change it does not arise from the increase in the numbers in the school.

2228. Is it unconnected with it?—It is not at all connected with it.

2229. In the present state of things, would it not be difficult to change that without entirely remodelling the whole system?—Yes.

2230. Are you prepared entirely to remodel the whole system?—Not in consequence of any disadvantage which arises from the increase in the number of boys; I do not think that the increase in their number necessitates it.

2231. Is it a disadvantage which exists in schools in which the numbers of pupils are much smaller, do you know?—I do not see why it could not be changed.

2232. Do you know whether other schools as they have increased in numbers, although the number of their boys has been less than that of Eton, have been compelled totally to remodel the system and organization of their forms?—I do not know.

2233. (*Lord Lyttelton.*) Apart from the question of numbers, Eton has always been a school in which the personal influence of the Head Master has always been somewhat less relatively than in other schools?—I should think it is.

2234. (*Lord Clarendon.*) You say in your written answers, "the admission of boys not being foundation "scholars is contemplated by the statutes, as is plain "from statute 14. There is no limit to the number "so admitted. The Head Master is by that statute "forbidden to demand or claim anything for the in- "struction of such scholars. This clause was "omitted on the appointment of the present Head "Master." By whose authority was it omitted?—By the authority of the Provost. When I was admitted to that office of Head Master, I said I could not undertake the office, swearing to receive nothing for boys who came to the school, and that clause of the oath was omitted.

2235. I can understand Dr. Goodford, that you did not feel justified in taking the oath prescribed by the statute, but by whom were you remitted from taking the oath or any portion of it?—I presume it was by the clause in the *Reformationes et Correctiones* that it was omitted.

2236. Was it the Provost who remitted the obligation imposed on you to take that oath on accepting the Head Mastership?—Yes.

2237. (*Mr. Vaughan.*) But the Provost himself was not obeying the statutes in not requiring the oath to be put to you?—Perhaps not.

2238. (*Lord Clarendon.*) I understand the difficulty in which you were placed with respect to taking the oath, but if the Provost can dispense with part of an oath required by the statutes to be taken, he can do so in respect to anything else prescribed by the statutes, consequently the statutes must become null altogether, if it is in the power of the Provost to deal with them in that way. Should you, as Provost, think it right or necessary to adopt such a course?—I follwed the same precedent on the admission of Mr. Balston to the Head Mastership.

2239. Did he entertain the same conscientious scruples in reference to taking the oath?—I forget whether he made any scruple about it or not. I think it was done as a matter of course, and this case was taken as a precedent.

2240. I dare say the answer is familiar to you which Dr. Goodall made to a similiar inquiry when he was examined before Mr. Brougham's committee, in 1818, namely, that the statute did not prohibit him from receiving payment, but it prohibited him from demanding it?—I do not assent to that interpretation of the statutes at all.

2241. Do you consider that that statute forbids both demanding and receiving payment for such scholars?—Yes.

2242. And, as Dr. Goodall says, it would be disingenuous to say that the charge has never been exacted by the master, but by the person who brought the boy up. It would be a mere subterfuge to say it was not demanded by you, because it was demanded by another person for you. Is not that your opinion?—Yes, because it is demanded on my authority.

2243. Now, as you have proceeded with respect to Mr. Balston exactly in the same manner as the late Provost did by yourself, namely, on the authority of your reading of the statute, I will ask you this question: Do you consider yourself justified in altering, or modifying, or omitting any other part of the statutes on what appears to you good valid reasons?—No, I do not know that I should. I inforced this statute as I found it when I took the office of Provost.

2244. That is not quite sufficient that you enforced it as you found it. You must have had an opinion of your own as to whether it was right. You would not do it merely because it was done before. You must have considered yourself to have authority to suspend that portion of the oath in that particular case?—I conceive that the Præpositus had this authority in the case of the Informator, and that this was the view which Dr. Goodall took of it.

2245. That was the authority by which you considered yourself sanctioned?—Yes.

2246. But that would apply to anything else in the statutes, and their force would consequently depend upon the construction which is put upon them by the Provost. Do you think that that is any sufficient reason for altering them. Do you think that they are to depend upon the construction of the Provost,—not even of the Provost and Fellows, but of the Provost alone. Is that your view of the matter?—No; but when I came to take the office of Head Master, I said I could not take that oath.

2247. When you came to the office of Head Master?—Yes; I said I could not take the office with that oath, and that clause of the oath was omitted. I had not then read the "Reformationes et "correctiones," but I did afterwards, and concluded that that was the authority on which it was done, and I believe it to be good authority.

* Subsequently the witness suggested that "a year and a half" would have been a more correct expression on his part than "two years."

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2248. And equally good authority, I presume, for altering or omitting altogether any other part of the statutes from beginning to end?—I never viewed it so.

2249. In what way could you make any distinction?—I do not know where to draw the distinction, except as in the *Reformationes et Correctiones.*

2250. You are not aware, Dr. Goodford, when was the first occasion of this omission, are you?—It appears that that was. I do not believe it was omitted in the case of my predecessor.

2251. It was not?—I do not believe it was.

2252. Did he take the oath?—As far as I know, he did.

2253. I suppose that he considered the oath pretty much in the same light as Dr. Goodall did?—I do not know whether Dr. Hawtrey raised the objection. He did not say that he raised the objection when he was Head Master.

2254. In point of fact, you do not know how long it is since the statute ceased to be observed in this respect?—It is clear, according to Dr. Goodall's evidence, which you have just referred to, that the oath was taken then. He administered the oath, and from my predecessor having made no remark to me about its having been omitted in his case, I presume he took it, but I cannot say for certain.

2255. You never heard of any clause in the oath having been omitted till your case?—I never heard of it.

2256. I wish to ask you further, whether the Head Master is in some cases in the habit of remitting charges to parents whom he knew to be very poor?—Yes.

2257. That continues to be the case now, does it?—Yes.

2258. Dr. Goodall says, where poverty is pleaded, no demand is ever made. I think he says that?—The cases are not common.

2259. But it rather struck me in the answers of one of the masters, I cannot remember exactly who it was, that he very often made charges according to what he understood or discovered to be the circumstances of the parents. That feeling may be very prevalent and would be prompted by a very good motive. I suppose that would be done in the case of the Head Master's scholars when he has reason to know that it would be very acceptable?—The cases are not common at all, but I do not mean to say that there are not a number of persons to whom such a remission might not have been made.

2260. When Dr. Goodall was Head Master, there were 10 out of the 70 collegers who did not pay for their instruction, but the fact was concealed from the tutors?—They did not pay the Head Master, I presume. I do not think it refers to any charges, except to the charges of the Head Master.

2261. (*Lord Lyttelton.*) Now the scholars do not pay the Head Master, but they did then?—Yes.

2262. At the time you speak of, there were boys among the scholars who did not pay, but they were not oppidans?—No, I think they were all in college, but I do not know exactly.

2263. Has that been the case among the oppidans within your knowledge?—I have known cases among the oppidans, but it is not common.

2264. Are you aware whether there is any record or historical evidence of the admission according to the statutes in early times of a class of oppidans who did not pay for their instruction, apart from the foundation?—I do not know at all.

2265. Do you know how long back you can trace the existence of the class of oppidans at Eton?—No.

2266. A long time?—A very long time.

2267. And is there no evidence of the admission of oppidans who made no payments to the Head Master?—I do not know.

2268. Should you presume that since the time the original number of the masters was exceeded, payments have been made by the oppidans?—I have no notion whatever.

2269. (*Mr. Vaughan.*) In this particular case in which the Provost has dispensed with the oath, could it at all be said that the sanction for any departure from the statutes is to be found in the words: "De- "cassum et ablationem possessionem et redittuum "dicti collegii tum propter varia pericula et damna "quæ possunt dicto collegio et personis ejusdem "verisimiliter evenire non possunt ab eisdem com- "mode observari declaramus et volumus quod jurati "observationem statutorum et ordinationum dicti "collegii." Could those words ever be made to apply?—It would be a great loss to the master not to be able to take it.

2270. The "pericula et damna quæ possunt dicto "collegio et personis ejusdem," must not that apply to the "pericula, &c." of the college, or be connected with it?—They are mentioned in different items, "tum propter varia."

2271. You do not think that "losses" in the connexion in which it stands to "dicto collegio et per- "sonis" applies to personal losses involved in loss of the college property?—They appear to me to be two different things.

2272. You do think that "losses" can mean mere loss of the opportunity of gaining money?—It would cut off the livelihood they have.

2273. As well as the actual loss of anything which the college or themselves had?—It would be a great loss which they would incur.

2274. Do you happen to know whether the Bishop of Lincoln had given any opinion at the time when this dispensation was first made,—not in your case, but before you became Head Master—with respect to the necessity of usage to justify departure from that statute?—I do not know.

2275. Have you any opinion upon the subject?—I have no reason to suppose that he had.

2276. Supposing that the same opinion of the visitor which was given to yourself on becoming Provost had been given to the last Provost immediately before he dispensed with this oath on your part as Head Master, would that opinion have warranted him in dispensing with the oath?—I think it would.

2277. Was it or was it not a part of the opinion of the Bishop of Lincoln, that it gave you, or any other person in your position, a power of dispensing with anything which usage had previously dispensed with?—Reasonable usage was, I think, my question to him.

2278. Would it have warranted the Provost and Fellows in departing from any portion of the statutes in which usage had not already sanctioned the departure?—I suppose it would not.

2279. I do not mean now, but when there was an omission to put the oath to you. Did the usage of the college then sanction that departure from the statutes?—I do not know what had taken place before.

2280. You are not aware whether the gentleman who was Head Master prior to yourself took the oath?—I presume he did.

2281. According to that presumption did the usage of the college in the case in which the oath was not put to you justify or sanction the departure from the statute?—Perhaps you will have the goodness to repeat that question.

2282. If the previous Head Master to yourself had had the oath put to him, was it not the case that the omission to put the oath to you as Head Master was not sanctioned by the usage of the college?—Yes.

2283. (*Lord Clarendon.*) We will now go on to question 18, and in the written answer to that you say: "The charge for board and lodging is about "80*l.*, or guineas, a year." Is there any check put upon that charge by the Head Master. Is there, in point of fact, any control over the assistant masters when they are permitted to take boarding houses?—No, he does not see the bills.

2284. Nothing is prescribed to him about the charge which he is to make?—He learns that from other masters.

2285. But he is not bound to follow another master. Each assistant master has his own pupils?—No, but he knows what he ought to charge.

2286. You see it is more than 2*l.* 2*s.* a week for board and lodging for the number of weeks in a year that the boy is there. I believe you consider about 37 weeks the Eton school time in the course of the year, do you not?—I forget the exact time. Yes, I think it is 37 weeks and two days.

2287. I think that in other schools we have found that about 40*l.* is what they consider the expense of a boy. If that is correct, the diet being almost exactly the same, say, for instance, at Eton or Harrow, the assistant masters would get about 40*l.* a year profit upon each boy. Is that intended to cover the tuition of the boy, or is it simply what the boarding house master receives for the living of the pupils?—Yes, for the board and lodging of the pupils.

2288. Does he receive anything else, either from the Head Master, or from the pupils, for tuition?—The board and the tuition is charged in one sum.

2289. The assistant master receives no salary then?—He receives from the Head Master 44*l.* 2*s.* annually.

2290. Each assistant master?—Yes.

2291. (*Lord Lyttelton.*) Do you distinguish the board and lodging?—Yes, for board and lodging for each pupil it is 80*l.*

2292. They are always charged in one item?—I am speaking of the dames' houses.

2293. (*Mr. Thompson.*) In the dames' houses, does that include tuition?—No.

2294. (*Lord Lyttelton.*) There are 28 of them?—Yes.

2295. (*Mr. Thompson.*) Is the boarding house master necessarily a private tutor?—Yes.

2296. (*A Commissioner.*) In all boarding houses, 80*l.* is the charge for board and lodging?—Not in all. In some it is less, but there are extras which run it up to about the same charge.

2297. In the other houses, is the charge made up to the sum of 80*l.*?—Yes.

2298. And it is the same in the dames' houses?—Yes.

2299. (*Lord Clarendon.*) Then how does an assistant master who has not a boarding house live?—He lives in lodgings, or perhaps in a dame's house.

2300. Where does he get his remuneration?—From his pupils.

2301. From private pupils?—Yes.

2302. (*Lord Lyttelton.*) Such pupils as he can get?—Yes.

2303. (*Lord Clarendon.*) In each case, I believe, there is an entrance fee of five guineas. I believe in certain cases, for the sons of noblemen, for instance, the charge is double; has that always been the case?—Yes.

2304. (*A Commissioner.*) Does that apply to the boarding houses?—No.

2305. (*Lord Lyttelton.*) The entrance fee goes to the Head Master?—Yes.

2306. (*Lord Clarendon.*) Nobility and wealth are supposed to be synonymous?—I suppose that is really the origin of the increased charge.

2307. The policy was rather to flatter than to fepel?—I cannot state positively what the origin was.

2308. You say that "in each case there is an entrance fee of 5 guineas. To this is to be added an "annual payment to the Head Master of 6 guineas, "to the tutor of 10 guineas, or, in the case of a "private pupil, of 20 guineas;" is that obligatory or not?—It is not at all obligatory; it is quite optional.

2309. But if not obligatory, it is generally usual for the pupil to pay that charge, is it not?—It was not so when I was assistant master.

2310. What was your own experience as an assistant master?—Generally speaking, the boys became private pupils when they got into the fifth form.

2311. Not before?—No, not generally.

2312. How many boys do you think have not a private tutor in the upper school?—I cannot say.

2313. Would you not say that nearly all have?—I think it very likely, but I am not certain; I cannot give a more positive answer.

2314. What is the general usage of the school in reference to the boys having private tutors?—Every boy has a tutor.

2315. But I mean a private tutor?—I really do not know; I cannot answer the question.*

2316. In the lower school, do you think, it is not the general usage?—In the lower school, I think, there is a fixed payment.

2317. Do you not think it possible to make a statement with regard to the average amount of bills a boy would be called upon to pay. Of course, you cannot give a strictly accurate return, as the expense varies so much in different cases; you could, however, give us some idea of what is the maximum and minimum, and thereby enable us to form some average?—With regard to my experience, I do not think I ever had a boy whose bills amounted to less than 150*l.*, or more than 210*l.*

2318. We have two copies of bills actually sent in to parents of scholars, one is given in Mr. Paul's evidence, and the other in Mr. Hardisty's?—Mr. Wolley has also sent in one.

2319. I take it you will have no objection to put in a statement showing what in your opinion is the average?—I can only tell you what is the result of my own experience. I think it will be safest to put a maximum and a minimum.

2320. With regard to the annual payment to the tutor of 10 guineas, is that always general, or is it only for the classics?—For classics only.

2321. If he is a private pupil to a mathematical master, he pays 10 guineas also, does he not?—Yes.

2322. Besides the 10 guineas for learning mathematics?

(*Mr. Vaughan.*) No, that is only four.

2323. (*Lord Clarendon.*) Then he pays 4 guineas for permission to learn mathematics, and 10 guineas to be instructed in them?

(*Mr. Thompson.*) Four guineas to be taught, and 10 guineas to learn?—He pays four guineas for the mathematical instruction given in class in school; if in addition to this he wishes for private tuition he pays 10 guineas; it is on the same footing as private tuition at the universities.

2324. (*Lord Clarendon.*) And with regard to modern languages, the same thing, of course?—Yes.

2325. What is the amount in that case?—Ten guineas.

2326. Do the modern language masters take private pupils too?—No.

2327. Never?—No.

2328. Therefore the boys are dependent for learning modern languages upon what they can get for this payment of 10 guineas?—Yes, the boy depends upon what he gets for his 10 guineas.

2329. The mathematics are obligatory, I believe?—Yes.

2330. (*Mr. Thompson.*) Suppose a boy has a private tutor in classics, a private tutor in mathematics, and learns French and German, is it the case that it costs him 61*l.* 6*s.* per annum for tuition alone?—

(*Lord Clarendon.*) I think that excludes classical tuition.

2331. (*Mr. Thompson.*) The Head Master has 6 guineas, the tutor and private tutor in classics 21*l.*, the mathematical master for school work 4 guineas, the mathematical private tutor 10 guineas, the French master 10 guineas, the German master 12 guineas. I find I have understated the total amount, which is 65*l.* 2*s.*, instead of 61*l.* 6*s.*, for what I call tuition, which is instruction in everything, including superintendence and school fees; in point of fact, for what a boy at Rugby would pay 26*l.* 10*s.*, and at some other places only 20*l.*, the boy here would be required to pay 65*l.* 2*s.*; do you agree in the

* From a return subsequently furnished by the Provost, dated 21st July 1862, it appears that the total "number of pupils at Eton who did not pay for private tuition" was 64.

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accuracy of that statement?—If a boy has all those masters, I have no doubt he pays that sum.

2332. And if he saves French and German, it would still come to 43*l.*?—I have no doubt it will.

2333. (*Lord Clarendon.*) The mathematical tuition of the scholars is gratuitous?—Yes.

2334. (*Mr. Vaughan.*) You have omitted one item, which only occurs once, and that is for the entrance to these several things. There is a guinea to French, a guinea to German, and so on; are not those sums to be added to the sums which have been mentioned?—I believe so.

2335. (*Sir S. Northcote.*) What advantages are possessed by a boy who is a private pupil, which are not possessed by a boy who is not a private pupil?—That would depend upon what the tutor might find the boy to be weakest in. Wherever he had a deficiency, he would attempt to supply it.

2336. Then is it the practice for tutors to take great pains in what is called private business?—Yes.

2337. They are only private pupils who are admitted to the private business?—With the exception of the scholars.

2338. And this is the real distinction between a private pupil and one who is not a private pupil, namely, that the one gets private business, while the other does not?—Yes.

2339. (*Mr. Vaughan.*) Is there or is there not also a payment of 5 guineas for entrance for the Head Master, in addition to the payment of 6 guineas annually?—Yes.

2340. And in the case of the lower school, is there not also the payment to the lower master of an entrance fee of three or four guineas?—Yes, and one also to the Head Master. The boys in the lower school used formerly to pay both, but they do not now.

2341. (*Mr. Thompson.*) Allow me to ask whether these sums have increased within recent memory?—Not within my knowledge.

2342. It would have come to your knowledge as Head Master, if there had been any increase in your time?—Yes.

2343. Do you imagine that the charge for board has been increased?—I think not.

2344. (*Mr. Vaughan.*) Is it not the case that it is the custom for every boy on leaving the school to pay his tutor 15 guineas?—He makes his tutor a present.

2345. That is the custom, the general custom?—Yes.

2346. And is it not also the custom to pay a certain sum to the Head Master?—Yes.

2347. Is not that sum 10*l.*?—It is usually 10*l.*, and higher if a boy happens to be in the sixth form.

2348. What does it amount to then?—£15 or 20*l.*

2349. (*Lord Lyttelton.*) A nobleman pays somewhat more than that?—Yes, more than the 10*l.* sometimes.

2350. (*Mr. Vaughan.*) The payment, then, depends on the social rank of the boy?—Yes.

2351. (*Sir S. Northcote.*) Are you aware that there is a great diversity of practice among the assistant masters in taking the leaving fees?—I am not aware.

2352. You do not happen to know that in some cases, it is not taken?—No.

2353. Nevertheless, in some cases it is not taken from any one, and in others it is taken from some, and not from others?—Yes.

2354. (*Lord Clarendon.*) Do not you think that that is a very bad system, namely that the parent should depend upon the will of the master, whether this honorarium should be paid or not?—I do.

2355. Do you not think it ought to be a regular charge made, and that the parent ought to know before his sons go to Eton, that upon leaving school they would be expected to pay these fees to the assistant and Head Master?—Yes.

2356. And you think it ought to be a fixed sum?—I think so.

2357. That is if allowed to be paid at all?—Yes.

2358. (*Lord Lyttelton.*) Do you not think that every parent on sending his son to Eton, ought to know fully what the whole expense would be?—Yes.

2359. And you think also that there should be no distinctions with regard to payment?—No; I think there should be no distinctions.

(*Mr. Thompson, referring to Carlisle's Endowed Grammar Schools*, vol. i. *p.* 81.) There is a table here of the expenditure, I do not know whether it rests upon any authority, but there is one part which deserves some consideration. The date is the year 1818, and it says the present terms for education and board for oppidans are, for the master 6 guineas, tutor 10 guineas, board, washing and servants, 50*l.*, and it adds that the other expenses exclusive of extra masters ought not to exceed 33*l.* 4*s.*, making a total of 100*l.* per annum. That is to say, that if the expenses of the boys are properly restricted, the annual charge ought not to exceed 100*l.*, and it goes on to say, "that is a sum far less than the public "generally imagine, and is deserving of the highest "commendation of every friend of learning." This is a statement made by Mr. Carlisle.

(*Lord Clarendon.*) In what year?

2360. (*Mr. Thompson.*) In 1818, which is not very long ago, therefore at some period since that date a very considerable rise must have taken place in the scale of charges, which Dr. Goodford says could not have been done without the knowledge of the Head Master and of the Provost. I suppose the accommodation has since then been very much improved?—Yes.

2361. (*Lord Devon.*) You have told us that no fresh charge can be imposed or enforced without the authority of the Head Master, under the sanction of the Provost, I suppose you mean by that any charge additional to those which are now demanded?—Yes.

2362. That implies, I suppose, the power of the Head Master to secure uniformity of charge in all the different houses, is that so?—Yes.

2363. So that if in one house they chose to charge for board and lodging 90*l.*, you would interfere?—Yes.

2364. Would you interfere as Provost?—Yes.

2365. Which would interfere, the Provost or Head Master?—The Head Master would interfere in the first instance.

2366. Supposing that one of the assistant masters chose to charge less, would there be any interference then?—I imagine not.

2367. (*Lord Clarendon.*) You say that the French master received during 1860 for himself and assistant 1,318*l.* 17*s.*, do you happen to know what the assistant French master received?—I do not know what arrangements were made with regard to him.

2368. Who appoints him?—The French master asked my permission to appoint him. He was a French Protestant clergyman; he came to me, and taught my own children for some time, and after that I allowed him to be appointed assistant master.

2369. Without making any arrangement with him as to his emoluments?—He and Mr. Tarver would arrange that between them.

2370. He was appointed, I believe, about two years ago?—That was a different master. That gentleman went away a year ago. I am now speaking of the last appointment.

2371. But up to May 1860 there was only one French master?—There had been more previously.

2372. During the time you were Head Master, was there more than one French master?—Yes.

2373. Was that French master an Englishman?—No; he was a Frenchman, or rather he was an Englishman born, but his father was a Frenchman.

2374. Then there was one French master for 800 boys?—But the 800 boys did not all learn French.

2375. In May 1860 there was another master appointed, was there a demand for him?—Yes.

2376. Did more boys require to learn French, or was it thought that one master was unable to do all that was necessary himself?—I required another master to

be appointed. I thought the then master wanted assistance in teaching the French school.

2377. And a Frenchman was then appointed?—Yes.

2378. Why did he leave?—He left because he received an appointment in France, which required him to leave in the following summer; he left about the end of June or somewhere thereabout.

2379. Then he did not leave in consequence of the insufficient emoluments he received?—I never heard so. He called on me a short time ago, having come over to see the Great Exhibition, and he made no complaint to me of anything of that sort.

2380. The present assistant master is a Frenchman born?—Yes, or rather the late assistant master was, for since Easter, I think, he has ceased to be employed.

2381. So an Englishman reigns sole and supreme now?—I think so, but I do not know exactly. I am really unable to say whether any one else has been appointed in his place. The matter is one that does not come before me now.

2382. But the only assistant French master of whom you have any knowledge, left some time ago?—Yes.

2383. When did he leave?—At Easter.

2384. And you have not heard of any other assistant master being appointed at Eton?—No.

2385. So that there is at present one Englishman to teach French at Eton?—So far as I know, but I am not able to answer the question with strict accuracy.

2386. (*Lord Devon.*) Would not the appointment necessarily come before you as Provost?—I think it might or it might not, I will not be certain whether it would come before me or not.

2387. It would not come before you as a matter of course?—No.

2388. We have heard that nothing can take place in the school, not even a fresh book, without its coming to the Provost's knowledge and requiring his sanction, how is it then, that an assistant master whom you thought necessary to have in addition to the other master can be dispensed with or sent away, and another appointed or not, as the case may be, without your knowledge as Provost?—I do not believe that any one has been appointed, but I am not able to say so for certain.

2389. But you know that the assistant master left at Easter?—Yes.

2390. As the Provost is the general superintendent of the school, would he not naturally inquire whether an assistant master had been lately re-appointed?—All I can say is that I have not heard of any re-appointment having been made.

2391. And yet you had felt the necessity of appointing an assistant master, and had required one to be appointed?—Yes.

2392. Surely in such a case when a vacancy occurred, and it became necessary to make a new appointment, the question ought to have been brought to your knowledge?—I have not heard of any re-appointment.

2393. In fact there is nothing but this one French master at Eton; is not that the case?—I do not know. I do not believe there is any other.

2394. Who paid the assistant master?—The French master.

2395. Was it a deduction out of the payments he received?—Yes.

2396. You say that his receipts in 1860 amounted to 1,318*l.* 17*s.*, that would represent about 120 pupils, would it not?—Something like that.

2397. (*Mr. Vaughan.*) About 100 boys learn French, I believe?—Yes.

2398. (*Lord Lyttelton.*) Then at the time of the appointment of the assistant master, was there only one gentleman to teach 100 boys?—If I recollect rightly he had upwards of 80 to teach.

2399. (*Lord Clarendon.*) Is not the present French master a salaried master?—No.

2400. His predecessor, Mr. Tarver, was not considered competent, was he?—Yes, I think so.

2401. He was a very old man, was he not?—Not when he was appointed.

2402. I mean when he was induced to vacate?—No.

2403. But he was induced to vacate?—I do not think he was.

2404. I believe he was induced to vacate upon the promise of a jointure of 300*l.* a year, to be secured to his wife?—I never heard of it till this moment. I do not know what your authority is for your statement, but I must say that I never heard a whisper of such a thing before.

2405. (*Lord Lyttelton.*) He may have made a private arrangement with his successor. He may have made an arrangement to pay his mother a jointure?—I know nothing about it.

2406. Mr. Johnson states in page 61, "The study "of French cannot in reason be expected to prosper. "except with a few really zealous boys, since no "place is allowed for it in the time table. It ought "to be enforced on all, like Latin." What is your opinion upon that point?—

2407. (*Lord Clarendon.*) Allow me to ask you first, whether you recognize the importance of the study of modern languages?—Yes, I do.

2408. Do you think that the Head Master and the Provost should require modern languages to be taught, and not only taught but learnt?—I believe that we do require them to be taught to all boys who wish to learn them.

2409. I can scarcely think that you take much pains in the matter when you have only one master for so many boys, especially when there is no time given and no place allowed for the study of the modern languages in the time table; under such circumstances how can it be said that French is properly taught?—The boy fixes the time with the French master.

2410. That is quite away from the question; he might fix the time for anything else without deriving much benefit from it, but that fact alone would not teach him French. Can you seriously say that the study of modern languages can be recognized by the school so long as there is no time allowed for it in the time table, and it forms no part of the regular curriculum?—In point of fact it is an extra.

2411. Therefore the importance of modern languages is not recognized at Eton; is not that so?—I do not think so.

2412. You do not treat it as part of the regular study?—We could not do that without making the whole of the school learn it.

2413. And why should not the whole of the school learn it?—I do not see how they are to be taught.

2414. Why should they not be taught?—I do not see how they are to be taught. I do not know how to set about teaching the whole school.

2415. Would it not have to be done by regular French masters?—Yes.

2416. That would be the proper way of doing it, would it not?—No doubt; but I do not think it practicable.

2417. Why not?—I do not see where we are to get it into the work of the school.

2418. You are aware, are you not, that at Rugby the practice of making mathematics and modern languages a part of the regular business of the school has worked extremely well. The arrangement was first made by Dr. Arnold, and having worked well it has been continued and improved upon?—There are two French masters at Rugby for 450 boys. One of them also teaches German, and the senior of the two derives an income from general teaching; one also keeps a boarding house; therefore at Rugby the study of the French is made part of the regular curriculum.

2419. It has now been established for 30 years. It has been continued by successive masters, and has been reported by the present master to be working

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exceedingly well. Can you tell me why what has been successful at Rugby should be impossible at Eton?—I wrote to one of the masters at Rugby when I thought that the study of the modern languages might be introduced at Eton, and his reply as to the success of the system at Rugby was not such as to induce me to adopt it at Eton. That was the effect of the answer I received from Dr. Goulburn, to whom I wrote.

2420. I am afraid all we can gather from what you have stated is, that the study of the modern languages as part of the regular system at Eton is not to be thought of?—I really do not see how we could introduce it into the regular work.

2421. (*Lord Lyttelton.*) You mean you would be required to sacrifice some of the existing system for it, and that you are not prepared to do?—Yes. I got as far as to induce every master to state at what time of the day his pupils could be free in order to enable them to attend the modern language masters.

2422. Was that time to be deducted from the existing school hours?—No.

2423. Do you see any other difficulties in the way except those that you have already stated?—I do; for instance great difficulty would arise in consequence of the large number of boys attending the school.

2424. Will you state all the difficulties that have occurred to you?—I think the number of boys at the school would be a great difficulty.

2425. In what respect?—I mean as to arranging the classes. I believe if you were to attempt to teach the whole school, there would be a great difficulty in getting Frenchmen to manage English boys.

2426. And you do not think it would be easy to get an Englishman to perform the duties?—I do not.

2427. (*Lord Devon.*) Have you made any inquiries at Marlborough College?—No.

2428. Are you aware that teaching modern languages is carried on to a very great extent there?—I was not aware.

2429. You know that the boys at that school have attained very considerable classical and mathematical distinction?—Yes.

2430. (*Sir S. Northcote.*) You say you think the size of the school would create very considerable difficulty?—We must have it small for a foreigner to manage.

2431. Supposing that French was an important element in education, would the size be any reason why it should not be taught?—I can only repeat that there would be great difficulty.

2432. Are you aware whether the boys who have learnt French regularly there with the master have generally been able to keep up with the other boys in their ordinary school work?—For all I know I think they have.

2433. Have they taken the time to learn French out of their play hours?—Yes.

2434. Then it appears there is time for the boys to play, to do the regular school work, and to learn French in addition?—I have no doubt of it.

2435. A good deal depends, I suppose, on the willingness of the boy to learn?—Exactly.

2436. If a little boy takes to it with a will, you think he would make more progress than if compelled to go to it as a matter of mere discipline?—I believe so.

2437. Are you aware that exercises have lately been done for prizes by way of holiday tasks, given by the assistant master in order to stimulate the boys to improve themselves in French?—Yes.

2438. There are now, I believe, what are called Prince Consort's prizes given away?—Yes.

2439. They generally lead to a good deal of competition, do they not?—Yes.

2440. How many compete for them?—I think about 60 or 70. Every boy is at liberty to offer himself to be examined in modern languages at the regular school examinations.

2441. (*Sir S. Northcote.*) I presume that boys would not offer themselves to compete for Prince Consort's prizes any more than they would for other scholarships, unless they thought they had some prospect of distinguishing themselves?—Unless they thought they had some chance of showing that they knew something on the subject.

2442. They think they have a chance of doing something creditable, and they look forward, if unsuccessful, to the prospect of standing again on some future occasion for acquiring distinction?—Yes.

2443. Then besides Prince Consort's prizes, are you aware that it is the practice of the assistant masters to set holiday tasks to be done in French in order that the boys may get up certain French books?—I know that some do that.

2444. Besides that, French may be taken up, I think, in the middle division trials?—Yes, by any boy in the fifth form.

2445. And the marks he gets in the French will count for assisting him in his place in the school?—Yes.

2446. Therefore there are some inducements offered to the boys to induce them to improve themselves in French?—Yes, but there is nothing compulsory.

2447. Do you think it desirable to sacrifice any of the present classical work of the school?—I think not.

2448. But you would desire, would you not, to see facilities given to the boys to improve themselves in French; some stimulus such as I have just alluded to offered to them?—Certainly.

2449. If there were any considerable number of boys wishing to learn French at the school, would not the Head Master, or the Provost, or the authorities, endeavour to take steps to provide additional French teachers?—No doubt, if the number learning French made it necessary.

2450. If the demand for French were in some manner a spontaneous demand, I suppose the French master would find much less difficulty in securing order among the boys?—Yes; because the boys would be anxious to get on, and would necessarily be attentive, for their own sakes.

2451. As a general question, are you satisfied with the present arrangements for French teaching?—No, I should be glad to see them improved.

2452. What improvement would you suggest?—I should like to see one more master.

2453. And might not some more regular arrangement be made as to the hours at which the boys attend?—Yes, that is what I proposed to the masters myself, namely, that they should set apart some definite period of the day when it could be said that any boy who desired to learn the modern languages would be free.

2454. In connexion with this are you able to say, and I know it is rather a difficult question to answer, for how many hours a day a boy is engaged in his regular school work?—No, I cannot say, it differs so very much.

2455. I will take a whole school-day, and suppose the case of a fifth-form boy?—It is quite impossible to say; it depends entirely upon the boy and upon his tutor.

2456. You do not mean that there would be any difficulty in saying how many hours a boy was in school?—Yes, I do.

2457. I take it, that you mean rather how many hours a boy would be engaged in his school work?—Yes.

2458. How many hours is a boy in school in a whole school day?—That would depend on the boy. The boy who had to repeat his lesson first, and who knew it very well, might be out in five minutes. He would have to go back again in about three-quarters of an hour to have his exercise looked over. He would then be out in five minutes more; but it might take another boy very much more than that.

2459. Leaving the repetition lessons out of the question, how many hours would a boy be in school

in a day?—He would be in three three-quarters of an hour.

2460. (*Lord Clarendon.*) That would be altogether nine quarters of an hour?—Yes, besides his repetition lesson.

2461. (*Sir S. Northcote.*) Allowing a quarter of an hour for that, that would give two hours and a half?—Yes.

2462. Besides that, he would have to prepare his lessons, and to go to his tutor for the purpose of construing them. His tutor would have to look over his exercises; and I presume, with regard to the fifth form, he would be left at liberty to do his exercises at such time as he found most convenient?—Yes.

2463. Then is a boy of average abilities occupied more than two hours and a half in preparing his work?—I do not know that he is.

2464. (*Lord Lyttelton.*) You cannot say how many hours an ambitious boy, reading for the Newcastle prizes, would be at work?—No, I cannot say.

2465. (*Mr. Vaughan.*) You say that in the fifth form, or in a certain part of the school, they are allowed to take the modern languages in; do you mean both German and French, or only French?—I mean any modern language.

2466. Does the consideration which attaches to modern languages amount to more than one-fifteenth of the whole examination?—I think it is said that mathematics is one-fifth, and that modern languages is one-third of that.

2467. Do you agree with that statement?—Yes.

2468. With regard to the modern language prizes, how many competitors did you say there were for the chief prize?—For French, I think about 60; but I am afraid I cannot say exactly.

2469. You said, I think, that there were somewhat fewer than 100 learning French in the whole school?—I do not know exactly.

2470. I think 100 would be the extreme number?—Perhaps so.

2471. Were there many competing for those prizes who did not learn the modern languages at all at Eton?—There may have been some.

2472. Does it not seem to follow from the comparison of those numbers that there must have been a considerable number competing who did not learn French at Eton?—No doubt.

2473. Do you know whether the prize has ever been won by a boy who has not been learning at Eton?—I have no doubt that it has, but I cannot say.

2474. What explains the fact that a boy who is sufficiently devoted to the study of French to enable him to win a prize, should not think it worth his while to continue the study of that language at Eton?—I cannot say.

2475. (*Sir S. Northcote.*) When you say that they are not learning at Eton, are you aware that the assistant masters teach their own boys French at the same time that they read with them?—Yes, I know they do.

2476. Do you suppose that any of those boys may have received instruction in that way?—I cannot tell.

2477. Comparatively speaking, have you any opinion as to the progress the boys make when they do learn German and French?—No, I am not able to say.

2478. Are you not in a condition either to agree with or dissent from the statement which is made in the evidence that the German school goes on much more satisfactorily than the French?—No, I am not.

2479. And, in fact, more satisfactorily than mathematics?—No; I am not able to say.

2480. (*Lord Devon.*) Where is that stated?

2481. (*Mr. Vaughan.*) In Mr. Browning's evidence. Dr. Goodford, are we to understand that the French master has no power of carrying on discipline in his school while he is instructing?—None beyond reporting.

2482. To the tutor?—No; to the Head Master.

2483. To the Head Master first?—I have no doubt he would take whatever course he thought would be most effectual.

2484. Have you found it impossible to entrust anything like the discipline of the school to them?—I never have tried it.

2485. You have never ventured to try it, perhaps?—No.

2486. (*Lord Clarendon.*) Do you know, Dr. Goodford, how many boys learn German at Eton?—I do not recollect at this moment.

2487. Is it taught by a German?—Yes; the German master is a German.

2488. (*Lord Lyttelton.*) It is stated here that from 20 to 25 learn German, do you know that there have been cases of boys doing well for a Prince Consort's prize who have been for several years at school and have never attended the modern language teaching in the school?—You must not understand that I said that; all I say is, that there may be instances of boys having gained prizes who had not been taught modern languages at the school, I do not know that there are.

2489. (*Lord Clarendon.*) We come now to number 21; with respect to the boarding houses, you say that each is to be established with the authority of the Head Master, and that the accommodation must be within certain limits?—Yes.

2490. Does not the question of establishing these houses require some attention, because it seems to me, that the masters and dames, and extra masters, and boarding houses, and schools, and class-rooms have established themselves as fixtures at Eton. There seems to be a hereditary right in some cases to these boarding-houses?—Those persons purchase the ground, and build a house upon it; we cannot prevent that so long as that person is in charge of the house, and is not an improper person.

2491. But it seems to be carried to a still further extent. Can a man who comes into possession of such a house leave it to anybody he pleases, and sell the goodwill?—No, he cannot do that.

2492. That is not recognized in any way?—No.

2493. But you must be aware that it exists?—I do not think it does. In all cases which came before me when I was Head Master, I always said when a person was giving up a house, and wrote to me respecting it, that there must be no sale of the goodwill. I always said, you are not to state there are so many boys in the house, therefore it will be worth your while to pay so much for taking it.

2494. If the outgoing possessor wished to give up his house, and recommended to you a person whom he thought fit, and you saw no reason why he should not be appointed, would you not allow him to transfer the house to that other person?—Yes.

2495. (*Lord Devon.*) Would you do that even to the exclusion of a master supposing that that other person was not an assistant master, but a person unconnected with the tuition of the school?—That would depend upon whose the house was. If it was a master's house, I should wish it to go to a master.

2496. Have you any opinion upon the comparative advantage of having all the houses in the hands of the existing masters as compared with the present system, by which there are some which are not in the hands of persons engaged in tuition?—No, I have not.

2497. It has not occurred to you whether there was an advantage on the one side or on the other?—No; but I have no doubt that the government of a man over boys, as a rule, is better than that of a woman.

2498. (*Lord Clarendon.*) Then I suppose you would get rid of the dames' houses in the course of time?—Yes.

2499. It is not your intention to appoint fresh tenants to the dames' houses?—I have no intention to do so.

2500. (*Lord Lyttelton.*) It is not that the Provost and Fellows have come to any such determination, that is only your own opinion?—Yes.

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2501. You prefer to have no dames' houses?—Yes.

2502. (*Sir S. Northcote.*) How lately has a new dame been appointed?—I think the first year I came into office.

2503. As Head Master?—Yes.

2504. (*Mr. Vaughan.*) I understand you to say that you have made it known that no consideration in regard to goodwill is to pass between one dame and another?—I cannot say that I have made it known, but when an application has been made to me that such and such a person wished to succeed to the house, I have said that I had no objection on condition that no money was paid for goodwill.

2505. But in a case of that kind, supposing that the profit of keeping one of these houses is considerable, is it possible to prevent some consideration from passing from hand to hand in that way?—I do not know how I could positively prevent it.

2506. It is impossible for you to say that any hint you can give on the subject can prevent it?—Of course I cannot prevent it.

2507. That, then, is an objection to having the dames' houses?—Yes.

2508. Supposing that yourself, as Provost, or the Head Master, were to appoint to a boarding house, would not that of itself at once knock on the head the old system of good-will?—Certainly.

2509. I mean, if you or some authority at Eton, whenever a boarding house became vacant, appointed a master to take it?—Yes; but there still might be some difficulty in the matter.

2510. Would it be possible, or at all probable, that any master having the appointment offered to him, and being able to take it, would consent to pay any consideration?—I am sure no tutor would do anything of the sort.

2511. Not even now?—No.

2512. Is not that objection inherent in the system of dames' houses?—I do not know that it is done at present.

2513. Why, I thought that was a matter which was conceded?—Not at all.

2514. Is it not the natural consequence of there being large profits upon the board, unless you have some system, such as that I have mentioned, whereby the authorities would appoint the person to succeed on a house becoming vacant; that such a practice would be carried on?—I should not suppose it would be a necessary consequence.

2515. Do you not think that persons exercising a very lucrative trade of that description, would always be able to find other persons who would pay them a consideration for handing over that lucrative trade into their keeping?—I do not know that such a system exists in the state in which you appear to think it does.

2516. But still you have so much reason to think it might exist as to induce you, in each particular case, to think it advisable to object to the possibility of its occurring?—Yes.

2517. Would you object to such a thing taking place, or would you have made the suggestion that it was not to take place, unless you had some reason for supposing that as a practice it did exist?—I had heard of it.

2518. In point of fact you would hardly have entered that sort of caveat, unless you had good reason to suppose that it existed?—No.

2519. (*Lord Lyttelton.*) Have you any particular opinion, with regard to the question of boys of all ages having single rooms, or boys sleeping two or three in a room; do you think there is an advantage one way or the other?—For my own part, I would much rather have single rooms.

2520. (*Lord Clarendon.*) Except in the case of brothers?—Of course.

2521. You say that "Boys in the upper part of the "school, who require books of reference, which they "do not themselves possess, do a good deal of their "work in the school library." Is that a general practice?—Yes.

2522. Is it because the school library is a good place to do the work in, or because they want the books of reference?—Both

2523. Are they allowed to take the books out of the library?—Yes; but sometimes there is a particular work going on, which renders it necessary that many boys should be referring to the same book at the same time; in that case the books so required are made what are called Books of Reference, and are not allowed to be taken out of the library. For instance, if an essay is set upon a particular subject, the directors of the library say, that the books which relate to that subject shall not be taken out, but must be referred to in the library itself.

2524. That is for the general convenience of the school?—Yes. Perhaps you will allow me to correct a verbal inaccuracy in my printed answer to question 21. I am made to state that the number of boys which can be accommodated in the different houses, varies from 50 to 66; it should be from 50 to 6, instead of from 50 to 66.

2525. (*Lord Lyttelton.*) You say that in some houses wine is charged as an extra and in others not?—That is so.

2526. Is it ever added without increasing the bill to the parents?—I never charged it myself, but I have known some men of my own standing who did, and others who did not.

2527. (*Mr. Vaughan.*) Do you think that the boys are over pampered with regard to their food, or that they have a greater variety than they ought to have at their time of life?—I have no reason to think so.

2528. Nor that they have a greater quantity?—I never heard any complaints of the matter.

2529. (*Sir S. Northcote.*) Is it a common thing for them to be ordered different beer?—It was, and I dare say it is so still.

2530. Is that because the beer of many of the houses is of an inferior quality?—I do not think that is so.

2531. Do you happen to know what the general rule is about getting beer, or where they generally get it from; they do not get it all from the college brewery, do they?—No.

2532. Do they get it from the town?—Yes, from Windsor generally.

2533. Does not the boarding house keeper get it where he pleases?—Yes.

2534. Then they do not follow any uniform system?—Not generally.

2535. (*Lord Clarendon.*) You say in No. 24: "The rate of charge in a classical master's house is "higher than in that of a mathematical master, but "it includes the payment for tuition as a private "pupil." I think you said, Dr. Goodford, that you did not know what number of oppidans in 1860 was paying 10 guineas a year for tuition?—No.

2536. (*Lord Lyttelton.*) Can the number of boys now paying for private tuition be furnished without trouble?—Yes. Boys in college would not have private tuition, except for mathematics. They would have the tuition in classics without its being paid for.

2537. (*Lord Clarendon.*) In number 25 you say: "I take the higher charge paid for board and lodging "in a tutor's house to be an indirect payment for "any service of any kind rendered to the school, but "for the additional time and care which it enables "the tutor to bestow upon the boy for the advantage "which the latter derives from coming more con-"stantly in contact with his tutor in his room, at "meal times, &c., and from the more domestic and "friendly relation which naturally thus springs up "between them." Do you think, Dr. Goodford, that the tutor is paid by the charge he makes for board and lodging for the time and care which he bestows upon the boy?—Yes; and which he could not so bestow if the boy were not in his house.

2538. Then do you think that he is able to bestow such time and care upon 40 boys and upwards in his house?—But he has not 40 boys in his house.

2539. Yes, many of the tutors have?—No.

2540. (*Sir S. Northcote.*) No man has 40 boys in his house?—Certainly not.

2541. (*Mr. Vaughan.*) Taking it at an average, I think it is about 25 to a house?—That may be the average.

2542. (*Lord Lyttelton.*) But some of them have very few?—Yes; 25 may be the average, but most masters who can, have 30.

2543. (*Lord Clarendon.*) He gets about 750*l.* for superintending them?—Perhaps so.

2544. (*Lord Lyttelton.*) Are the boys better fed in the tutors' houses than in the dames'?—I think that used to be the case.

2545. The difference of the cost in board and lodging in a tutor's house as compared with the dame's house is considerable, nearly 40*l.* a year, I believe?—I take it that it makes about 30*l.* a year difference.

2546. (*Lord Clarendon.*) Your answer to question 26 is simply "No." That question is: "Is the resort "by the boys to pastrycooks' shops, inns, or other "houses of entertainment, a recognized or a customary "method for obtaining either meals or any consider-"able portion of their food?" Whether it is recognized or not, I suppose it is a constant practice?—Oh yes, they go there, but not to make part of their meals there. I do not suppose that any boy would go to a pastrycook's shop for that purpose.

2547. With respect to public-houses or houses of entertainment, are the boys allowed to go there?—No.

2548. They are not allowed to go to inns?—No.

2549. (*Lord Clarendon.*) They are prohibited from going to inns or public-houses, are they not?—Yes.

2550. (*Lord Lyttelton.*) Are not the oppidans in the habit of having dinners at inns?—No, they have been given up.

2551. (*Sir S. Northcote.*) Do they not have the Irish dinner at an inn?—No, that has been given up.

2552. Then are all those dinners, the Irish dinner, the oppidan dinner, and so forth, abolished?—Yes; What you call the oppidan's dinner was given up last year.

2553. (*Lord Lyttelton.*) Have not the boys some sort of clubs at which they meet?—No, so far as I am aware.

2554. Not enough to be well known?—No.

2555. (*Lord Clarendon.*) In No. 29 you say: "Seventeen of the classical, three of the mathematical "masters have boarding houses, and the drawing "master a small one; there are no houses for the "remainder; there are nine houses kept by persons "who take no part in the work of teaching." Do you like that description of boarding house. Do you think they do any good?—

2556. (*Lord Lyttelton.*) They are the dames' houses, are they not?—Yes, and I believe them to be well conducted.

2557. Do you think that it leads to a more regular system of supervision, that the chief of the house is not engaged in tuition, that he can devote himself entirely to looking after his boarders, and is not obliged to be reading in order to keep up his own scholarship?—No.

2558. (*Mr. Vaughan.*) As a matter of fact, are these boarding houses kept by persons who are constantly occupied, or by persons who have time at their disposal, who can devote themselves to the arrangements of the house?—They are generally kept by persons who have plenty of time at their disposal.

2559. (*Lord Lyttelton.*) How many cases are there of gentlemen not engaged in any way in tuition having boarding houses?—I believe there are three.

2560. Mr. Vidal is one, Mr. Evans another; who is the other?—Mr. Samuel Evans; he has half a dozen boys in a house opposite his father's house.

2561. (*Lord Clarendon.*) In No. 30 you say: "The "authorities of the school have power to limit the "bounds within which boarding houses can be kept; "none are kept beyond these bounds." Have those bounds been extended of late years?—No, they have very little extended.

2562. Would there be any difficulty in extending them?—We could not get the land that would be necessary for that purpose.

2563. Almost all your saleable land for such purposes is occupied?—Yes; and if we required to extend the accommodation, we should find it necessary to build on the playing field.

2564. In No. 32 you say that the total number of boys now at the school is 806; is not the number of boys now at school more than 806?—Do you mean at the present moment?

2565. Yes; how many have you now?—About 830, I think.

2566. (*Lord Devon.*) The total is put down in the table on page 32 at 829?—That return takes the number up to the election in the summer.

2567. (*Lord Clarendon.*) Have you stated to us the earliest age at which a boy is admitted into the school? Do you allow a boy to enter at the age of 9 or 10?—Yes; even as early as seven.

2568. (*Mr. Vaughan.*) I believe there are some in the school now who are hardly more than eight years old?—Yes.

2569. (*Sir S. Northcote.*) There is one mentioned, I think, of eight years five months?—Yes; I have known boys come at five years of age.

2570. That, I suppose, was when promotion in the College was by seniority?—Yes.

(*Lord Clarendon.*) We now come to paper No. 3.

2571. (*Mr. Vaughan.*) I wish to ask a question in reference to No. 6 in paper 3. Have you made the returns for the sixth form yourself?—Yes.

2572. Did you make the returns of table C., and also the returns of table B.?—Do you mean as to the age of the boys?

2573. Yes?—Yes, I did.

2574. May I ask you how long did it take you to make those returns, particularly those in table C.?—Do you mean with regard to the work they were doing?

2575. Yes?—I am sure I do not recollect.

2576. Did it take you four hours?—I cannot recollect at all.

2577. Do you know at what time this table was prepared by you?—It was before I went away from Eton for the holidays.

2578. You mean for the Christmas holidays?—Yes, when I had all my books about me.

2579. I ask the question because eight months have now passed since this Commission asked for these papers, and they have only just been sent in for some parts of the school, and some of them are even yet incomplete?—I certainly sent in mine.

2580. Nevertheless, as I have stated in reference to the great bulk of the school, we have not received them till this examination commenced; we are therefore anxious to know what obstacles of any kind may have existed to the preparation of the returns?—I cannot think that there have been any obstacles at all.

2581. They are not likely to assist much the prosecution of the examination; I therefore wish to know, as a matter of fact, how long it really would take to draw up one of these tables?—With regard to the age of entrance of the boys I made them up in the school out of school hours, when school hours were over. It took me perhaps half an hour to prepare them. I made a rough draft, which I subsequently wrote out fairly out of school.

(*The Secretary.*) I have just received a letter from one assistant master (the only one) who has not, up to this moment, sent in any return at all to table B. His only explanation is, that at different times in the year he had different divisions under his charge, but that is no reason why he should not have made the return asked for, which refers to the boys who were in his division at the time when the blank tables were sent. He now says that he has lost all his data, but if we insist upon having this table, he will take what means he can to make one.

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(*The Provost.*) There certainly was no difficulty in drawing up the paper. It was the simplest thing in the world.

2582. (*Mr. Vaughan.*) With regard to the other tables C. they have been sent in so extremely late, that in reference to your examination, and that of other members of the college, the delay must, I think, tend to exclude inquiry on some points ?—

(*The Provost to the Secretary.*) You wrote to me some time in February about the tables not having been sent in, and a copy of what you required was sent to each of the masters.

2583. (*Lord Clarendon.*) The first letter, I think was sent in October ?—(*The Provost.*) The first letter from Mr. Bernard, informing me that the returns had not been sent in, was in February. I had no idea that they had not been sent.

(*Mr. Vaughan.*) So far as your table itself is concerned, it is the fullest and most instructive of all.

(*The Secretary.*) Your own tables, Dr. Goodford, came in very good time.

2584. (*Lord Clarendon.*) I think it is quite right that what has now occurred upon this matter should be recorded upon the evidence. We will now, if you please, proceed with the examination. You state in No. 9 that all boys rise by proficiency as far as the lower part of the upper division of the fifth form ; you then go on to say,—"In assigning marks the object "kept in view is to give to classics and mathematics "the same relative value which they bear to each other "in the regular school work, *e. g.*, supposing the clas- "sical school time to be 15 in a week, and the mathe- "matical three, the marks for classical work would be "as near as possible 1500, and those for the mathe- "matical 300. No boy is compelled to pass in modern "languages, as they do not form any part of the obliga- "tory school teaching, but each boy under examination "in the fifth form is at liberty to offer himself to be "examined in modern languages, and to receive his "full marks for each language one-third of those "given for mathematics." By that I take it that the value you attach to modern languages as compared with classics is as one to 15. Is not that about the measure of value you attach to the study of modern languages ?—I did not think it right to give a higher number of marks for what I did not require a boy to learn.

2585. Then it comes precisely to what I said, that the value attached at Eton to modern languages, compared with classics, is as one to 15. There has not been any attempt, I believe, at Eton to teach the physical sciences, has there ?—No ; except by lecturers.

2586. Are there any lectures delivered ?—Yes.

2587. (*Mr. Vaughan.*) How many promotions are there from one form to another during the year at Eton ?—Do you mean of any one boy ?

2588. No, of any of the boys ?—They take place three times a year.

2589. How many times in the year do they take place on examination ?—That is upon examination. There are examinations each time, though they do not embrace every boy who moves.

2590. The examinations do not affect every boy who moves ?—No. For instance, what we call the remove is divided into the upper and lower remove ; a boy passes into the lower remove by examination, but into the upper remove without examination.

2591. When the promotion of any boy takes place after examination, should I understand that the boy is not promoted in consequence of his examination at all ?—Oh yes, he is.

2592. But is his promotion into the remove above dependent upon the mode in which he passes his examination ?—Yes ; he may fail, and be kept down.

2593. Unless he failed signally in his examination, would he not be naturally removed into the upper form ?—Yes ; unless he failed in his examination.

2594. Is not a failure quite an exception ?—No doubt the majority of the boys pass.

2595. And they get their remove, as a matter of course, unless they do very ill ?—Yes.

2596. In what way does the particular merit of the boys affect them in their remove ?—They take places.

2597. You mean that the examination affects the place in the next form which a boy may assume when he gets into it ?—Yes.

2598. How often does that occur to each form in a year ; I mean that change of places in consequence of an examination ?—A boy will be examined in the upper remove, fourth form, for a remove at Christmas. If he passes, he would go into the lower remove of the fifth form, but the succeeding remove in June he would pass without examination, and then at Christmas he would have to be examined again.

2599. On the whole, that boy would gain a remove once a year without examination ?—Yes.

2600. (*Sir S. Northcote.*) But, in addition to that, are there not collections every half in which the whole of the division is examined, and in which the boys take places ?—Yes ; that is specified here.

2601. (*Mr. Vaughan.*) The boys take places in their forms also ?—Yes ; but that is a mere honorary distinction, which does not appear on the list. If a boy obtains a first, second, or third class, marks are allowed to him for it for his next examination ; for a first class he would obtain 100 marks, and so on in proportion.

2602. (*Sir S. Northcote.*) There is a certain proportion of boys who fail ?—Yes.

2603. When a boy fails, does he not remain at the top of the remove below him, so that, although he has failed upon the examination, he appears to be in the school as if he were at the head of his form ?—Yes.

2604. Is not that somewhat objectionable ?—Perhaps it may be.

2605. Should not a line be drawn to show who has been kept down ?—I used to draw a line, but people remonstrated with me as to the degradation and pain which it occasioned, and in consequence I gave it up.

2606. (*Mr. Vaughan.*) Could you at all tell me, supposing that a boy were to go completely through the school from one form to another, how many of those promotions or removes from one form to another he would get accompanied by examinations, and how many he would obtain as a matter of course, would it be one out of every three promotions ?—No ; half his promotions.

2607. Half his promotions would be by examinations ?—Yes.

2608. But those promotions, unless he had really done very ill, would only have the effect of determining his place in the next form ?—His place relatively to other boys.

2609. His promotion would not be affected unless he had done very ill ?—No.

2610. (*Mr. Thompson.*) Would it be possible for a boy who had distinguished himself very highly to get two removes at once ?—Yes ; that is often done ; a boy gets a double remove at once.

2611. (*Mr. Vaughan.*) Is it the effect of that that he leaps over the form where all his companions would remain ?—Yes.

2612. Whereabout in the next remove above that does he obtain his place ?—He obtains it as high as he can.

2613. Does it depend upon the number of marks he gets ?—He is examined with the boys in that remove. Supposing that an examination is going on for an upper remove, a boy may be recommended from a lower remove for a double remove ; that boy then goes in to try his chance with the form above him, and he gets as good a place as he can. It is necessary, before he can obtain a double remove, that he should beat two-thirds of those in the remove above him.

2614. That he should beat two-thirds of it ?—Yes; and he very seldom fails.

2615. (*Mr. Thompson.*) Does that apply to the sixth form also ?—No.

2616. How is that obtained?—Simply by rotation.

2617. By rotation from the upper fifth?—Yes.

2618. Merely by seniority?—Yes.

2619. Is that fair?—After a boy has once got into the lower part of the upper division, there is no examination for seats.

2620. (*Sir S. Northcote.*) The oppidan examination has ceased?—Yes.

2621. How is that in the college?—There is an examination every year.

2622. (*Mr. Thompson.*) I think there is some classification of the boys according to the merit they show in competing for a Newcastle scholarship?—Yes.

2623. Do not the boys in the fifth form in that competition frequently beat boys in the sixth form?—Yes.

2624. That is the case?—Yes.

2625. Then a boy may go to King's without getting into the sixth form at all?—No.

2626. When a boy is going by his examination from the middle into the upper division, is it necessary that he should get 100 marks more than the boy above him in order to take a place. What I mean is this, that if one boy gets 500 marks, and the boy below him only 560, the one who gets 560 would not pass the one who gets 500?—No.

2627. He must get 600 to enable him to pass?—Yes.

2628. (*Lord Lyttelton.*) How far does the double remove system extend?—The last double remove would be from the lower part of the middle division into the upper division.

2629. (*Mr. Thompson.*) Is it possible for the first colleger of the year in point of merit to fail at King's?—That is hardly possible now, but it was possible once.

2630. Is it possible to have another preferred above him?—He may lose his place.

2631. Must the first boy by merit go to King's?—Yes; at present the Provost of King's says, I have three scholarships for which Eton boys may contend.

2632. What is the age?—Eighteen years.

2633. Is there any regulation as to their position in the school?—Boys at 17 and 18 years of age stand.

2634. And they must be in the sixth form?—Not necessarily, there may not be enough places.

2635. Does the number in the sixth form ever vary?—Very little.

2636. It consists of 20 only?—Yes.

2637. Ten collegers and 10 oppidans?—Yes.

2638. (*Lord Lyttelton.*) They are superannuated on their 19th birthday?—Yes.

2639. There will be a more regular number of vacancies hereafter?—They hope to give us four every year in future.

2640. (*Lord Clarendon.*) You say in answer to 9, No. 10:—"The number of classical masters is at "present 17 for the upper school (during the latter "part of summer school time, when there have been "rather more boys in the upper school, temporary "assistance has been employed during the last two "years), in the lower school five." That arrangement with regard to temporary assistance is new, is it not?—We have only had it within the last few years.

2641. What sort of temporary assistance do you refer to, classical, I suppose?—Yes. The last gentleman I employed is the gentleman who has lately succeeded to the office of assistant master. The fact is, that in the month of June a change takes place in the school, by which upon some occasions some 20 or 25 boys come from the lower school into the upper, and to prevent any disturbance of our arrangements, it is necessary to get extra assistance until the election takes place. A good many boys go away at the election, and the number falls back to what it has been ordinarily.

2642. Then in point of fact you require an extra master for a short period?—Yes.

2643. Was he an Eton man?—Yes.

2644. (*Lord Lyttelton.*) You go on to say:—"History and geography are taught in the school to boys "below the fifth form;" do you mean modern or ancient history and geography?—I mean both combined; they are taught by the use of comparative maps.

2645. But only to boys below the fifth form?—Only to boys below the fifth form.

2646. Do you find when they get higher up in the school that they forget what they have been taught?—I think they do forget it. I do not think that department is as efficient as it ought to be. I should very much like to be able to put on an extra school time for it.

2647. The proportion of classical masters to the number of boys in the lower school is nearly double to what it is in the upper?—It is larger.

2648. It is five in the lower school?—Yes.

2649. One for 20?—Yes; but the reason is they are all doing different lessons.

2650. Do not little boys require greater attention?—Yes, the same thing tells in both ways.

2651 (*Mr. Vaughan.*) With whom does it rest to determine what portion of history shall be set for the boys to learn?—It rests with the master of the division.

2652. The Head Master is not cognizant of that, is he?—No; but a report is sent to him in which what has been set is stated.

2653. Is no scheme framed by the Head Master as to what portion of history the boys shall be learning in all the several forms?—No.

2654. Do you know the amount that is set in eace half-year in that way?—I could not tell.

2655. (*Lord Lyttelton.*) With whom is the choice of subjects?—The choice of subjects rests with the master of the division.

2656. (*Mr. Thompson.*) Are there any special books of history?—No.

2657. (*Mr. Vaughan.*) Do you as a matter of fact know what books are used, or does that depend upon the master of the form?—It depends upon the master of the form.

2658. (*Sir S. Northcote.*) It is a common instance I think, to give a portion of Hume, say from the Restoration to the Revolution; that would be a fair average description of the work?—Yes.

2659. (*Mr. Thompson.*) Are essays given on historical subjects?—In the two first divisions, but not below.

2660. (*Lord Devon.*) I see Hallam, and also other authors are used?—That is in the first and second division.

2661. You mean the upper fifth?—Yes, part of it.

2662. (*Lord Clarendon.*) You say, in answer to question 11, "Each boy pays for learning French a "fee of 10 guineas per annum, for German, 12 "guineas, for mathematics, four guineas. I do not "imagine the progress in those studies can be so "great as that in Greek and Latin, because so much "less time is given to them, but I have no reason to "suppose that the progress is not proportionate to "the time employed;" that is to say, we will take the 100 boys who learn French, and we find that they know fifteen times more Greek and Latin than they know French, I presume you judge according to the marks that are given?—Yes; a diligent boy in classics would make more progress than a diligent boy in modern languages.

2663. (*Mr. Vaughan.*) Are there no particular hours during which a boy is supposed at school to be learning French?—He is engaged in French three times a week; he takes three lessons a week.

2664. (*Lord Clarendon.*) There is a remark to which I should like to call your attention, which has been made by Sir John Coleridge. He says, "In "my days honours were sparingly bestowed. The "Bishop of Lichfield, whom we justly reckoned as "first of his day, was, I think, sent up but four times "during the whole of his stay in the fifth form, "which could have been scarcely less than four or

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"five years. Now the Eton lists show boys with more "than 20 marks to their names. I think, too, the "number of prizes is excessive, and tends to distract "boys from the regular work of the school." I believe that that system of prizes and honorary distinctions has been increased of late years?—The case mentioned by Sir John Coleridge was an exception. It would be all well and good if you could show that a boy who had that number of distinctions did not keep up the promise he had given in his subsequent career in the university. That I admit would be a fair subject of criticism, but it so happens that this boy became very distinguished indeed at the university.

2665. What I want to know from you is whether the system of prizes and honorary distinctions has been increased of late years; do you think that that has been the case?—That would depend upon what you would please to call late years. It has not been increased within my mastership, certainly.

2666. It has not been increased in your mastership?—No.

2667. Boys are not more easily "sent up for good" than they used to be?—No.

2668. (*Lord Lyttelton.*) They are "sent up" much oftener?—Not within my mastership.

2669. But during the last 20 years?—I think not.

2670. (*Mr. Vaughan.*) There is besides the examinations by the Head Master an examination in divisions?—Yes.

2671. Is that every half-year?—No, three times a year, but at the end of each school time.

2672. Do you agree from the experience you have had in the matter in the opinion which has been expressed by a gentleman who has given evidence that the boys do not take an interest in these examinations?—I should have thought they did; they do in my own division.

2673. The statement is that examinations seldom occur in which they take an interest?—They take more interest in the examinations in which they have prizes to get than in the others. If a boy gets first-class, he gets so many marks towards his next examination, but he does not get the place for it.

2674. Do you not think that it is desirable that these examinations for promotions and places should occur more frequently?—I think once a year is quite often enough.

2675. But how is that so if it is true that they would have the effect of making the boys take more interest in them?—If they came oftener I think that little interest would be felt in them.

2676. Do you think that the interest is partly on account of the rarity of their occurrence?—Yes.

2677. Do you think it would be possible to demand of the Head Master's time that he should examine them oftener?—It is quite impossible that he could do so.

2678. And both these circumstances together would lead you to the conclusion that more frequent examinations for places and promotion are not advisable?—I should not desire to see them take place more frequently.

2679. (*Lord Devon.*) You say in answer to question 13, that the Tomline prize of 30*l.* in books for mathematics is open to the whole school. Can you tell us what number of candidates generally compete for that prize?—About 30, I think.

2680. (*Sir S. Northcote.*) I think there is a second prize for mathematics which they call the lower-boy Tomline?—Yes.

2681. Are all the essays mentioned here always competed for, for instance, the essay founded by Mr. Richards, is that regularly competed for?—Yes.

2682. Is there any limitation as to subject?—There is no limitation at all.

2683. Is it appointed by the Head Master?—Yes.

2684. Is the prize for the best piece of prose, and one for the best copy of verses done during the school time in the first division awarded?—Yes.

2685. When was that founded?—My predecessor established it.

2686. Then with regard to the money gift to the superannuated King's scholars which was left by Mr. Richards, is that always given?—It is not invariably given; sometimes there is no boy who requires it.

2687. (*Lord Clarendon.*) Are these prizes which are always given without examination?—Yes.

2688. Is it given for merit and good conduct, or good scholarship?—It is given for both. I have just given one to a boy who was captain of his year, and who is going to a post mastership at Merton.

2689. That sum, I think, is rather small?—No; it is worth 150*l.* a year.

2690. What, this gift of Mr. Richards worth 150*l.* a year?—Oh, no, I meant the post mastership at Merton, which, as I have said, was given to the captain of his year. Unfortunately he had very ill health, and he was unable from that circumstance to stand the election trial. If he had gone in for a competitive examination it would have killed him. He went, therefore, to be examined with other candidates for a post mastership, which he was to have provided he passed the examination. There was, however, no real competition; he was not competing with others.

2691. How much is Mr. Richards' gift?—50*l.*; it may either be given in one sum or divided into two.

2692. Is it generally given to one person?—Last year no one was superannuated, and in consequence it stood over. I think if you will look back to the Bursars' account you will find the sum 150*l.* in hand.

2693. (*Lord Devon.*) Has Eton any connexion specially with Merton in any way?—One of the Provosts of Eton was Warden of Merton.

2694. (*Lord Clarendon.*) The foundation has no connexion with it?—No, except this post mastership. There is a post mastership in the gift of the Provost at King's, and one in the gift of the Provost at Eton.

2695. What are the subjects of the two holiday task prizes?—They are for verses.

2696. Latin verses?—Latin or Greek, as the Head Master chooses to set.

2697. Are they done in vacation?—Yes.

2698. Which vacation?—Christmas and Easter.

2699. Do the oppidans ever gain these prizes?—They are not eligible to compete for them.

2700. They cannot compete for these composition prizes?—They cannot compete for the holiday task prizes; they were left for collegers only.

2701. With regard to the other prizes, do the oppidans often succeed in obtaining them?—Certainly not so often as the collegers.

2702. But do they sometimes succeed in gaining them?—Sometimes they do.

2703. (*Mr. Vaughan.*) There appears to be only one scholarship open to the whole school; is not that rather a small number of scholarships to have open for the whole school?—Do you allude to the Newcastle scholarship?

2704. Yes?—That is the only one open.

2705. Do you not think that that is a small number for so large a school as Eton?—Yes.

2706. No other has ever been founded?—No; the rest have been left for the boys on the foundation.

2707. There are scholarships mentioned here as several scholarships open to King's College scholars given for merit and without examination, how is merit ascertained in these cases?—When I was Head Master the Provost used to apply to me to recommend.

2708. Are they given to youths while still at Eton?—No, upon leaving Eton for King's.

2709. What is the value of them, and what is the number?—You will see if you turn to page 23.

2710. What denomination do they pass under; in page 23 I see Mr. Reynolds' name mentioned?—They are his.

2711. There is a scholarship of Mr. Bryant's also?—Yes.

2712. What is the value of Mr. Reynolds' ?—£48 each.

2713. And what is the value of Mr. Bryant's?—£36 17*s.*

2714. And does the same answer apply to Dr. Berriman's ?—Yes, that is a scholarship also.

2715. And it is given in the same way ?—Yes.

2716. In point of fact are all these given in the same way ?—Yes.

2717. They are given without examination ?—Yes.

2718. By the persons mentioned here ?—Yes.

2719. According to the Head Master's idea of merit ?—Yes.

2720. They are given to boys upon leaving Eton ?—Yes.

2721. Is that a more satisfactory mode of adjudication than any other you can think of ?—We give it to a boy who has passed his examinations well, and who stands high in the school.

2722. I merely wish to ask your opinion ; I presume that after you have seen a boy go through the school, you would know very well what he was capable of ?—Yes.

2723. Is it left to the Head Master's discretion, as he would be the only person well acquainted with the capabilities of the boy. The Provost of King's, the Fellows of Eton, or the Vice-Provost of Eton would be scarcely able to form any opinion of the merits of the boy with reference to a question of this sort ?—The Vice-Provost would know, after having examined him for King's.

2724. He and the Head Master would be the only persons who would know. Is it the fact, then, that the Head Master and the Vice-Provost pronounce an opinion upon the merit of the boys ?—Yes, and the Provost.

2725. Who determines the Provost's opinion ?—He determines it for himself. The late Provost used to ask me when I was Head Master.

2726. Is it the judgment of the Head Master practically, then, upon which these prizes are assigned ?—I think not. Some are in the gift of the Provost absolutely ; one or two of them are in the gift of the Head Master, and some of them are in the gift of the Provost, the Head Master, and the Vice-Provost.

2727. (*Lord Devon.*) Would you have any difficulty in supplying us with this information in a tabular form, if we give you the columns under each head of which the information should be given. I mean, can you supply us with a list of all the exhibitions, scholarships, and prizes which belong to Eton, specifying the value of each, whether they are given with or without examination, and who is the party to decide as to the fitness of the competitors. This statement upon page 23 does not give us that ?—(*Mr. Vaughan.*) And you might add the number of years for which they are tenable ?—All that information is published in a little book called the Eton Calendar.

2728. (*Lord Devon.*) We should be glad if you would supply us with it yourself ?—You shall have it if you wish.*

2729. (*Mr. Vaughan.*) Do you know how many of these prizes are given away annually ?—I cannot tell.

2730. Can you say about how many ?—Perhaps four or five.

2731. Not four or five annually ?—No ; two or three, to the best of my recollection. I do not think any were given away last year at all. I do not think there were any to give.

2732. (*Lord Lyttelton.*) Are all the scholarship prizes given upon examinations, except those which are enumerated in this list ?—I think so.

2733. Are some of them limited more or less, but still given upon limitation ?—Yes, all of them are limited more or less.

2734. (*Mr. Vaughan.*) Some of them are given to the scholar at King's College, Cambridge ?—Yes, and some to the superannuated scholars.

2735. What is a superannuated scholar ?—One who has remained at Eton until he was 19, but for whom a vacancy has occurred at King's.

2736. Then they have to meet that disappointment ?—Yes.

2737. (*Lord Clarendon.*) You say, in answer to question No. 14, that it is compulsory on every boy to have a tutor. What is the average number of pupils a private tutor has. About how many boys has the same tutor ?—As his pupils ?

2738. Yes ?—

2739. (*Sir S. Northcote.*) I think 37 is the average ?—No, 40 is the average.

2740. You say, in answer to question 16, that the present average number of pupils is 37 ?—Yes, but the number has been limited for some years to 40.

2741. (*Lord Clarendon.*) In answer to No. 14 you give a detailed account of what the duties of a tutor are towards his pupils ; do you think there are any difficulties in the way of a tutor standing *in loco parentis* to 40 boys, besides attending to his other duties ?—I do not think so.

2742. (*Lord Lyttelton.*) With regard to the number of private pupils a tutor may have, I see the first assistant has 35 boys in his own house : so that the restriction means that he shall not have more than five boys in any dame's house ?—He is not limited to 40.

2743. I thought he could only have 35 in his own house and five in a dame's house ?—I rather think, in the particular case you mention, that three of the boys are the tutor's own children.

2744. Is the new regulation binding upon all to whom it applies ?—Yes.

2745. I understood you to say that, in case of any tutor attempting to raise his charges, the Provost would interfere ?—If made aware of it, he would interfere, most certainly.

2746. But you added that you would not interfere in case of his lowering his charges ?—No.

2747. Do not you think that there would be an advantage in having a general rule by which all the charges should be uniform, or nearly uniform ?—No doubt there would be great advantage in that.

2748. Would it not be objectionable to find one master attempting to undersell another ?—I do not think it at all likely that such a thing would ever occur.

2749. Do you think it is impossible ?—Quite impossible, I should say.

2750. But if a master was to attempt to do it much cheaper, you say you would not interfere to prevent him ?—Upon reconsidering the matter, I do not say that I would not ; but the case never occurred to me as likely to arise.

2751. With regard to the private tutor system, it is divided, you say, into two branches, the moral control of the boys and acquaintance with them, and the direction of their studies ; has it ever occurred to you that the interference of the tutor with the boy in his school work was carried further than was desirable at Eton. I mean the attention the tutor gives to his pupil, in respect to the work he has to do in school ; is not that too great ?—It never struck me as being so.

2752. Do you think it necessary that they should regularly construe all the lessons, and look over the exercises before the boys go into school ?—I do not think, with regard to the upper boys, that the construing of all their lessons is necessary. I think they should come to the tutor and have difficulties pointed out to them, and be questioned upon them, in order that those difficulties might be solved for them. I would not require them to go through the whole lesson.

2753. But they do it ?—Not all.

2754. They all go to the construing, do not they ?—Not the higher boys.

2755. (*Sir S. Northcote.*) They vary in practice very much ; some do, and some do not. Is not that so ?—Yes, we vary very much.

* A list was furnished by the Provost, and is appended to his Answers to the Printed Questions.

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2756. (*Lord Lyttelton.*) Do you not think there should be some more time employed by the tutor in directing the studies of the boy for the Newcastle scholarship; would it not be as well in those cases to have less of his time appropriated to the preparation of his school work?—I think that the tutors do direct their attention to the boys for the Newcastle scholarship at present.

2757. Do you think that the force of the boy's mind in preparing the work for himself is at all abated by the amount of assistance he gets before going into school?—I do not think so.

2758. (*Mr. Thompson.*) Besides these 40 pupils, a master has an unlimited number of private pupils, has he not?—Oh, no; they are part and parcel of the same.

2759. (*Mr. Vaughan.*) Do you think that, as the master has to perform both duties, there is no temptation for him to slur over the class work and devote himself to the tutor work?—No, because his reputation depends upon the one as well as upon the other.

2760. Would not the fact that he is receiving comparatively low payment from class work, tend to divert his attention?—I think not.

2761. Has it not been an alteration made of late years, that boys in the upper part of the school should not prepare their lessons with the tutor?—Yes.

2762. That has been a change made within some few years past?—Yes.

2763. What is the reason that the change was made?—I suppose they did not find it necessary to have them.

2764. I think we heard that there had not been quite a consistent system kept up by all the tutors in that respect?—No; some have them, and some do not.

2765. Do you think that, in the case of those who have dropped the practice, the omission has at all operated to deteriorate the scholarship of the upper part of the school?—No, I think not.

2766. Should you concur with an opinion which has been expressed that in the two first divisions the experiment of omitting it has been tried, and has not succeeded?—I think it better that the boys should go to their tutors.

2767. You think that the old system was best?—Yes; I think that difficulties might be pointed out in it.

2768. Is it or is it not the case that in some of the forms the tutors construe the lessons off to the boys?—I never heard of it.

2769. Do some of the boys go through their lessons with their tutors twice?—I cannot say; I cannot undertake to say what goes on in another person's room.

2770. While the lesson is being construed by the boys themselves, does the tutor put up any boy at hap-hazard, or does he find it better to select some of the more efficient boys to construe?—I should say he did.

2771. Would it not delay the whole class to have a less advanced boy blundering through it?—Of course it would.

2772. Would not that tend to induce the tutors to call up the most proficient?—No; I think he would take every boy in turn; he would do so if he wished to ascertain if they had learnt it.

2773. Is it the object of the practice so much to ascertain if the boys have learnt the lesson as to send the boys in a proper condition to the form?—I take it that the tutor would have both objects.

2774. With some tutors, might not the one object be borne in mind, and with others the other?—I should think they would keep both in mind.

2775. You think that both would operate equally?—Yes.

2776. And that one would not trench on the other?—I should think not.

2777. (*Sir S. Northcote.*) Would not the tutor set the boy a punishment if he could not do his lesson properly?—Yes.

2778. Is not that constantly done?—Yes.

2779. (*Lord Clarendon.*) In answer to No. 16 you say the numbers have been limited for some few years to 40 boys; is that rule, which I believe was made by you, generally recognized and abided by?—Yes, it has been abided by by all upon whom it has been imposed.

2780. You mean by all who had not 40 boys at the time it was imposed?—I mean by all who have come since it was imposed.

2781. How many do you consider are under it, and how many not?—

2782. (*Lord Lyttelton.*) How many of the 23 masters?—I forget exactly at this moment.

2783. Is it about one-half?—Perhaps it is about one half.

2784. (*Lord Clarendon.*) So that with regard to a master who had had 40 boys in his house, your rule would not apply to him, and he might have 50 or 60 if he could get them?—No man in the upper school has 60, 50, or 40 boys in his house.

2785. Does it apply to those who were assistant masters at the time you made the rule?—No.

2786. (*Lord Lyttelton.*) Whom did you mean it to apply to?—To those who came after the rule was made.

2787. (*Lord Clarendon.*) Is it anybody's business to see that that rule is not infringed?—If the Head Master finds it infringed, I suppose he would interfere. I should certainly interfere if I found it infringed.

2788. You say if you found it infringed; but do you not require a report from the assistant masters as to the number in their houses?—No.

2789. Did you not know by a report how many each master had?—No.

2790. You say in answer to question 18 that boys preparing for the military profession are exempted from two repetition lessons in a week?—Yes, provided they are going directly from school for examination.

2791. Without any intermediate course?—Yes.

2792. (*Lord Lyttelton.*) Can you say whether any advantage is taken of this arrangement?—It is not necessary, except in the case of a very dull boy.

2793. (*Lord Clarendon.*) In general, do you think that a boy could go direct from Eton, and pass a military examination?—Yes, a boy of ordinary abilities, certainly. The boys who go for commissions get them constantly.

2794. Without any previous intermediate instruction?—Yes.

2795. (*Mr. Thompson.*) Is any instruction in mathematics required?—Very little. The boy who was the last captain of our drill was merely a diligent boy in school work, but he went up, and got his commission directly.

2796. (*A Commissioner.*) A gentleman wrote to me a short time ago to say that an open cadetship given by Mr. Romaine was given to an Eton boy, and when he presented himself, prior to being received, he was plucked, being found ignorant of the smallest amount of geography; have you heard of that case?—I recollect it very well.

2797. I suppose that is about the same sort of examination a boy would have to undergo for a commission?—It was a much younger boy, and a boy who did not know till about a fortnight before that he was going up at all.

2798. You say in answer to question 19: "I consider the instruction given in the ordinary course of school work, and by the tutor, quite sufficient to prepare a boy of abilities for a successful career at the universities, and, with the addition of one modern language, for the military service. I am not sufficiently acquainted with the nature of the examination for the civil or East India services to enable me to give a decided opinion upon this point, but we do not profess to prepare boys for those examinations, nor should I consider that an improvement of the ordinary teaching which materially altered it with this view"?—Yes.

2799. (*Lord Lyttelton.*) That includes the East India competitive examination; have you known any boys go up from Eton, and succeed without anything intermediate in those competitive examinations?—I do not recollect.

2800. Do you conceive that the general instruction of a public school would hardly qualify them without some special teaching afterwards?—I think not.

2801. In these lists of examinations for the Army and for India in which the places where the candidates have been educated are mentioned we seldom see the names of Eton boys appear?—No, I think not.

2802. In answer to question 21 you say: "The "school has a very good library, to which the sixth "and upper middle divisions of the fifth form have "access, on payment of 4*s.* per school time;" do you state the total amount of payment received for it? They pay 4*s.* each school time; that would be 12*s.* a year?—Yes.

2803. The sixth form and upper and middle divisions pay?—Yes.

2804. Would not that be as many as 200 boys?—Yes, I should think it would.

2805. Then it would be rather more than 100*l.* a year?—Yes.

2806. How is that applied?—It is applied in the purchase of books, and for the payment of a librarian; some of the masters also subscribe. I subscribe myself.

2807. Is the whole expended that you get?—Yes.

2808. (*Mr. Thompson.*) What is the number of books?—I do not know.

2809. (*Lord Lyttelton.*) Do they often apply for books below the forms here mentioned?—I do not know.

2810. In answer to question 22, you speak about music and drawing, the drawing master has built a room and arranged a school of art, has he not?—Yes.

2811. (*A Commissioner.*) Has he been long at Eton?—Yes, he has been there for some time.

2812. Who is he?—Mr. Evans;—his father was there before him.

2813. (*Sir S. Northcote.*) Was it not the case that Mr. Stephen Hawtrey's school was built partly with the view of the study of music being carried on there?—I am not aware.

2814. Are you aware that Mr. Hawtrey has ever made any representation in order to get music regularly introduced and taught there?—I am not aware.

2815. (*Mr. Vaughan.*) It is said in your answer that many boys prosecute the study of music, you say there is no provision made for the systematic instruction in music, though many boys prosecute the study of it, do they prosecute the study with effect?—Yes.

2816. How do they prosecute the study?—They learn from any master they choose.

2817. You mean any master at Windsor?—I believe they go principally to Dr. Elvey the organist of St. George's.

2818. Is it vocal music alone that they learn?—I think it is instrumental.

2819. Does he teach it to them fundamentally?—I do not know.

2820. Does he teach the principles of music as well as an acquaintance with the instrument?—I do not know.

2821. There is an opinion expressed here in another part of the evidence upon which I should like to ask you a question in order to ascertain if you concur in it. It is contained in the evidence of Mr. Johnson. He says, "I think that a great deal might be done for "music if the college supplied a professor and build- "ing set apart for instrumental as well as vocal "practice, and in so far as music is connected with "religious services, this would, I believe, be a legiti- "mate fulfilment of the founder's wishes." Do you concur in that opinion, that it would be a legitimate fulfilment of the founder's intention, and that a good deal might be done for vocal and instrumental music if a professor were supplied and a proper building set apart for it?—I do not see any objection to it.

2822. Do you consider that the class of boys which compose the Eton boys, would require that as a proper addition to their education?—I should not consider it a necessary addition to their education.

2823. Should you deem it a proper addition to their education considering the high class of boys they are?—I can really see no objection to it.

2824. Do you think that any greater facilities could be additionally given for it than now exist?—I cannot say; I do not see my way clearly for giving more facilities at present.

2825. You tell us that there are only 14 boys learning drawing at the present time?—That is the drawing master's account to me.

2826. Does not that occur to you as an extremely small proportion out of 800 boys?—The average number of pupils is 35.

2827. Is that not a small number out of 800 boys?—I do not know that it is.

2828. I think that comparatively small schools have had a much larger number than that. At Harrow there are 70 where there are only 450 boys, do you know anything that can account for the disproportion considering the class of boys by whom an elegant accomplishment of that sort would be likely to be valued?—I cannot account for it. I think the master is both able and successful as a teacher.

2829. (*Lord Clarendon.*) Question 23 is "State "what means are adopted to promote the religious "and moral training of the boys, and to enforce good "order and good conduct by the presence and personal "influence of the masters or tutors, by the help of "monitors or prefects, or the co-operation in any "other way of the boys themselves by rewards and "punishments or otherwise." You state in answer to that question, "Constant intercourse between the "tutor and pupil, which I have mentioned above, the "daily morning and evening prayer in all the tutors' "and many of the dames' houses," are among the means adopted at Eton to promote those ends. You say "in many of the dames' houses," do you not have morning and evening prayer in all of them?—No, not in all of them.

2830. Do you think that that secures a sufficiently religious training?—I should prefer their having prayers in every house.

2831. What procures exemption for any of the dames' houses?—It rests with the person who holds the house.

2832. And if she does not like prayers you do not have them?—No, I suppose not.

2833. (*Lord Lyttelton.*) Do you mean that if she does not choose to have morning and evening prayer, she may omit them?—There is no provision to compel their being read, unless the person who keeps the house chooses to read them.

2834. Does not the tutor come in and read them?—No, only on the Sunday.

2835. (*Lord Clarendon.*) If the assistant masters were required to lend any assistance, or to superintend the dames' houses, or to devote any attention to them the Head Master thought necessary, would it not be a legitimate employment of their time to take care that prayers were read in a dame's house?—Yes, I think so.

2836. Particularly if it happened to be under the superintendence of the dame?—Yes.

2837. Prayers are read in the other houses?—Yes.

2838. Do you think that this is what you could call religious training in the proper sense of the word, merely having prayers. Is any pains taken by the assistant masters to impress religious truths upon the boys?—I have no doubt that they do make that part of their duty.

2839. On what occasions?—When they are with them every Sunday. I do not believe a boy is taken every day and instructed in matters of religion.

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2840. Do the tutors endeavour to impress the boys with a sense of moral responsibility ?—I think they do.

2841. Is there a great difference where the boys are in a man's house and where they are in a dame's house ?—Yes; the masters see much more of them in their own rooms.

2842. (*Mr. Vaughan.*) Has there been a great moral improvement in the tone of the boys at Eton during the last 20 years ?—I think there has been a very decided improvement.

2843. Has there been, concurrently with that improvement, a greater degree of intimacy between the tutor and the pupil ?—Yes.

2844. Do you concur with another gentleman, whose evidence is contained in this book, who has attributed that to the improvement of a confidential intercourse between the tutor and pupil ?—Yes, I think it was a most valuable thing.

2845. Do you think that the discipline of the school and the boys is in quite a satisfactory state at the present time ?—Yes, as far as I know.

2846. Do you think that that arises from the influence of the tutors upon the boys generally ?—I have no doubt that that has a great deal to do with it.

2847. You think that the influence upon individual boys by individual tutors has produced that state of things ?—Yes.

2848. (*Lord Clarendon.*) The sixth form have authority to set punishments, but not to administer personal chastisement, is that not so ?—Yes.

2849. What punishments are they authorized to impose, and for what sort of offences ?—They give lessons to be written out.

2850. (*Lord Lyttelton.*) Do they ever use the power ?—Yes, in college, certainly.

2851. (*Lord Clarendon.*) What sort of offences are cognizable by the sixth form ?—In the college it would be coming late into Hall, or any infraction of discipline, or anything of that sort: being late at prayers, for instance.

2852. Not for anything connected with the school work ?—No.

2853. Nor for school discipline further than being late at appointed hours ?—No.

2854. Do they take cognizance of anything now that occurs out of school ?—I think not.

2855. Going beyond bounds, for instance ?—No, I think not.

2856. (*Sir S. Northcote.*) They used to do so ?—Yes, but not now.

2857. (*Lord Clarendon.*) If a sixth form boy saw a lower boy, or a fifth form boy, bullying another, his inclination, no doubt, would be to interfere, and, perhaps, he would have a right to do so, but would it be his duty to do it ?—Yes.

2858. (*Lord Lyttelton.*) In college you mean ?—Yes; and out of college: perhaps he would not take so much trouble.

2859. (*Lord Clarendon.*) Do they keep order in the boarding houses ?—Yes, that is part of their duty.

2860. I suppose they suppress all rows ?—Yes.

2861. Do they see that the candles are put out, and exercise a general sort of superintendence ?—I do not think it is part of their duty to see that the candles are put out.

2862. They only keep order ?—Yes.

2863. (*Lord Lyttelton.*) The captain of a house is a distinct position ?—Yes.

2864. (*Lord Devon.*) You say, "The knowledge "that each has that he holds his place In the sixth "form solely on condition of supporting what is good "and checking what is bad in the school, and that "any known dereliction of duty upon this point would "render him liable to degradation, are the means "adopted at Eton to promote the ends to which this "question refers." Are you acquainted with an instance in which a boy has been degraded from the sixth form for dereliction of duty in this respect ?—Yes.

2865. Has it occurred more than once ?—At this moment I do not recollect more than one instance.

2866. (*Lord Lyttelton.*) And I believe that was the case of a colleger ?—Yes.

2867. (*Lord Devon.*) Had he connived at or neglected to repress something objectionable ?—No, it was a case of misconduct on his own part.

2868. My question rather addressed itself to a case of neglect of this duty of superintendence. I wanted to know whether any boy of the sixth form had been degraded in consequence of a dereliction of that sort ?—I have no recollection of any boy having been degraded for that.

2869. Should you, when you were Head Master, have thought it proper and right in the case of a sixth form boy having neglected his duty to have degraded him in consequence ?—If I had found boys behaving flagrantly ill, and a sixth form boy looking on and not checking him, I should have put him out of the sixth form. I always told a boy upon his first entering the sixth form, that that was one of the conditions upon which he entered that form.

2870. (*Lord Lyttelton.*) Does the authority of collegers in the sixth form apply to the oppidans. Would a sixth form colleger consider that he had anything to do with the discipline of the oppidan part of the school ?—I should think he would.

2871. As much to do with the oppidans as with the collegers ?—Not so much as with regard to the collegers.

2872. Do you think the oppidan sixth form boy would deem it his duty to attend to the discipline and good conduct of the collegers ?—I think he would not.

2873. But with regard to the whole body of the sixth form, are they not regarded by the Head Master as a sort of council ?—Yes, upon whom to fall back if anything goes wrong.

2874. And in case of anything going wrong, would he not consult the whole body of collegers and oppidans together ?—Yes.

2875. There is a difference between your case and that of Winchester and other schools; in some instances the sixth form boys have more or less power of corporal punishments ?—Yes, I am aware of that.

2876. Do you think that the Eton system is a better system than that ?—Yes.

2877. What do you think are the objections to the Harrow system ?—I think it places too much temptation in the way of a boy to employ the means of corporal punishment placed at his disposal.

2878. (*Mr. Vaughan.*) Has the monitorial and prefect power decreased at Eton during the last 20 years ?—Yes, it has lapsed and gone down very much.

2879. What has tended to bring it down ?—I do not know.

2880. Can you mention any cause ?—No, none.

2881. Still, as a matter of fact, it has gone down ?—Yes.

2882. Should you say, as has been represented to us, that the prefect power at Eton has become a mere shadow?—There is no doubt that it is very little used now.

2883. Is it a fact that that power has been transferred to any other class in the school or to any other influence ?—I should not say so.

2884. For instance, has the captain of the boats got the influence ?—No doubt the captain of the boats is always a great man.

2885. (*Lord Lyttelton.*) Is he a greater man than the Captain of the Eleven ?—Yes.

2886. Have they got more power than they used to have —No, I think not.

2887. I understood you to say that the captain of the boats is recognized by the masters as a person of great importance ?—Yes.

2888. (*Mr. Vaughan.*) Should you concur in this view, that the good state of Eton, without the monitorial system, has resulted from the advantages derived

from the monitorial system when it was in greater vigour ?—I hardly know.

2889. (*Lord Clarendon.*) You say in answer to question 24, "The sermons in college chapel are "preached by the Provost and Fellows in their turns "of residence." Then each would take a course of four weeks at a time ?—Four weeks, or three, as the case may be.

2890. The Head Master, I believe, is rarely requested to preach ?—Not often.

2891. The pulpit belongs to the Provost and Fellows ?—Yes.

2892. The Head Master rarely, and the assistant masters never preach ?—No.

2893. Do you think that a good system, knowing what effect solemn addresses such as are suited to boys have upon them, do you think that it is attended with beneficial results to have the boys addressed by men who do not live among them, and have very little sympathy with them; who do not see them more than one month a year, and who cannot tell what is their state of feeling ?—I think it is desirable that the Head Master should address them more frequently than he does.

2894. Do you see anything objectionable to the assistant masters addressing them ?—I should think the Head Master would be quite sufficient.

2895. How often do you think the Head Master should address them ?—I cannot mention any specific number of times.

2896. You would like to address them six or seven times a year yourself ?—Yes.

2897. Perhaps you think the Head Master ought to address them once a month ?—Less.

2898. Did you ever express an opinion in that respect to the late Provost ?—No; he always addressed his sermons to the boys.

2899. Is it not the fact that all the lower school, owing to the great number in the school, are expelled from the chapel and have to go to church ?—Yes.

2900. (*Lord Lyttelton.*) Who preaches to them there ?—The Conduct.

2901. (*Lord Clarendon.*) He is the curate of the parish, and his sermons are addressed to the general congregation, never to the boys ?—I believe that is so.

2902. Do you not think that it is desirable that some change should be made in that respect ?—Yes.

2903. (*Lord Lyttelton.*) With regard to the assistant masters, do you not think that it would be a privilege greatly valued by them, and that they would take pains to perform the duty satisfactorily, if they were allowed to address the boys with whom they have to come in daily contact ?—I never heard them express an opinion upon the matter.

2904. (*Mr. Thompson.*) Is there any statutable regulation as to the number of sermons to be preached every year ?—No.

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2905. (*Lord Devon.*) You say the boys attend the Church service twice on Sunday, that the Holy Communion is administered once a month, that the attendance of the boys there is purely voluntary, and that the usual average of boys attending is about 120 ?—I should say that last Sunday we had about 140.

2906. You also say that boys also attend once on half, twice on whole holidays ?—Yes.

2907. I should like to read to you a passage from the evidence of one of the witnesses, in order to ascertain if you concur in it. It is in the evidence of Mr. Paul, who says :—"The Church services, which "during the week are attended by the boys, are two "on each holiday, one on each half holiday. The hours "are 11 and 3, the worst which could be devised, "breaking in on all the boys' usual pursuits, whereas "an early service would perhaps find him in a de-"votional frame of mind, and lends its own character "to the day. The three o'clock service coming as "it does on irregular days, is practically a mere roll-"call standing in place of a lesson, and is regarded "as such by the boys." What is your view upon that point as to the arrangement for the services on week days ?—I do not think they affect the boys at all.

2908. You say the services are held twice on each holiday, and once on each half holiday, the days on which they are held being week days ?—I think I should continue the 11 o'clock service. I do not think that that interferes with their amusements. I should be glad to see a short morning service on the whole school days.

2909. What is your opinion, supposing there was a short service on week days, what is your opinion as to the expediency of appending that to the ordinary prayers ?—I think it would take too much time.

2910. Is that your only objection ?—That is my only objection.

2911. If the service were shortened, do you think that what remained would not have a greater attraction in the eyes of the boys ?—I think if you took it every day, a quarter of an hour would be quite enough for the boys, and I believe it would be a reality.

2912. (*Lord Lyttelton.*) Have you observed an improvement of the boys, so far as their general conduct in chapel is concerned, such, for instance, as bringing prayer books, and joining in the responses ?—Yes, there has been a very marked improvement in that respect.

2913. (*Mr. Thompson.*) Are you at Eton affected by the Act of Uniformity. Are you limited as to time, and the number of the services ?—I suppose we are.

2914. (*Lord Lyttelton.*) I believe the Act of Uniformity specially includes the college of Eton ?—I think the colleges of Eton and Winchester are included.

2915. (*Lord Devon.*) Could you not with the Bishop's leave use the Litany only, as they do in many churches in London ?—I think so.

2916. (*Mr. Thompson.*) I think you must read the whole service at one time of the day or other.

2917. (*Lord Devon.*) You say in answer to question 26 :—"All offences do not come before the Head "Master, it rests with the other masters to use their "discretion in bringing them before him or not, but "the rule laid down is that no complaint should come "before the Head Master without previous notice to "the boy's tutor, in order that the two masters may "consider how far a reference to the Head Master is "desirable." Does that rule apply to all the forms in the upper school ?—Yes, to every form.

2918. And is it universally acted upon ?—I have no reason to doubt it.

2919. Supposing that they agree that a reference to the Head Master is desirable, do they agree among themselves ?—Yes.

2920. Does the boy always know before the punishment is inflicted, what he has been charged with ?—Yes, the offence is read out to him.

2921. Has he an opportunity afforded to him for explanation ?—Yes.

2922. With regard to the nature of the punishment, for what offence is corporal punishment inflicted ?—In the case of very little boys it may be for their lessons.

2923. Does that apply to all the boys in the lower school ?—It applies to the lower boys; they are flogged for constant idleness.

2924. (*Lord Lyttelton.*) They are not flogged for mere stupidity ?—No.

2925. (*Lord Devon.*) Is punishment inflicted by the Head Master only, or by the under master for the lower school ?—By the lower master for the lower school.

2926. He is the absolute judge there ?—Yes.

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2927. Where is the punishment inflicted; in the school?—In a small room adjoining.

2928. Is the punishment inflicted there for both schools?—No; in the lower school it is inflicted in the school itself.

2929. Then in the lower school it is done in the presence of the boys?—I do not know whether they are present or not.

2930. (*Lord Lyttelton.*) They are excluded in the upper school by a rule, are they not?—Yes; and the door is shut.

2931. (*Lord Devon.*) Are offences more or less frequent than they used to be before?—Less frequent.

2932. Can you tell me on the average in how many cases during the week flogging is inflicted?—I really cannot say.

2933. How often did you have to inflict it when you were Head Master?—I do not know that I ever took particular notice.

2934. Half a dozen times a week?—Perhaps so.

2935. About once a day?—Very often a day passed without a flogging.

2936. Did the occasions on which flogging took place diminish in your time?—Yes.

2937. (*Lord Lyttelton.*) Do you attribute that to the moral improvement of the school?—Yes.

2938. Was there a growing disposition to remit it for mere literary offences, and resort to it only for moral offences?—Yes, I think so.

2939. With regard to Latin impositions, what is the extreme length of a writing imposition; how many lines?—I really do not know. If a punishment was to be brought in succession for four or five days, I suppose he would be given such a thing as a Georgic.

2940. But suppose he had only offended once?—Why he would never have more than 100 lines set him.

2941. What is the consequence if he brought it up badly written?—It would be torn up, and he would have to write it over again.

2942. (*Sir S. Northcote.*) Does it ever happen, or is it not with the rarest exceptions, that boys in the upper division are flogged?—They are very seldom flogged.

2943. Did it ever happen in your time?—I hardly think it ever did.

2944. The middle division boys would be flogged?—Very rarely.

2945. I suppose the præpostors are present, and only those?—Yes.

2946. (*Mr. Thompson.*) Can you give us any idea of the number of times in which this punishment was inflicted in the course of a year?—About five or six times a week.

2947. Do you mean in the upper school?—Yes.

2948. In the lower school it would probably be more frequent?—I do not know.

2949. (*Lord Lyttelton.*) When you have yourself flogged was it not generally for something involving moral delinquency more or less?—Yes; and I can hardly think the flogging was quite so frequent as I have put it.

2950. (*Lord Devon.*) Would you have flogged for an aggravated case of idleness?—Yes.

2951. (*Sir S. Northcote.*) Has a case ever occurred of a boy refusing to be flogged?—Yes.

2952. (*Lord Lyttelton.*) He went away sooner than be flogged?—Yes.

2953. (*Sir S. Northcote.*) Have you had many such cases?—Only one of late occurrence; it was for smoking.

2954. I suppose he was high in the school?—No.

2955. Was he an oppidan?—Yes.

2956. (*Lord Lyttelton.*) Have the sixth form power to set impositions in college?—Yes.

2957. You cannot say for certain whether it is done among the oppidans?—Never among the oppidans, I think.

2958. The oppidans never set a fifth form boy an imposition?—No, I believe not.

2959. (*Lord Devon.*) Question 28 is, "Do you "consider such power essential or useful to the effective maintenance of school discipline, state the "grounds of your opinion; do they on the whole "tend to produce or to suppress the tyranny of the "stronger boys over the weak?" Your answer is, "I do, because they ensure the maintenance of order "and subordination without espionage on the part of "the masters, and suppress much which might otherwise go amiss without the possibility of the master's "being aware of it. I have no doubt too that they "tend to suppress the tyranny of the stronger; the "very fact of the power being assigned to boys not "according to bodily strength, but according to rank "in school, and that the lower boy whatever his "physical capabilities be, must submit to the authority of his superiors in school appears to me "necessarily to produce the result above stated." Then, would the authority of a small sixth form boy be uniformly obeyed even by a much bigger boy?—Yes, by any boy below him, certainly in college.

2960. But not among the oppidans?—Not so certainly.

2961. (*Lord Lyttelton.*) Do you think that the Head Master relies upon the authority of the sixth form?—I think it is very necessary in the case of any disturbance in the school that you should have some power of that kind to fall back upon—that you should have some recognized power.

2962. The general influence of a boy's conduct and character is more regarded than any physical power he may possess?—Yes.

2963. (*Sir S. Northcote.*) Let me call your attention to the answer given by Mr. Cornish at page 105. He says, "It is, however, liable to be over-strained "(that is the authority of the sixth form), and I "have known instances of very bad feeling arise "between the sixth and fifth forms in college in consequence of the arbitrary use of the sixth form "authority." Is that at all within your experience?—I do not recollect it.

2964. Are you inclined to believe that it is at all frequent?—No; I should have heard of it if it had been very serious.

2965. (*Lord Lyttelton.*) With regard to question 29; fagging at cricket is entirely abolished?—Yes.

2966. There is no compulsory playing at cricket?—No.

2967. Is there no compulsory playing at football?—I am not aware that there is.

2968. (*Lord Devon.*) Have you had appeals from punishment inflicted by the sixth form, and when you have found that the sixth form has been right?—Yes.

2969. (*Lord Lyttelton.*) Would the Head Master consider it his duty, upon any complaint being made against the sixth form, to investigate it?—Certainly. At the beginning of last school time I had a case brought before me.

2970. With regard to holidays: what are they?—They are only three times a year.

2971. Do you prefer having them three times?—Yes; they are three weeks and four days at Easter, six weeks and four days at election, and four weeks and four days at Christmas.

2972. (*Lord Devon.*) In answer to question 33, you say, "Tuesdays and Saturdays are half holidays, and "on Thursdays there is no school after four o'clock. "This is what is termed in Eton language 'a regular "'week.' But this does not occur so often as the "name would seem to imply. During our last school "time of 12 weeks we had only five such. They are "interrupted by Saints' days and a few anniversary "holidays. There are, however, only three days in "the year on which we have not one school; a "whole holiday in the strict sense of the word save "on those three days does not exist." What are those days?—The 4th of June, the 6th of December, the founder's day, and the 25th of March.

3973. Does it occur to you that considerable inconvenience is occasioned as regards the business of the school from these irregular interruptions?—Yes.

2974. Can you suggest any course by which that objection would be obviated?—The only thing would be to give less holidays.

2975. (*Mr. Thompson.*) Do you think the observance of Saints' days is necessary?—I should not like to give it up.

2976. Is it a whole or a half holiday?—A whole holiday.

2977. Do you think that any impression is made upon the boys equal to the loss of time that is occasioned?—Yes, I think so. I should only like to give up the half-holiday on the vigils.

2978. Can you trace any good effect that has been induced by the observance of Saints' days?—Yes, I think so.

2979. (*Lord Devon.*) Suppose that provision of which you have indicated the advantage of having, a short quarter of an hour's daily service, do you think if that were carried into effect, the observance of Saints' days would be necessary?—Perhaps not.

2980. If you had a daily service, do you think anything more would be desirable in addition to the daily service?—I am not prepared to say.

2981. (*Sir S. Northcote.*) Do the college consider that they have perfect power to alter the holidays a they please, or is there anything that at all restricts them in the matter. Do you consider that the Provost and Fellows have sufficient authority to enable them to alter the number of holidays so as to make every week perfectly regular, or is there anything in the Statutes to prevent them?—I think you must have the services.

2982. (*Lord Lyttelton.*) With regard to question 40, I believe the boys are not allowed to go into the town of Windsor?—No.

2983. That would be taken notice of?—Yes.

2984. (*A Commissioner.*) Does the system of shirking still exist?—Yes.

2985. What is it. I suppose if a master meets a boy out of bounds, and instead of going boldly up to the master, the boy goes back out of respect for him, no notice is taken, and that is called shirking?—Yes, no notice is taken of it.

2986. I presume that the penalty would depend upon the boy's character and the place where he was seen?—Certainly.

2987. (*Mr. Thompson.*) The master would not necessarily know what the boy's name was, in the event of his giving a wrong one?—I never heard of a boy giving a wrong name.

2988. But still it is possible?—No doubt, but it would be a very dangerous thing to do.

2989. (*Lord Lyttelton.*) Suppose a boy were found in Windsor, and said he was going on to the Terrace, would that be admitted as an excuse?—It would depend upon his character whether the excuse were admitted.

2990. In answer to question 42, you say, "I do not "think that boys distinguished for their progress in "intellectual studies are at present so distinguished "as they used to be in the manly games (perhaps I "should except football), and I believe the cause to "be that a much more severe and technical training "is required in both departments." Do you attribute that to the fact that more time, now-a-days, is required both for cricket and boating?—Yes, a boy works much harder now than he did 20 years ago. A boy who plays at cricket must give more time to it than he would 20 years ago.

2991. You say that professional training is required?—Yes, I wish all the professional trainers were dismissed.

2992. Are the oppidans more distinguished than the collegers in these games?—Yes.

2993. I believe they do not always beat them at football?—No; they play a more equal match at football.

2994. Is that because it is a game that does not require so much skill?—Yes, nor so much time to play it.

2995. (*Sir S. Northcote.*) I believe that among the collegers will be found a great proportion of the older boys of the school?—Yes.

2996. (*Lord Devon.*) We now come to the two concluding answers, which relate to the general character of the education given at Eton. May I ask you, as the general result of your experience, do you consider that the education given at Eton is satisfactory, and if not, have you any improvements or alterations to suggest, or any general observations to make?—I have nothing to add to what I have stated already.

2997. Nothing to add to the opinions you have given us here?—No.

2998. (*Lord Lyttelton.*) Are you aware of the imperfect state of preparation in which the average, even of oppidans, are found in Greek and Latin, upon arriving at the universities?—I heard some were found so last term.

2999. Do you think that this imperfection in classical scholarship has been increasing in late years?—I hope not.

3000. But you said that you thought that the collegers had been getting better and better, while the oppidans had been getting worse and worse in their scholarship?—I have no doubt that the collegers have been getting better, but I do not recollect speaking so strongly of the oppidans.

3001. Whatever the inferiority in scholarship may be, can you attribute it to any particular reason?—I think the principal reason is that a great number of them come badly prepared as compared with the collegers, and as they grow older they will not take the trouble to learn what ought to have been taught them when they were younger.

3002. Is there any want of stimulus?—They have the same stimulus they always had.

3003. Yes, but I allude to their circumstances. Is there any want of stimulus owing to their circumstances, or the circumstances of their parents?—As a body the oppidans are boys who have not to work for their bread, and many of their parents tell them so.

3004. Has that been more the case of late years than it used to be?—I can only judge from the results.

Adjourned.

ETON.

Rev. E. Balston.

9 July 1862.

Victoria Street, 9th July 1862.

PRESENT:

Earl of Clarendon.	Sir S. Northcote.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.

The EARL OF CLARENDON in the Chair.

The Rev. E. Balston, M.A., examined.

3005. (*Lord Clarendon.*) Mr. Balston, we shall be obliged to you for any information which it may be useful to place on record. You are the Head Master of Eton School, are you not?—Yes.

3006. How long have you been so?—Since the 25th of February last.

3007. At the time of your election you were also a Fellow of the college?—Yes.

3008. Which fellowship you resigned in consequence of being elected Head Master?—Yes.

3009. Were you previously assistant master?—I was assistant master from May 1840, until May 1860, when I was made a fellow; a period of 20 years.

3010. In the course of your experience as assistant master you must have had abundant opportunities of observing the nature and operation of the relations existing between the Provost and Fellows and the school, and we shall be glad to know your opinion upon them, whether there has been any interference by the Provost and Fellows, or by the Provost alone, I mean any real active interference with the administration and the educational business of the school, and if so whether you think it was a useful interference and led to good results?—I should say, from my experience, that it has been beneficial upon the whole. The Provost is the person with whom the Head Master confers in matters of difficulty, and I think it most useful that the Head Master should have some one of experience, with whom he has a right to confer in regard to matters of importance, or upon anything which affects the interest of the school. The Provost has been in the habit of conferring with the Fellows, and from their long experience of the school they are enabled to give most useful advice in case of need.

3011. I think there is a distinction to be taken between the right to confer with the Provost and the Provost being, to a certain extent, bound to give advice, and the really absolute authority of interference which the Provost possesses and appears frequently to exercise?—I should say that during my experience it has been very seldom, if ever, exercised by way of interference so as to obstruct anything which the Head Master wished to accomplish.

3012. I think, from the evidence we have had, partly oral, partly written, that he does appear to have interfered in a manner that was not advantageous to the school, such as putting his veto on certain alterations of books and other matters upon which I should have thought that the ministering body would have been better judges than the governing body?—As far as my experience goes, wherever there has been anything of real importance, if it has been pressed by the Head Master, there has been no obstruction on the part of the Provost. I do not remember any instance in which anything really good was stopped by the Provost.

3013. I do not know whether you have seen the written evidence of the various assistant masters?—I have looked at it here and there, but I have not read it all.

3014. Because there are cases there mentioned in which proposals or suggestions were made to the Head Master, and through the Head Master to the Provost, which appeared to be very useful and well devised, but upon which the Provost put his veto; you think, on the whole, there has been no interference with anything really good?—I think I may say that in all cases in which suggestions were considered advisable for the school, the Provost consented to those suggestions.

3015. During the 20 years that you were assistant master your idea was that a beneficial influence had been exercised over the school by the Provost?—Certainly.

3016. When you say the Provost do you rather distinguish him from the Provost and Fellows?—The Head Master would confer with the Provost, and things would be repeated to the assistant masters, as coming from the Provost. But I know that in all matters of importance the Provost would confer with the Fellows, and would be in most instances guided by their experience.

3017. Is it not the fact that the Fellows are very rarely together, and that therefore they would not be at hand for general conference when required?—I know that we were summoned very frequently.

3018. From your different livings?—During the short time I was a Fellow I felt myself constantly liable to be summoned for College business with perhaps only two or three days' notice.

3019. Were these meetings generally with reference to the business of the school or the College?—The meetings would perhaps be in reference to the property of the College, but there would be occasions on which matters relating to the school would be proposed to the Fellows for their advice.

3020. That was during the time you were a Fellow?—Yes, the meetings were very frequent.

3021. Are there any instances which occur to you at this moment as to the nature of the business connexion of the Provost and Fellows with the school?—I remember as an assistant master such cases as the omission of the Montem, or the doing away with the Christopher Inn: matters of that kind were brought before the College. Dr. Hawtrey, as Head Master, wished a certain thing to be done; there was a difference of opinion among the assistant masters. On application to the College, the College said that if the opinion of the assistant masters was decided, and was unanimous, they would make no objection. That was done in the case of the abolition of the Christopher Inn.

3022. Has there ever been any reference to the assistant masters, as a body, by the Provost and Fellows in order to ascertain their opinions, and in that manner to be guided by them?—It is generally considered that the Head Master recites to the College their opinions, and anything that he represents as coming from the body of the assistant masters is listened to with very great attention and consideration.

3023. (*Lord Devon.*) Passing on from such instances as you mention, have you ever, in the course of your experience as a Fellow, had questions connected with the arrangement of the studies brought under the consideration of the Provost and Fellows, as regards the use of the books, or any other matter connected with the intellectual work of the school?—I cannot at this moment remember any case, but it would appear to me that such things would not be considered by the Provost of sufficient importance to lay before the College; he would act entirely on his own opinion.

3024. Supposing a question to arise as to the position which modern languages should occupy in the school; whether, for example, it were necessary to render French teaching compulsory throughout the

whole school; would that be a point which the Head Master would refer to the Provost?—I cannot say.

3025. Or the institution of a class, with special reference to the teaching of modern languages?—I cannot answer that question. I do not know whether it is necessary to apply to him with respect to the minute details of the school.

3026. We have had some reason to suppose that no such change could be made by the Head Master without reference to the Provost and Fellows as to the power of the Head Master, so far as the introduction of new books or new editions is concerned. Is that so?—I cannot speak from any experience in the matter.

3027. Supposing it to be so, do you consider it to be a healthy state of things in a large school, that a gentleman in the position of Head Master should be obliged to refer on such points to another individual, however great his qualifications may be? Is it not better to abide by the responsibility of a man who is thought fit to be the Head Master of the school on such points?—With the opinion which I entertain of the unity of feeling between the Provost and the Head Master I cannot think it would be otherwise than an advantage.

3028. Does not that assume that the Provost and the majority of the Fellows must be persons of some actual experience in tuition. You used the word "experience." You mean, experience as teachers?—In the case I have mentioned I have been considering matters affecting the general policy of the school. I have spoken not so much with reference to the details, such as books, or anything of that kind; upon these I cannot speak positively, for I can not speak to the fact of matters of such detail being brought before the College.

3029. Perhaps you will let me ask whether your opinion that it is advantageous to the school, as a whole, that the Provost and Fellows should stand in their present relation, as described by you as Head Master, is dependent on the fact that the Provost has had, ordinarily speaking, experience in the same line of action in which the master is engaged?—Not altogether.

3030. Such is the case, is it not?—Yes.

3031. (*Lord Lyttelton.*) I apprehend that in none of the great schools like Eton is there any power above the Head Master?—I apprehend not.

3032. I understand you to say that it is of advantage to the Head Master to have some one to consult, and not to have the sole responsibility cast upon him?—Yes.

3033. And you attach importance to this,—that the authority whom he consults should be one who is superior in dignity to himself?—Yes.

3034. Does it occur to you that originally it may have been the system, much more than now prevails, to call the assistant masters into counsel for the management of the school, and if so, would not that be a sufficient substitute for the present position of the Provost and Fellows?—No. The value of the Provost being the superior is, that not being engaged in details, he can be watching the working of the whole; not only the school, but everything connected with the place, which would otherwise press on the Head Master for consideration. It is most desirable for the benefit of the school that this should be in the hands of a person whose time is not taken up by the details of the management as the Head Master's is.

3035. You do not think that a man who has reasonable confidence in himself, and who has also the confidence of the parents of the boys in the school, feels inconveniently controlled or fettered by such a regulation as that?—I should say not.

3036. (*Sir S. Northcote.*) Just one question with regard to the books. Should you consider yourself, as Head Master, at liberty, if you thought fit, to discontinue the Scriptores Græci?—I feel that I should only have to go the Provost, and the thing would be done, if I wished it, unless there were grave reasons against it, and such reasons may in some cases operate where there are certain interests connected with the retention of the books, which creates a difficulty in respect to their abolition.

3037. You refer to cases in which certain persons have a copyright, or the exclusive right of supplying certain editions?—Something of that kind.

3038. And in these cases, however desirable it might be, and however much the Head Master might think it for the benefit of the school to change these books, the Provost would have his say in the matter with reference to the interests of the particular publishers?—The Provost would consider that justice should be done to the persons who had any such claims; and, I presume, would take that into consideration.

3039. Are you aware whether such a case has ever arisen; whether there ever has been a wish expressed on the part of the assistant masters to the Head Master, that he would change a book; and that that wish has been foregone on account of the intervention of the publishers?—I have not heard of it. I have heard that there has been an objection by the Provost to a book being changed, but I never heard it said that that was the reason for the Provost's objection. I only said, I presumed that the Provost would take any such claim into consideration.

3040. Will you turn to Mr. James's evidence. Now I see that Mr. James says, "The Head Master "can in no way modify the system and course of "study even in the minutest particular, nor change "the books or editions used in the school without "the consent of the Provost. I have repeatedly "known suggestions of alterations on the latter "head, negatived solely because the consent has been "withheld. Many of us consider many of the school "books used to be by no means the best that could "be procured, and in fact the whole system pursued "with reference to them to be extremely unsatisfactory. The usual course pursued when a book is "nearly out of print is, I believe, this,—the publisher "informs the Head Master of the fact, and proceeds "to ask some one, with the sanction of the Head "Master, to superintend the reprinting. This is "often done by one of the assistants, who has not "over much time to give to the work, and the consequence of this is, that the book is re-issued full "of typographical errors, and so little altered in "other respects as not to deserve the name of a new "edition. Several, I believe almost the whole body, "of the assistant masters, joined about last Easter "in requesting the Head Master, with the Provost, "to appoint a committee of masters to consider what "alterations should be suggested in the school books "used, to make arrangements for the publishers with "literary persons to re-edit such books as from time "to time might require reprinting, and to consider "generally what improvements might with advantage "be introduced. In answer to this application the "Head Master informed us the Provost declined "to acknowledge any committee of the assistants "whatever on the subject, but that if we liked to "appoint a committee of our body for this purpose, "he (the Head Master) would undertake to give due "weight to our recommendations, and if he approved "of them to urge them as his own upon the Provost. "This is the state in which the matter stands at "present. A committee has been nominated, and "has held a few meetings, but has neither power nor "responsibility." Are you aware of these circumstances which Mr. James has mentioned?—I was informed of them after I was made Head Master.

3041. With regard to the statement he has made, have you ever heard that suggestions for the alteration of the books have been negatived by the withholding of the Provost's consent?—I was not aware of it.

3042. You were a Fellow at this time, were you not?—Yes.

3043. Not this last Easter but Easter 1861?—Yes.

ETON.

Rev. E. Balston.

9 July 1862.

3044. At that time it would not have necessarily been brought before you, although there might have been communications between the Head Master and the Provost. Have you had any communication since you have been Head Master with regard to the book committee?—Yes.

3045. Are these recommendations of the committee in any way put in shape or laid before the governing body?—Very little has been done as yet.

3046. Is it in contemplation to do anything?—Not through the committee as a committee.

3047. Because that would not be recognized?—Not because they would not be recognized, but because I should wish it to be done otherwise.

3048. Well, then, supposing that you yourself as Head Master, and the committee, should come to the conclusion that certain alterations ought to be made, would you feel yourself at liberty to make them without submitting the whole matter to the Provost?—I should certainly submit them to the Provost, but I should feel perfectly sure that if I did submit them they would be adopted by him.

3049. Supposing Dr. Goodford, before he was appointed Provost, had formed an opinion of his own, and you as his successor came to a different opinion, do you not suppose he would act on his own opinion rather than on yours?—Not if I pressed it.

3050. (*Lord Lyttelton.*) Is that so—the Head Master does not appear to be the responsible person?—My impression is that in a matter of this kind, if a thing were shown to be for the good of the school, it would be done.

3051. When you say you see great advantage in the Provost being a person connected with the teaching of the school, do you consider it would be any advantage to have a Provost who has been wholly unconnected with the teaching of the school, who has never had an Eton education, but who comes entirely fresh to the place; or would you prefer having a Provost who has already filled the office of Head Master?—If he had had nothing to do with tuition himself, I should doubt whether he could fulfil the important duties of the Provost.

3052. Do you think that a gentleman who for many years has filled the position, first of assistant classical master, afterwards of Head Master in the school, and then comes into the position of Provost, can be said to be altogether in an independent position. Must he not necessarily be much influenced by the course of his life and the opinions he has formed?—His experience will give him a real working sympathy with the Head Master.

3053. Do you consider that it is desirable to alter the school-books. Mr. James says,—"With reference "to the present condition of the books used in the "school, I consider this statement which I had from "the publisher a short time ago very important; "that whereas some 20 years ago the wholesale part "of her business was by far the most valuable branch, "it has been gradually declining since that time, and "is now of very little value compared with the retail "business; our school books, which were at one "time the best that could be procured, no longer "commanding much sale elsewhere." Have you any personal knowledge with regard to the last statement as to the falling off in the general demand for Eton books?—No. It may be that the editions which were brought out in the late Provost's time were not so carefully executed as they used to be.

3054. Are you about to consider measures which you think will materially improve the books?—I think it advisable that certain alterations of work should be made, and probably that will require an alteration in the books.

3055. (*Mr. Thompson.*) Will you tell us when it was that the late Provost made the revision of the Eton books; how long ago?—During his Head Mastership.

3056. When was he Head Master?—From 1834 to 1853.

3057. Were these alterations extended to the Eton grammar?—Yes.

3058. Is that much altered from what it was 40 years ago?—Yes; it is altered very much.

3059. You think not for the better?—The whole of the syntax was abolished, and Mr. Wordsworth's syntax introduced in its stead. This has been found to be not so good as the old Eton grammar to be learnt by the boys.

3060. You much prefer the old Eton grammar?—I prefer the plan of the old Eton grammar to the syntax part of Wordsworth's grammar, the rules of which are long and difficult for boys to learn by heart, especially for young boys.

3061. Is the Eton Latin grammar the same as it was?—The Eton Latin grammar has also been altered. The old Latin grammar was a very good grammar for boys. The present, I think, is not so good.

3062. Do you think the Latin grammar better than the Greek or worse?—I have heard more complaints of the Latin grammar.

3063. In the present state of learning, should you say—I am speaking of the plan on which grammars are formed, as being adapted to boys—that they have any other merit as compared with the Eton grammar now in use?—They were good for the time being, but we should require them to be brought up to the improved state of scholarship.

3064. Is the old number of Greek declensions retained?—Yes; ten.

3065. I conclude, in speaking of the copyright, that the Eton publisher would have, if not a legal an equitable claim to be remunerated for any loss which follows a change in the books used; is that so?—I cannot say. I can only mention one instance, which I heard of the other day, and that is the case of the Arrowsmith books. Mr. Arrowsmith's widow was dependent on the profits of these books, and this caused a difficulty when a change was thought desirable.

3066. That is a good book, is it not?—It is not the atlas that was changed, but the geography.

3067. (*Sir S. Northcote.*) The Description Book?—Yes.

3068. (*Mr. Thompson.*) You would not think it necessary, speaking generally, that the Provost should interfere more in the details of the tuition, for instance, than the master of a college in Cambridge, I say in Cambridge, for I am not acquainted with the practice in Oxford?—I do not know what is the amount of interference on the part of the head of a college in the University.

3069. Speaking in the abstract, do you not think the same rule of interference or non-interference which applies to a college in Cambridge would apply to Eton?—No; because I imagine that in the case of the head of a college interfering, he would interfere directly with persons or things requiring interference, but at Eton the Provost does not interfere with the boys.

3070. The master of a college does not interfere with anybody, unless he is brought before him by the tutor?—My experience is more with reference to King's than any other college.

3071. You mentioned the montem just now, do you think the montem would have lasted so long as it did if it had rested with the Head Master to abolish it without the consent of the Provost and Fellows?—Yes.

3072. You think it would have lasted as long?—Yes.

3073. The Christopher, an institution of which I am still more ignorant, would that have survived so long?—Perhaps not.

3074. (*Mr. Vaughan.*) You spoke of the plan of revising the books that were read at Eton. Did that plan of the Provost's for revising the books include the rejection of certain books from among the Eton books altogether, or was it only a revision of such of the books as existed with reference to improving the edition of them?—I did not mean to mention any particular plan, but the fact of certain books having

been revised and altered by him, but in many cases not improved.

3075. You are not aware whether there has been an attempt to consider what books should continue to be in use, and what should be rejected as books that were not adapted to the school?—Not that I am aware of with reference to the whole of the books.

3076. Is it your opinion, with regard to the books in general that have remained at Eton, but which may have fallen into desuetude at other schools, that they are still as good books for the school as any which can be made use of?—I suppose you refer to the extract books?

3077. I had not in view any particular books at the moment, but I wish to have your opinion with respect to the general question?—Those which have been called Eton books, as distinct from others that may be used, are books which may be called extract books, and these, I think, are most valuable. I have never seen any collection which has pleased me so much. I think they are most valuable in attaining the object in view.

3078. When I was a boy at school these extract books were very much used. Are they now used generally in public schools?—I cannot answer that question.

3079. Can you judge at all from the sale of the books?—I see from the return that they are not used so much.

3080. Do you consider that as a consequence of the operation of fashion?—It may be that the fashion has changed. There appears to be a desire at the present moment that boys should not read extracts but the books themselves entirely through. I think that is wrong. I would very much rather use our extract books.

3081. And in that respect you have exercised your own discretion?—Yes; by going on with the extract books. These books of extracts are better calculated to form boys' taste.

3082. With regard to the editions of the books used at Eton, is it the case that there are some editions of Eton authors which are still kept up, and are peculiar to the school?—There is so great a liberty allowed in using books that I can scarcely say there are any particular editions which are necessarily used.

3083. You mentioned that you were confident that with respect to any matters which were not of the very highest gravity on which the Head Master had made up his mind as to what was good for the school he would have the Provost's concurrence. Did I rightly understand you to say that?—In matters of importance, if he had made up his mind, I think he would have the Provost's concurrence.

3084. Is that opinion founded upon your personal estimate of the character of one or two Provosts, or is it founded on what you know to have been the general practice of Provosts?—It is founded on the result of my own experience during the time I have been a master.

3085. With reference to the present Provost, do I understand you?—No; during the time I have been employed at Eton. I was for 20 years an assistant master.

3086. How many Provosts have there been during that time?—Three.

3087. When the Provost consults the whole of the College upon matters connected with the school, its discipline and tuition, does he consult them simply as personal advisers, or does he consult them on constitutional grounds because it is his duty to do so?—The question is a mixed one, and therefore difficult to answer.

3088. If you would separate it into its parts that would enable you to give a distinct answer upon one part?—I should say that he would consult them as his advisers.

3089. As the advisers of his own conscience and discretion?—Yes.

3090. But has it been the general practice of the Provost to do that?—I believe so.

3091. You described the Provost's power with regard to the books and the points of tuition in general. Is it not the case that the power of the Provost extends also to the greater punishments of individual boys?—The Provost's power to punish, do you mean?

3092. I mean his power over the discipline of the school. Does not that power extend to the punishment of individual boys. That is to say, is it not the duty of the Head Master to consult the Provost before awarding any great punishment to a boy on the foundation?—Yes.

3093. Is it his duty also to do the same with regard to those not on the foundation?—No.

3094. With regard to those on the foundation, do you think that is a necessary or advantageous arrangement?—I think it advantageous.

3095. Will you have the goodness to draw the distinction that exists between the punishment of a boy not on the foundation and the punishment of a boy on the foundation, in reference to the discretion which should determine it?—I do not precisely comprehend what you mean.

3096. I mean with reference to the discretion that should be applied to determine any punishment of a boy on the foundation and a boy not on the foundation?—I cannot answer that question.

3097. Am I to understand, then, that you do not see any reason which applies to the one which does not apply to the other also; any reason, I mean, for exercising a different discretion in the two different cases?—I cannot quite understand the question.

(*Lord Devon.*) Why is it desirable in the one case to have a reference to the Provost and not in the other?

3098. (*Mr. Thompson.*) What are the circumstances that should make the difference?—The relative position in which the boys upon the foundation stand to the Provost is so different from the position in which the oppidans stand, that the weight of the Provost's authority could not be brought to bear in the case of the oppidans.

3099. (*Mr. Vaughan.*) I meant in regard to the mere justice and propriety of the punishment?—In bringing a boy before the higher authority for any great offence, the boy so treated must feel that the authorities have a strong hold upon him, or it is useless to bring him before them. In the case of the colleger the Provost has a very strong hold upon him, but in the case of the oppidan he has comparatively little or none. This becomes more clear in the case of expulsion. It is one thing for a colleger to be expelled as a sixth form boy, and another for an oppidan.

3100. I particularly kept out of view the case of expulsion, being aware of the circumstances that make the difference in the two cases, and I put the case of a less, though severe punishment. I had that distinction in my mind. Would or would not your answer as you have at present given it come to this, that there being a certain constitutional relation existing between the collegers and the Provost, it is desirable under these circumstances, that the Provost should be applied to?—It is advantageous, I should say.

3101. Is it necessary that the Provost should be applied to in order to secure the justice of the punishment?—As far as the justice of the punishment is concerned, I cannot see what your question means. There is an offence committed and a punishment awarded.

3102. Is the Head Master's individual discretion not as competent to give a just and proper punishment in the one case as it is in the other?—Quite so.

3103. Did I rightly understand you to say that the connexion of a Fellow with the discipline and the affairs of the College somewhat interfered with his parochial duties?—It might be so.

3104. Did not you say that you were constantly liable to be called away on very short notice?—I

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said that during the short time I was a Fellow I was summoned very frequently to attend College meetings, which rendered it difficult for me to make any arrangements that were not likely to be broken.

3105. (*Lord Lyttelton.*) Had you a living ?—No.

3106. (*Mr. Thompson.*) Where did you reside ?—In Kent.

3107. (*Mr. Vaughan.*) If that was the case with yourself, not having any local duties to perform, but merely making those arrangements which a gentleman has to make in the business of life, would it not be much more likely to be the case with respect to gentlemen who have parish duties imposed upon them ?—It would, if their livings were very far off.

3108. They would have to break the arrangements in consequence of their interfering with the duty of the College ?—It might be so.

3109. (*Sir S. Northcote.*) With regard to the question of dealing differently with the oppidans and the collegers in the matter of punishments, you regard it not so much as a question of justice as a question of expediency with reference to the relation between the Provost and the scholars, and the usefulness of bringing in the Provost's authority ?—Yes.

3110. Although, therefore, the case might be one which did not directly involve the punishment of expulsion, would not the effect of the boy being brought before the Provost always, as it were, bring the idea of expulsion in the background to the mind of the boy, and would not the effect of the Provost's taking notice of any minor punishments have this weight with the boy, that he would know that his conduct was made known to the Provost, and that it might ultimately lead to more serious consequences ?—Yes.

3111. And there would be no such hold as that upon the oppidan ?—I think not.

3112. Therefore you do not think the question is one to be considered so much in relation to any abstract question of justice, but rather with reference to the expediency of bringing a greater weight of authority to bear on the collegers ?—Yes.

3113. (*Mr. Vaughan.*) Does the fact of the College being consulted with regard to the greater punishment of collegers at all act on the Head Master's mind to induce him to alter his judgment with regard to the punishment of those who are not collegers ?—If I understand you rightly your question is, would his being subject to the Provost's authority in reference to the collegers alter the justice of his punishment in reference to the oppidans ?

3114. No, what I mean is, would it make him liable to alter the nature of the punishments in reference to the oppidans ?—I should think not.

3115. Would there not be the danger of his so exercising his own discretion in regard to the oppidans as to inflict different punishments upon them to those which are inflicted upon the collegers ?—I think not.

3116. Do you think it certain that there would be absolute harmony between the independent judgment of the Head Master and the judgment of the Provost and College ? —I think so.

3117. It is only in reference to the constitutional point that you think it advisable to maintain this authority by the Provost and College with respect to the punishment of the collegers ?—Yes.

3118. (*A Commissioner.*) To descend to particulars, do we understand that the Head Master has not the power of inflicting corporal punishment upon the collegers without the consent of the Provost ?—I mean, of course, that in cases which should be brought before the College, and which, generally speaking, have reference to offences by boys very high in the school, it is the Head Master's duty not to punish without the consent of the Provost.

3119. Little boys would be under much the same discipline in the one case as in the other, *toties quoties* ?—Yes.

3120. Have you still the old book called Scriptores Græci ?—Yes.

3121. Has it been altered substantially ?—Additions have been made to it.

3122. (*Lord Lyttelton.*) You said the Provost would generally consult with the Fellows as advisers on subjects relating to the school, but not as a matter of right ?—I think I said there is no mention of his consulting them as a matter of right.

3123. You draw a distinction between the position of the Fellows in respect to the property and their position in respect to the management of the boys ? —Yes.

3124. (*Lord Clarendon.*) One of the matters to which our attention has been particularly directed is of course the moral and religious training of the boys, and, connected with that, to the services in the chapel and the sermons that are preached there. I think we know from experience elsewhere that these sermons may have a most beneficial effect on the boys. I believe the pulpit in the chapel is reserved exclusively, is it not, for the Provost and Fellows ?—Yes.

3125. The Head Master is occasionally asked to preach, but it is merely an invitation out of compliment. He has of right no privilege of his own in that respect ?—No.

3126. I wish to ask you whether you think that arrangement a good one, or whether it might not be greatly improved. These sermons, I believe, are occasionally addressed to the boys by the Fellows who preach, but I wish to ask whether you think that the Fellows who are frequently non-resident, and who cannot be well aware of what is the state of public opinion and the tone of the school, or of anything that might want reform, or of what suggestions might be usefully made, are the best persons to preach, and whether these matters could not be treated in a much more impressive manner by men who are resident, such as the Head Master and the assistant masters in orders. Do you not think that these duties could be better performed by them ?—My opinion is, that as a matter of theory it is better for those to preach who have time to devote their minds to subjects which will be treated on in the pulpit; and, having been thoroughly conversant with the nature of the boys, it is far better for them to preach than any man engaged as an assistant master, and especially as the Head Master is. If a man has a special gift for preaching advantage might perhaps be taken of it; otherwise it would not be an advantage.

3127. I have no doubt you are well acquainted with the system of Dr. Arnold, and also with his practice, and I think you must be aware how entirely both his opinion and his practice differed from the opinion that you have just now delivered ?—Yes.

3128. I think you are also aware of the great practical results that his system has given birth to at Rugby. I believe that it is still adhered to, although perhaps not quite to the same extent to which he carried it out himself, but the results of it are apparent and most useful in the present day, and I cannot see why they should not operate in the same manner at Eton ?—If I may be allowed to express an opinion, I should say that Dr. Arnold was not an every-day man; and it does not follow that what he achieved is attainable by all other Head Masters. I should also be disposed to question the results of his preaching, eminently successful though it is said to have been. I think the religious character formed by it was not so genuine as it should have been. Boys are so easily influenced and so easily impressed with anything that is said from the pulpit that it requires great consideration whether the man who is placed over them as Head Master should be the man who should influence them so extensively as I consider the Head Master would have the power of doing if he had the right of preaching to them, I think that it would rather tend to destroy the purity and freedom and therefore the thorough simplicity and reality of religion. What I have noticed in Eton men has been an absence of all mannerism, if I may so call it, a freedom from ostentation in the conscientious discharge of what they consider their duty as Christian men. There has been nothing which has

seemed to me to derive a complexion from any marked peculiarity of thought.

3129. But would not what you have now said, with respect to what may fall from the Head Master in the pulpit in addressing his boys, apply with still greater force to his instruction in religious matters which I apprehend he always gives?—In his division?

3130. That would apply with still greater force if the Head Master is not to be trusted as being competent in himself, or as to the doctrine that he holds and would inculcate in the pulpit, where there must be the check of public opinion upon him; that would apply with still greater force to his religious instruction, with respect to which his influence over the boys would be more direct and therefore more dangerous?—It is not with reference to the doctrines he may entertain that I am speaking, but with respect to the influence which he might exercise over the minds of the boys, and which might destroy the simplicity, if I may so express it, of their religious character.

3131. (*Lord Lyttelton.*) You mean that they would be too much cramped by the influence of one mind?—Yes.

3132. (*Lord Clarendon.*) Have you had any opportunity of knowing, or have you made any inquiry respecting the operation of the system at Rugby?—From having had two brothers there, I have had an opportunity of knowing a good deal of what passed behind the scenes, as it were.

3133. What has been the result of your observation or investigation there with respect to the effect of the school preaching as distinguished from the system now adopted at Eton?—What I have just said was based in a great measure on what I learnt from them, and also from what I have observed of Rugby men whom I knew at College, and whom I have known since.

3134. And what is it you thought you had observed with respect to the religious instruction?—I thought there was not the same simplicity of religious character that I had noticed in Eton men.

3135. (*Lord Lyttelton.*) You are alluding to Dr. Temple's time as well as to Dr. Arnold?—I have not known it in Dr. Temple's time.

3136. (*Lord Clarendon.*) Do you mean that you do not get the same independence of thought in religious matters? I do not quite understand what you mean by "simplicity"?—Yes.

3137. That there was not that individuality and general freedom in religious thoughts?—What I mean is, that the teacher has seemed to have more influence than the truth he seeks to inculcate.

3138. (*Lord Clarendon.*) Do you not think it would be very useful if the Head Master were to preach more frequently than he does?—It might be useful perhaps; and I believe it is the opinion of many that if the Head Master desired it, he should be at liberty to preach almost as often as he wishes.

3139. (*Lord Lyttelton.*) His preaching is quite occasional now?—Yes; in Dr. Hawtrey's time preaching was far more frequent by the Head Master than it had been before. There was a catechetical lecture, usually delivered by a Fellow, and permission was given to Dr. Hawtrey to deliver these lectures immediately on his expressing a wish to do so. They were continued by Dr. Goodford.

3140. Should you see any objection to any assistant master, who had a gift of preaching and was able to impress an audience of boys, occasionally preaching?—No; but I should be sorry, were I an assistant master, to be asked to preach, in consequence of not having time to make the necessary preparation.

3141. Even occasionally?—Yes, even occasionally.

3142. (*Lord Clarendon.*) You would not see, with reference to the statutes of the College, any objection to having an occasional sermon delivered to the boys by an assistant master, who, you believed, would be able to preach with effect?—I should not have the least objection to it; but I doubt whether it would be very useful.

3143. (*Mr. Vaughan.*) Do you or do you not think that the effects that are to be attributed to Dr. Arnold's preaching to the boys, if any such effects existed, were mainly attributable to his personal character and qualifications, and were such as might not be realized by many very good Head Masters?—I think he had a special power of influencing the boys both by his character and also by his preaching.

3144. You think he had a peculiar power?—Yes, a peculiar power.

3145. (*Lord Devon.*) I presume you would be of opinion that in order to make sermons useful and influential with respect to the boys, it would be desirable that they should be delivered by those who understand boy nature?—Yes.

3146. Is there not a danger that the general preference given to the Provost and Fellows, in consequence of which they only have the right to preach, would result in this, that the sermons would be delivered in many cases by gentlemen long absent from the school, and who, being absorbed in other occupations, may have lost that knowledge of boy nature which might be retained by younger Fellows or persons engaged in the business of the school?—I think not, taking men as you find them.

3147. Would not a young Fellow who had been recently called to fill that office retain in a greater degree all that sympathy and warmth of interest in the College that arises from long connexion?—It depends very much upon the personal character of the man and his power of preaching. I remember, for instance, as a boy, being specially struck by the sermons of a Fellow who had served in the army.

3148. (*Lord Lyttelton.*) Your experience is very valuable, because it is of a threefold character, as assistant, Fellow, and Head Master. I wish to ask you, with reference to your experience as assistant master, is it not the case that of all the authorities at Eton those who are most constantly and closely in connexion with the boys are the assistant masters?—Yes.

3149. With reference to the assistant masters and their time to prepare sermons, has not an assistant master nearly four months' holiday in the year?—Yes.

3150. Is it not your opinion, with regard to the feeling of the assistant masters, that they would esteem it a very great privilege, and one which they would much value, if the use of the pulpit were permitted to them as a regular part of the system, so that each of them should have occasionally the privilege of preaching to the boys?—I think it seems more desirable in prospect than it would be in reality.

3151. That was not your feeling as assistant master?—No, not in the least. I did not wish to preach.

3152. If the assistant masters were allowed to preach in turn, should you feel any apprehension of the opposite kind to that which you recently expressed, namely, that it might bring a perplexing variety of opinions to bear on the minds of the boys?—This has not been the case where younger men have preached.

3153. (*A Commissioner.*) If the Fellows are to take an active part in the management of the College, is it not desirable as far as possible to keep up among them a knowledge of the boys as well as it can be done?—I think so.

3154. Would not the practice of preaching to the boys, which a Fellow takes up from the moment of his leaving the assistant mastership and becoming a Fellow, tend to keep up the freshness of the Fellows' interest in the school?—I think so, and moreover, he has time to give to the preaching.

3155. If the preaching were taken away from the Fellows, would it not diminish the interest in the connexion which exists between them and the school?—I should say so.

3156. (*Lord Lyttelton.*) You are not aware, among your own contemporaries among the assistant masters, of any general wish existing on the subject?—Certainly not.

3157. (*Mr. Vaughan.*) With regard to the assistant masters, supposing an assistant master, from his

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experience of his pupils, were to observe any peculiarity in the school, or any particular feeling which he thought decidedly wrong; that he saw privately from the state of his own pupils that this pervaded, not only them, but the whole school, would it not be desirable that, upon some occasion or other, he should have an opportunity of addressing himself to that particular matter in a manner which could reach the whole school?—It would come with more force if he suggested any such thing to the person who he knew was going to preach.

3158. Do you think that if it were distilled through another mind in the way in which it must be if it were suggested to the preacher, and then conveyed through him to the boys, that it could ever come with the same effect morally, or be treated in the same forcible manner that it would be if it came from the assistant master himself?—He could explain his own sentiments to those with whom he came in contact, as a tutor, and the fact of those sentiments being confirmed in the pulpit by others would add much to the influence he possessed.

3159. Do you think it would lose nothing by not coming from the original mind?—I should say not.

3160. (*Lord Clarendon.*) I would ask your opinion with respect to the chapel service. It is my opinion—I do not know whether it is shared in by others—that boys ought not to attend chapel, except for the purposes of Divine service; that chapel ought not to be associated in their minds with anything but the performance of religious duties. But at present the boys attend on holidays and on holiday afternoons at chapel. I cannot think that that can in any way be advantageous in a religious point of view. Have you ever considered that subject?—When I first went back to Eton as an assistant master, I was struck by the apparent anomaly, and I conferred with persons of good authority with whom I was brought into contact as to the expediency of having more regular chapel meetings, but the answers I received were so contrary to what I expected from the persons whom I consulted, that it struck me as a thing well worthy of deep consideration. These opinions to which I have alluded came from men who of all men in the world I should have thought were inclined to advocate a more regular attendance in chapel, and they said, "Do not alter it." I have therefore considered the matter very much, and the result has been that I have felt that at Eton irregularity (if I may say so) has worked well in a manner, and that the difference that I have observed in other places where there has been more regularity has not been so great, and the tendency has not been so good, as where it has not been so regular. The good which is obtained, where you have to compel boys, must be comparatively small. Everybody must know that there cannot be the same practice observed here as at the University, where it is left very much to the choice of the students themselves; but here, when one boy goes all must go. The principle, as it seems to me, on which the attendance at chapel is now based at Eton is this: the boys know that there are services every day and twice a day. They hear the bell when they are going to school, and whenever they are not otherwise engaged by school, and so forth, they go into church, the consequence is, that they go into church when they are not pressed with other things, and all their idea of church-going is connected with the idea of holiday. There is something, I think, in that.

3161. Do you not think that the church-going is connected with the anticipation of the holiday?—No, I do not think it is. I think everybody who knows boy nature would know that the fact of their being compelled to go would immediately induce the feeling that they would rather not go. There would be that feeling, meet it how you would.

3162. They are compelled to go?—Yes, they are.

3163. (*Lord Lyttelton.*) Is church time always coincident with what would otherwise be school time?—Yes.

3164. (*Lord Clarendon.*) I quite agree with you that they must be compelled to go. But do you not think that if every day began with a short and impressive service in the chapel, that that would be more likely to make an impression on the boys' minds than being summoned to chapel on holidays and half-holidays, in short, in an irregular manner?—It may seem so in theory.

3165. Is it your opinion that every service in chapel ought to be a choral service. Why I ask that is to ascertain whether you think it would make the service more attractive?—I think it would.

3166. I think you cannot say that the choral service in the chapel at Eton is performed with the same care, or with, I might almost say, the same decorum that it is at St. George's, although the choir is the same, and the college contributes towards its support?—Yes, I think it is very well done.

3167. (*Lord Devon.*) Is it as well done in the afternoons at Eton as it is half an hour afterwards at St. George's?—Yes.

3168. We have heard a contrary opinion?—I do not know that any one can say that it is not done with proper attention and care. No one, in my opinion, would notice the difference.

3169. There are prayers every morning in all the boarding-houses, are there not?—In all the tutors' houses.

3170. They are somewhat irregular, I believe. We heard yesterday that they were not invariably read in the dame's house even, although under the superintendence of an assistant master. Does that fact come within your knowledge?—No, I cannot speak to that.

3171. You do not know that such is the case?—No.

3172. (*Lord Clarendon.*) I cannot leave this branch of the subject without asking you to turn to page 89, No. 4, of Mr. James's evidence, in which he says, "There is no reason whatever for any boy doing "any of his classical work on that day (Sunday); "Monday's work requires, no doubt, a good deal of "preparation, but this may just as well be done on "Saturday evening as on Sunday evening, and is so "done by many boys. Those who are evil-disposed "often spend the Sunday 'after four' in drinking, &c., "at inns, but I am not inclined to think that these "form any considerable proportion among the boys." This is adverted to as being wrong on Sundays, as if it were common or less objectionable on week days. It is rather a sweeping charge. Is it the fact that there are any considerable number of boys who spend their Sunday afternoons drinking at inns and public houses?—I am not aware of the fact.

3173. I observe that it is mentioned here that "those who are evil-disposed often spend the Sunday "after four in drinking, &c. at inns"?—I cannot say that I never heard of a boy going to an inn after four on Sunday; but as to its being a general practice, I should be very sorry indeed to consider it as one of the ordinary modes of spending the Sundays.

3174. Finding it put down, you will not, I think, be surprised that it should have attracted our attention?—No; and I think it is high time that some inquiry should be made into it.

3175. The statement has reference to this being done upon Sunday. The evil-disposed, it is said, do it on the Sunday; but this rather implies that those who are not evil-disposed may do it at other times. Can you say that there is no such habit at Eton as drinking by the boys in public-houses?—Not as a habit. I think it ought not to be imputed to the school.

3176. There may be cases now and then, you think, but it is not a thing that is complained of, or as one to be especially guarded against?—No, I think not.

3177. (*Mr. Thompson.*) Would a boy who was known to have been drinking at a public-house on a Sunday be allowed an opportunity of repeating the offence?—No; I should think not.

3178. (*Lord Lyttelton.*) The idea of chapel being a roll-call need not be taken to mean more than that the boys are required to be at chapel?—I should say

that it was meant as a general regulation that they should be there.

3179. (*Lord Devon.*) Am I correct, Mr. Balston, in inferring it to be your opinion that if it could be arranged that there should be a short choral service lasting a quarter of an hour or 20 minutes every morning at half-past seven o'clock, at which the boys would attend, that on the whole it would exercise a salutary influence upon them?—I should be inclined to say that if it were at a later hour, it would be better.

3180. But assuming it to be at the hour most convenient for the studies of the pupils, do you think that a short service of that character would be attended with useful influences?—I cannot deny that I think it would.

3181. (*Lord Clarendon.*) Mr. Balston, we had yesterday under our consideration that portion of the statutes relating to the oaths to be taken by the Head Master. Dr. Goodford gave us his opinion on that part of the statute by which the Head Master is forbidden to demand or claim anything for the instruction of the scholars, and he informed us that when he was appointed Head Master he declined to take the oath that he was to take in that respect, and that the clause in the oath which would have bound him to the observance of that was omitted; and, moreover, that in administering the oath to you, and upon your feeling the same scruples which he had felt, he omitted it in your case also?—Yes.

3182. The general tone and spirit and letter of the statute is absolutely against any alteration of the stipend or charge for instruction. We asked Dr. Goodford by what authority he considered himself warranted in a departure from this statute, and he directed our attention to a portion of it which, he thought, gave him that authority.

(*Lord Lyttelton.*) It was in that part which had reference to the "reformationes et correctiones."

(*Lord Clarendon.*) I wish to know whether having looked at the matter you take the same view of it that the Provost does, or whether you simply acted by his authority, in not taking that part of the oath? Looking at what he considers his dispensing power, do you agree with him?—I have not looked at it with reference to this point. I must have heard of it; but I have not considered the question.

3183. (*Lord Lyttelton.*) You were satisfied with the Provost's general permission?—Yes.

3184. (*Lord Devon.*) I should like to ask a question as to the arrangement with regard to College livings. At present we are informed that the livings are given among the Provost and Fellows, but that the conducts have a claim to certain of the livings supposing them not to have been taken previously by the Provost or one of the Fellows. The question I wish to ask you is whether you think it would exercise a useful influence on the school if the assistant masters were rendered eligible to these livings?—I think it would be useless to offer these livings to them.

3185. On what ground?—Because it is found even now that many men do not offer themselves for Fellowships, and inasmuch as the Fellows have livings as well, the presumption is that if the assistant masters were offered even the best livings, they would not take them.

3186. Is that in consequence of the position of the assistant masters, ordinarily speaking, being much better?—Yes, for this reason, that most of the assistant masters are married, and the position of an Eton master is so much better in all respects from the advantages they derive in bringing up their family, that in nine cases out of ten the offer of a living would go down the whole list of masters and not be taken.

3187. Do you think that the circumstance of their being eligible for livings would be any additional inducement to a person at the university to come to Eton?—It might be so; and supposing a man found, after coming to Eton, that it was work for which he was not competent, he might then have the opportunity of being released: but on the other hand there is this danger; anybody who knows what the work is knows that there is something very unattractive in it, particularly at first, and if it were the practice to offer a man and especially a young man a living, we might very often lose a most valuable man, because he might shrink from the work at the beginning, whereas if he got over that he might become one of the most valuable men in the place.

3188. Lord Lyttelton says we have the advantage in your case of hearing the evidence of a person who has filled a threefold character. In that treble character I should like to ask you a general question. Considering the constitution of the Provost and Fellows, and their relation to the school generally, does any mode occur to you by which the fellowships could be, to use a modern phrase, utilized in any way so as to render them generally more advantageous to the school than they are at present; for instance, by the annexation of one to a professorship on a particular plan, medicine, or mathematics, or anything else?—Not as compared with the disadvantage it would be to remove the fellowship, because I think that their being attached to the school is an additional attraction to men at the university to come to it in the position of assistant masters. I think that at present there is very great value in the fact of having these fellowships for men to look forward to. They certainly are a means of attracting the best men, and I have heard of masters of other schools wishing to have such fellowships, because they could not get men to come to their schools.

3189. (*Lord Lyttelton.*) You think the taking away of the fellowships from the school would diminish its attractions in the eyes of the best men?—Yes.

3190. (*Lord Devon.*) Could not certain duties be added to them connected with the school. I am giving no opinion upon it, but the question which I put bears reference to this point; supposing that an existing fellowship were connected with some thing in the nature of a professorship, charged with teaching some particular branch of instruction in the school, do you think that in that way the fellowship would be made more valuable to the school?—No, for this reason, that the men who become Fellows have done their work as teachers of boys.

3191. Take it in this way; you are dealing with those who have been for a long time assistant masters. There may not be much mathematics taught here now, but supposing that 30 years hence it should become an object to get a man of the highest mathematical attainments to come and co-operate with the Head Master in carrying mathematics to the highest point to which it would be advantageous to carry them in a school like that of Eton, if you connected a mathematical professorship with a fellowship, and gave the mathematical professor the income arising from the fellowship, do you not think that in that way there would be an inducement, which does not now exist, for the introduction of men of high intellectual attainments in that particular branch of study?—No, because at present the mathematical master has a higher income, derived from the school, than the fellowship would give him.

3192. And the same thing, I presume, may be said with respect to other branches, with reference to which it might be suggested that a professorship should be joined with a fellowship?—Yes.

3193. Is it your decided opinion that neither in this nor any other way that occurs to you could the existing fellowships be made more available for the benefit of the school?—No, not taken as a whole. Do you mean that in that way you would diminish the number of them?

3194. No, I am assuming that the fellowships remain as they are. My question was this, are there any means of making two or three of them valuable in connexion with the discharge of some other duties for the interest and benefit of the school?—You must by so doing diminish the rewards that are given to

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the masters who have served a number of years in the school.

3195. (*Lord Lyttelton.*) The duties of professors could not be put on a level with the hard work of a tutor?—No, but if he had to manage the boys it must be so.

3196. (*Mr. Thompson.*) Practically, it would become a sinecure?—Yes, unless the professor could manage a division, which is a difficult thing to do.

3197. (*Sir S. Northcote.*) Supposing it were thought desirable to give a series of lectures on modern history, for instance, which would be a much less laborious thing than working a division in school, do you not think that the assistant master, who had served 15 or 20 years in the school and got a fellowship, might be induced to give lectures on modern history?—It might be so by chance; it could not be the case generally, because the subject upon which the lecture was given must be the study, and special delight of the man himself, and in which he was what I may call a distinguished man. Then we come to a question of discipline. All the boys will not listen to lectures. I should say that you would do something much more effective if you got some man who was really distinguished to give lectures which the boys themselves would wish to attend, rather than place a man there in the position of a professional lecturer. If such a plan as you suggest were adopted, it would come to a matter of school work in the end. It must come to that.

3198. I would ask you one general question. Does it not seem to be the case that, with the exception of preaching, the Fellows have no direct duties at all bearing on the whole body of the school. What have they to do that bears directly upon it, or I might almost say indirectly, with the exception of preaching to the boys?—Do you mean in the way of teaching?

3199. In any way whatever. When a man is elected a Fellow, does he consider himself bound to do anything having a direct bearing upon the school in any way except preaching?—During the time of residence the Fellows attend service twice a-day.

3200. Do the Fellows take part?—They are present.

3201. They do not take part?—They do not read.

3202. (*Mr. Thompson.*) They are in the same position as the canons resident at a cathedral?—Yes.

3203. (*Lord Clarendon.*) In fact the school would not greatly suffer, that is to say, its utility and progress would not be much impaired if there were no Fellows at all?—As far as teaching lessons goes, not the least.

3204. Would the boys be aware of the change?—Yes.

3205. (*Mr. Thompson.*) What do you suppose would be the feelings of the boys in the event of fellowships suddenly ceasing to exist?—I cannot say what their feelings would be.

3206. There is another suggestion which was made, and I should be glad to hear what Mr. Balston thinks of it. It has been proposed that the fellowships should be utilized by their being held by assistant masters. Will you state any objection to that?—That is equivalent to doing away with them. It cannot be said that the masters want the fellowships as emoluments.

3207. (*Lord Clarendon.*) I suppose, Mr. Balston, you have scarcely been long enough in your present position to judge accurately of your emoluments?—No.

3208. Did you look at the return that was made by Dr. Goodford?—Yes, I have looked at it.

3209. But you have no experience of your own in respect to it?—I cannot speak from experience.

3210. There is one matter upon which I would ask your opinion, and that is the custom of leaving-presents. They vary in amount, and are not given in a pleasant or proper manner, and I wish to ask whether it is your opinion that it would be better to put that fee upon some other footing, so as to make it a regular charge, to be paid in the way that it ought to be?—That is my own opinion. It belongs to a custom which has completely gone out of date.

3211. You think that if it were put on a more regular footing it would be more advantageous?—Yes, I think so.

3212. (*Lord Lyttelton.*) Do you think that as far as possible it would be well to simplify the payments of the parents, to make them a regular charge and equally binding on all?—Yes, I think so.

3213. (*Mr. Vaughan.*) Considering the number of collegers that are under the care of the Head Master in proportion to the rest of the school, do you think that enough is paid, either as salary or in any other way to the Head Master on account of his teaching and managing them?—From the college?

3214. I meant in any way, from the collegers or the college for that particular service?—I think so.

3215. Do you think it is so arranged at present as that, in fact, part of the burden and expense of teaching the collegers does not fall on the oppidans?—I do not precisely catch the meaning of that question.

3216. Perhaps I might ask it in detail. Do you know at all what amount is annually paid to the Head Master from the college on account of the instruction which he gives to the collegers?—I see here in Dr. Goodford's report that the annual payments from the college amount to 215*l.*

3217. Are there any other payments beyond that of the house, and those other advantages that are mentioned here, that amount, altogether to 375*l.*?—With the house rent-free.

3218. Do you think that that, as compared with the whole emoluments of 5,842*l.* which is paid for the whole school, is a sufficient remuneration for the trouble which he expends on the collegers in one way or another, as compared with that which he expends on the whole school?—I have not considered that point.

3219. It has not struck you to consider that point, perhaps?—No, it has not.

3220. Should you consider, at any rate, that it would be proper that in some way or other, the Head Master should be paid for the trouble expended on the collegers in the same proportion as he is paid for the trouble expended on the oppidans, and that the oppidans as oppidans should not pay more to the Head Master than is paid for the collegers for the same duties?—I should say so.

3221. I understand you to say, that you have not sufficiently examined the figures to say whether that is the case?—No.

3222. Does it strike you at first sight to be so. It is 375*l.* for the 70 collegers as compared with 3,870*l.*, beside leaving-presents and entrance fees for the 660 oppidans of the upper school, unless these fees are also paid by the collegers. I am speaking of leaving presents to the Head Master and not to the tutors?—The entrance fees are paid, when they enter as oppidans. I do not know whether the collegers who enter as collegers pay any entrance fees—I think not.

3223. Then the entrance fee which is paid by an oppidan, who subsequently happens to become a colleger, is paid in his character as an oppidan?—Yes.

3224. (*Mr. Vaughan.*) Is it not the case then that something like one-fifteenth part of the whole payment is paid on behalf of the collegers as compared with the oppidans while the trouble that is given by collegers is about one-tenth?—I have not examined the figures.

3225. Does it not strike you, if that is the case, that the oppidans—(not the collegers, nor the college, but the oppidans)—are virtually paying part of the expense of the education of the collegers?—You are assuming that to be the case?

(*Mr. Vaughan.*) "If that is the case," I said.

3226. (*Lord Lyttelton.*) On that assumption?—Yes; that would seem to be the case as you put it.

3227. (*Mr. Vaughan.*) And if the arrangements are such that they are doing so, that is a flaw in the arrangements ?—Yes ; if that is the case.

3228. (*Lord Lyttelton.*) Have you had occasion to consider the question of the statutable position of the Head Master in reference to his payment. The question has occurred, whether, looking at the alterations that have taken place in the condition of the members of the college, the payments which the Head Master now receives under the statutes stand as they ought to do ?—Under existing circumstances I think it is manifestly unnecessary that a larger payment should be made to the Head Master by the college.

3229. Do you mean that by means of the large payments which the parents of the oppidans make to the Head Master, the payments made by the collegers are enabled to be decreased ?—What I mean is, that the payments made to the Head Master by the College, under existing circumstances need not be increased.

3230. You think the present system to be a fair and equitable one ?—Quite so.

3231. (*Mr. Vaughan.*) Are you acquainted with the original provision of the statutes, by which it is provided that gratuitous instruction shall be given to those who are not on the foundation ?—Yes.

3232. Do you not think, taking that provision into consideration, it would be specially hard that the non-foundationers should, in addition to their own education, have to pay in part for the education of those who are on the foundation ?—I am not admitting that they do.

3233. I am putting the question thus. Do you not think that there being a provision in the statutes that they should have their education from the Head Master gratuitously, would add to the impropriety of their not only paying for themselves, but paying in addition for the education of the collegers ?—Being charged as they are ?

3234. I do not say at this moment how they are actually charged ?—I do not know how to answer that question.

3235. Do you not admit that they do in part pay for the education of those on the foundation ?—I do not admit that the oppidans do.

3236. You say you have not looked into the figures; I was, therefore, putting to you a hypothetical question ?—I suppose they ought not to do so.

3237. And would not the fact of there being a statutable provision that all who came should be educated gratuitously add to the impropriety of their doing so ?—I think not.

3238. Why not ?—Because I consider that what the oppidans have to pay it is only right they should have to pay.

3239. Supposing they had to pay more, and that they had to pay in part for the education of the collegers, do you not think that the clause in the foundation statutes would invest such an arrangement with an additional impropriety ?—No, I cannot see how it touches it, if you deal with the question as a matter of fact.

3240. (*Lord Lyttelton.*) Apart from the actual position of the Head Master, simply as a matter of arithmetic, taking the present statutable payments of other members of the College, has the payment of the Head Master increased in the same proportion as theirs ?—I think it has.

3241. (*Sir S. Northcote.*) If there were no oppidans at Eton, do you suppose it would be possible to give to the collegers the same amount of tuition and as good instruction as they get now without payment being made out of the funds of the college ?—They might be well educated for the sum which is now paid to the Head and lower masters by the collegers.

3242. But would they be educated as well as they are at present ?—There you come to the question, what does education consist in ?

3243. (*Mr. Thompson.*) You could get as good scholars ?—Yes, certainly.

3244. By these payments of 215*l.* and the other advantages, which amount to 375*l.* in the whole, and the payment to the lower master of 79*l.* ?—There is the house besides.

3245. With any additional advantages ?—No.

3246. (*Sir S. Northcote.*) There are some small payments which the collegers make themselves ?—Yes.

3247. (*Lord Clarendon.*) I would ask you as a corollary to that, if the collegers, supposing there were no oppidans, could get exactly the same education that they do now for the remuneration that is paid by the college to the Head and lower masters, do you not consider that the oppidans who pay 20 times that must be paying too much for their education ?—I should say not.

3248. I do not say of course exactly 20 times, but the payments to the different masters at Eton would certainly amount to a great deal more in proportion to that which the college pays, I mean the payment that is made to the Head and lower masters by the college ?—True ; but the great expenses at Eton involve all the expenses to the master of the feeding, lodging, &c. of his pupils. These, I am supposing, the college would provide entirely themselves, and that the payments made to the Head and lower masters are for the work of instruction only. I am speaking now merely from a rough calculation in my own mind, but I think you will find that the payments made by the college now to the Head and lower masters for the 70 boys would come very nearly to the sum which is actually paid to the tutors for their ordinary pupils, namely 10 guineas a year ; while the oppidans, it must be remembered, pay each six guineas to the Head Master.

3249. (*Sir S. Northcote.*) Does it not amount very much to this, supposing a man to have taken first-class honours at the university, could he undertake the management of a school of 70 boys or the position of assistant master in a school of this kind for 200*l.* or 300*l.* a year ?—That is a hypothetical question which I cannot answer.

3250. (*Lord Clarendon.*) I will ask you with respect to the selection of the classical masters at Eton, they are all Eton men and generally taken from those who have been on the foundation, are they not ?—Yes.

3251. Very many of them come from King's College, do they not ?—Yes.

3252. I will not enter into the question of the improvements which have taken place at King's College, and I will assume that the King's College men are much better than they were, but do you not think that restricting the choice of so important an officer as assistant classical master at Eton is disadvantageous to the College, and that you might get a larger field and a far better field if you had men educated elsewhere, and above all who have had some experience in teaching, and whose fitness for the office had been in some respects tested ?—My opinion is this, that you might perhaps get better men as regards university attainments or distinction, but you could not so safely appoint a stranger as you can appoint men after six or seven years knowledge whose character you have watched upon the foundation at Eton.

3253. Do you not think that selecting them from men who had been on the foundation at Eton, or even from men who had been oppidans at Eton, must very much restrict you in your choice of obtaining efficient assistant classical masters ?—I think the advantages which are derived from Eton men counterbalance any advantages which might be derived from having men who were more distinguished at the university. I consider the appointing of those who have been on the foundation affords a greater advantage to the school on this account,—it may be presumed that the boys in college are, generally speaking, young men of such position in life or such circumstances that you may reckon on their being glad to accept the office ; you may therefore be watching them and testing their character for a great length of time

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with a view to their future appointment; and this is most valuable, when you consider the risk you run in appointing men who may turn out to be unfitted for the office. With the oppidans, partly from their great number, partly from the fact of the generality of them being intended to fill far higher positions in life, you never can have the same opportunity of watching and testing their fitness for this particular purpose. Moreover, the appointment of men simply on account of their university distinctions has not been attended with such good results.

3254. It was not solely with reference to university distinctions that I was speaking, but with reference to men who have had some experience in the art of teaching. I consider that the art of teaching is a very important one not given to all men, requiring as much apprenticeship and training certainly as any pursuit in life, and that you must be taking at considerable risk a man who has never had any experience of that kind. But it appears that it must have been a wonderfully successful system, because an incompetent person has never been found or at least removed from his office. Do not you think there would be some advantage in having men experienced in what you would consider the art of teaching?—Yes; on the other hand it is necessary to get men at once before they have entered on any other course of life.

3255. Supposing they have entered on a course of teaching and been very eminently successful?—At other places?

3256. Yes?—In that case I think you would not get them to begin at the bottom.

3257. (*Lord Lyttelton.*) You think the balance of advantage is in favour of the present system?—Decidedly.

3258. (*Lord Clarendon.*) Certainly it is contrary to the practice and experience of most of our great schools, which look about everywhere and offer as many inducements as they can in order to get the best men they can procure?—I think we can bear comparison with any other school in this respect.

3259. But I understood you to say that no eminent men would come to Eton on such terms as would be offered for a form at the bottom of the school?—That does not quite express what I meant. I mean that when once a man has acquired a footing in any other place or pursuit of life, you can scarcely expect to secure his services in connexion with a large body of men, where he has to start afresh, as it were, at the bottom of the list.

3260. Supposing a man who had taken high honours, had distinguished himself at the university, had been for three or four years at Rugby, had proved himself to be a very efficient teacher, and possessed all those qualities which you desire to find in a master, and was willing to accept the better prospects and larger emoluments that Eton might offer to him—would you reject such a man as that?—It would be like taking another man's servant.

3261. But supposing another man's servant wished to better himself, could he not do so?—Yes; but you would not go to another man's servant and ask him to come and join your service.

3262. But is it not the fact that many schools go to Rugby for their masters, and that Rugby is constantly deprived of its old masters in consequence of the attractions that are held out to them by other schools?—Yes; no doubt Rugby and Rugby masters are valued high. At the same time, I must remind you that we have gone on the principle of selecting the best masters we could.

3263. I understand you to say that watching the character and possessing an accurate knowledge of the circumstances of young men is a great help to you in the selection of your future masters?—Yes.

3264. (*Mr. Thompson.*) I understand you, Mr. Balston, to prefer the restriction of the choice to collegers, and therefore, I suppose, to King's men?—Yes.

3265. (*Lord Lyttelton.*) You would prefer King's men *cæteris paribus* to anyone else?—Yes, any good colleger whether a King's man or not.

3266. We understand that that is a matter which is at your own discretion. You do not consider yourself restricted?—No.

3267. It is your intention, as far as possible, to supply your masters from collegers in the first place, and from Eton men in the next place?—Yes.

3268. You think that will best keep up the traditions of the school?—Yes.

3269. (*Mr. Vaughan.*) Should you not think there are some advantages, with regard particularly to the progressive improvement of the school, in taking occasionally, and even systematically as assistant masters a few of those who have been educated at other schools, and are consequently acquainted with the systems of other schools?—I think we are progressive.

3270. (*Mr. Thompson.*) As a matter of fact, have not the most progressive schools been generally manned in that way?—I should say that Eton is as progressive as any, if not the most progressive school in the country.

3271. (*Lord Clarendon.*) I will ask Mr. Balston's opinion respecting the tutorial system, which in most of the reports we have received is considered the keystone of the Eton system. Do you consider that the tutor does really stand in *loco parentis* to the boy?—Yes.

3272. That he attends not only to his educational progress during school, but to his individual character and to his moral and religious training?—Yes.

3273. Then, as far as can be, he represents the boy's parents?—Yes.

3274. And the boy has the same sort of feeling towards him, at the same time recognizing his position as tutor?—Yes, in proportion as the tutor trusts the boy.

3275. I have no doubt that this is carried out as far as practicable; but are not the tutors overworked. Being looked upon as standing in the place of the parents, are not their time and energies over-taxed in consequence of the number of boys they have at one time under their care?—They have plenty of work to do.

3276. Can a tutor, besides giving to his pupils the educational attendance which he does, look after and superintend them, taking so many boys as many of the tutors do?—Yes, a man is perfectly able to do it who has learnt to do it.

3277. May I ask, first, how many pupils had you?—I never had less than between 50 and 60. I think about 54 or 55 was the lowest number I had.

3278. And you were able to be a father to them all?—That is a rather puzzling question.

3279. What was the highest number you ever had?—I am sorry to say 72.

3280. Were you very much distracted with that large number?—Yes, and I never had it twice.

3281. Then, although there may have been reasons that induced you to have that number, you thought it was far beyond what you yourself could satisfactorily attend to?—Yes.

3282. What would be the number that a master who knows how to do it would be able to attend to?—That depends very much on the man himself, otherwise I do not see why a man who understands his work should not manage 50 pupils very well.

3283. There is now a limit put upon the number?—Yes.

3284. That was put by the late master, was it not?—Yes, a limit of 40.

3285. Do you consider that a perfectly manageable number?—Quite so.

3286. That restriction is applied only to the masters who were appointed after it was established?—Yes.

3287. I believe that some of the tutors did put a limit of their own upon the number of pupils whom they would take?—Yes, I think they did.

3288. But many of these tutors are also classical masters, and have a vast deal of work in school besides. Does not that overtax a man's powers?—

Taking an average man I think the division of 40 pupils in school or class and 40 private pupils out of school, is quite within a man's work. At the same time if he is to do his work well, he must be thoroughly employed having that number; that is to say, it must be a work that would occupy him almost entirely. As soon as ever a man throws himself completely into the work and is entirely occupied by it, his will and energy enable him to accomplish a great deal.

3289. How many hours of work a day will that give; first, for the preparation of the lessons; that I believe is the first part of the work the tutor has to do?—Yes.

3290. How many hours a day will that take, say with 40 private pupils?—I should say that a man must be at work from seven in the morning till nine at night. Of this, three or four hours a day would be spent with his division in school.

3291. That would be 14 hours a day. And you are talking of double the number?—The whole time he never can have his work off his mind.

3292. One way or other he would be worked 14 hours a day?—He would be at work from seven in the morning till nine or ten at night engaged with the boys. He takes his meals with the boys, he sups with them, and it is on these occasions that he has the opportunity of conversing with them and being on friendly and familiar terms with them. Still it is an occupation of his time and a most valuable one; so that from one end of the day to the other he has never finished his work; the nature of the work is such that it increases in proportion to the interest he takes in the boys.

3293. (*Lord Lyttelton.*) You allow time for exercise and meals?—I allow time for exercise, but there is very little time for meals.

3294. You think that taking one time with another a man must be engaged 14 hours a day?—Yes, a man must be engaged about that time.

3295. Deducting two hours for exercise and two for meals each day?—Yes.

3296. Then there are holidays which come three times a year. Do you think that is an amount of work that an average man is equal to?—Well, the nature of the work is such that he can do it very well with the breaks that there are in the year. There are three breaks in each year.

3297. Although a great deal of attention must be given and a great deal of time occupied, the nature of the work itself is not very hard?—No.

3298. (*Mr. Thompson.*) But the tedium must be great?—It requires the attention always to be on the stretch.

3299. Is it not very tedious to hear a boy construe?—It may be.

3300. (*Lord Lyttelton.*) There is not very much hard head work in it?—Not very much.

3301. (*Lord Clarendon.*) Do you think that if a man is so occupied, coming young to the work, he has the means, even if he has the desire, to keep up his scholarship?—He may do so, if he pleases, before he has his full number of pupils. Even then, he may do so in the preparation of the work for the boys, and in the holidays. But where a man takes to his own pursuits, as a general rule his pupils suffer.

3302. (*Mr. Vaughan.*) With regard to the tutorial work, that is practically class work. Is it not necessary in order for the tutor to get through that amount of work with 40 pupils, which he has to do, that great masses of the school should be doing the same work at the same time?—Yes.

3303. For instance, that 100 or 200 of the boys in the school should be doing the same books?—Yes.

3304. Do you think that a good arrangement in the present organization of the school?—I think it is.

3305. I understand it to be a further consequence of the system as at present arranged, you will correct me if I am wrong, that the same boy has to be doing the same authors, and the same amount of these authors, and the same composition, and the same amount of composition in class work, for two years running?—Yes.

3306. And in some cases for three years?—Yes.

3307. Do you think that a good arrangement?—Yes, an excellent arrangement.

3308. Do you suppose a boy during the whole of the time to be progressive in his information and power of composition?—Yes.

3309. If he is progressive in his information and power of composition, will you explain to the Commission how it is good for him to be so long doing the same amount of composition, and precisely the same authors and the same amount of authors, at the same time with a number of other boys?—Because the same passage will open questions according to the age of the boy and according to his attainments, that are quite good for a boy who is just beginning and at the same time sufficiently difficult for a boy who has been doing the same for three years together.

3310. Do the masters give a different treatment to the author in those classes?—Yes.

3311. Is it not the case that it is also a part of the same system that the tutor should be preparing all these boys, the eldest and the youngest, at the same time in the same class in the class work?—Not necessarily.

3312. Is it not the case that it is so practically?—No, I do not know that it is so.

3313. Is it not the case that boys in different parts of the fifth form if they come at different times would come with the same books?—They did with me.

3314. (*Mr. Thompson.*) The same books to construe?—Yes.

3315. (*Mr. Vaughan.*) Is that generally so?—I cannot answer for that.

3316. Do you think it is a matter of fact that they all come with the same books but that the treatment of the books by the tutor is different in proportion to the different state of advancement of the boys?—It may be so very easily.

3317. Would you answer as a matter of fact that it is so?—I should say as a matter of fact that the master adapts his teaching to the age and the position of the boy he has to teach.

3318. With regard to every division, for instance, suppose there is a passage in Homer being done by five divisions in the school, and that there are five boys in each division who come to their tutor: do they come to him at five different times, and receive five separate treatments?—No.

3319. What would be the amount of subdivision?—I used to divide them into two. The beginners were in one division, and the more advanced boys in the other.

3320. Did you do that for the sake of giving a different treatment to the author, or for the sake of having a smaller class and one more at your command?—I did it to ensure the lesson being well learnt by all.

3321. Did you do it to ensure it being well learnt by all, rather than to ensure its being differently learnt by all?—To ensure its being well learnt.

3322. Well learnt, in a different manner?—There is a good deal of difference.

3323. I understood you to say that the same author would be differently treated in the different forms?—Yes, in the school where there is a longer time spent on the lesson it was a natural thing to make the difference more complete; but in the case of construing, which is a much shorter process, I cannot say the same difference would be so apparent to anybody else, but I should have made a difference whenever the occasion required. For instance, I might require my advanced boys to read what I should not expect the lower boys to do; I should require from the latter a much greater amount of verbal accuracy, and thoroughly to understand the actual language of the author they were just beginning, whereas in the other class I should spend more time in making suggestions as to what other books they might get up for school, or in explaining historical allusions, or noticing other matters which

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bore upon the lesson, and which I thought they would require to know in school. That would be the nature of the difference to which I was referring.

3324. Am I to understand that by the present Eton system, although exactly the same work is done by a great many different divisions one above another, yet it is so managed, both in the pupil room and in the class room, that the boys are advanced or kept at lower work just in proportion to the progress which they make?—That is what is expected.

3325. With regard to the moral effect of the tutorial system, do I understand that the tutor exercises any individual influence over the mind of each individual boy?—Yes.

3326. Are you satisfied with the general discipline and behaviour of the boys in the school?—Yes.

3327. Do you think it is to be compared with other schools in that respect?—Yes, I should imagine so.

3328. You do not know enough of other schools to say whether it is as good, or greatly superior?—No.

3329. Have you any reason to think that it is in an inferior condition at all?—No.

3330. Has it occurred to you to think how far the peculiarities of the tutorial system at Eton at all take the place with regard to preserving the school discipline of the monitorial system which prevails in other schools?—Whether it takes the place of the monitorial system, do I understand you to say?

3331. Whether the peculiarities of the tutorial system at Eton have the effect of doing the same work in preserving the discipline and good habits of the boys that the monitorial system has in other schools?—It is very different, and far superior.

3332. But do you think it arrives at as good a result in the same direction?—I think it arrives at a better.

3333. Can you say how that happens?—I am not sufficiently acquainted with the working of the monitorial system in all its details to say how it happens.

3334. Are you aware that other schools attribute the preservation of their discipline and the good conduct of the boys very much to the existence of the monitorial system?—I understand they do.

3335. You are aware that the monitorial system is a different system as it is carried out in different schools?—I am aware of that.

3336. Can you say how it is that you can dispense with that which they say they cannot dispense with at other schools?—Because I consider our monitorial system is so modified as to make it better than what I understand it to be at other schools, and I consider that the monitorial system in its modified shape at Eton works much better than the monitorial system at other schools.

3337. I do not wish to trespass on any subject not connected with the tutors if I can possibly avoid it. I will therefore ask you whether the monitorial system, as it exists at Eton, does all that the monitorial system does as it exists in any other schools in a better manner, or whether the tutorial system does at Eton what the monitorial system does at other schools?—I consider that the monitorial system, as such, considering what it is at other schools, does not exist at Eton. There is an influence exerted by the upper boys, to a certain extent tempered and modified by communication with the masters, and that does away with the necessity of anything like a monitorial system, as I understand it to exist at other schools.

3338. Do I understand you rightly, that it is the monitorial system, modified and tempered in a totally different manner, which produces all the good effects at Eton which the ordinary monitorial system does at other schools?—I have said that the monitorial system, as such, does not exist at Eton.

3339. What is it at Eton that performs the functions which the monitors are supposed to perform at other schools?—The influence of the upper boys, backed by the energy and vigilance of the masters.

3340. As tutors?—Yes, as tutors, and as masters also.

3341. Then, as I understand it, it is this: what the monitors do, or assist as it were in doing at other schools, so far as you understand the system, the upper boys, assisted by the masters and tutors, do at Eton?—I cannot accept that.

3342. I wish to understand you as to the peculiarities which attach to the Eton system; I wish to understand it in that respect?—I should say the great difference is that at other schools, if I understand rightly, the powers which are exercised by the masters are entrusted to the boys, which is a thing that does not exist at Eton.

3343. Are these powers exercised by the masters at Eton?—Certainly.

3344. In what way then is that power exercised. In other schools it is chiefly exercised by setting impositions, and the infliction of corporal punishment in most cases. Do the masters exercise power at Eton in respect to those things in which the boys exercise power at other schools?—An upper boy, as such, is not required to be responsible for the discipline of the school; that is to say, he is not required, as such, to be responsible for any overt act of discipline, although he may be morally so. In their own houses the upper boys are generally expected to discountenance anything that is improper; to use their influence to change anything that is wrong, but they are not required, necessarily, to take cognizance of anything that is a matter of discipline. That is done by the master only.

3345. As I understand the system, it acts in this way at other schools,—the monitor being present as a boy among other boys on the spot, and seeing things going on which the masters cannot see, is empowered to administer punishment to a boy and in that way monitors govern the school. I wish to know how, if that is not the case at Eton, if the boys have not the power of administering punishment, it is possible that punishment in such case can be administered?—They have not the power actually delegated to them, but they always do such things as you describe.

3346. Then they do exercise discipline, although they have no power?—They have no power officially delegated to them. I should say that, as a rule, if an upper boy sees anything that is wrong, he will at once check it, if possible.

3347. (*Lord Lyttelton.*) Supposing the thing that was wrong was done by an upper boy, how would it be in that case?—That is difficult to say.

3348. (*Mr. Vaughan.*) Do you mean to say that an upper boy, by the simple exercise of his moral influence at Eton—not possessing any authority to set impositions, or to administer punishment would be able to check any evil of which he was a witness?—Yes.

3349. In the same way that in other schools the monitor would be able to do by the exercise of his monitorial powers?—Yes.

3350. Does not that imply on the whole a very superior moral condition of the school?—I think so.

3351. To what extent, as compared with other schools, do you think that improved moral condition exists?—I cannot say. I cannot speak comparatively with respect to other schools.

3352. (*Lord Devon.*) Do you think that there is any drawback to the advantages which, in your judgment, result from the system of private tuition, as it exists at Eton. Are there circumstances that may tend to diminish the boy's self-reliance or independence of action in preparing his lessons, or with respect to any part of his conduct which are referable to the system of private tuition?—No, I think not.

3353. You see no danger of that?—None.

3354. (*Lord Lyttelton.*) It has never occurred to you to limit the amount of the tutor's part of the school-work so as to give him more time for dealing with his pupils, apart from that work?—I do not think that so valuable as the guarantee that through the tutor's work the boy who goes into school is fully prepared with his lessons in school.

3355. Do you attach much importance to each exercise being looked over by two masters ?—Yes.

3356. With regard to the general influence of the master upon the boys' character, was it your own habit, when assistant master, to send at the end of each half a detailed report to his parents with respect to a boy's general character ?—Yes.

3357. And did you take care to make that equally full with respect to all the pupils ?—Yes. I wished to give the parents as fully as I could explain to them my opinion of the boys' character and progress altogether.

3358. The work of the master with the boys who are up to him, as respects those boys, is wholly limited to them while in the school. Has he anything to do with the boys who are not his own pupils, out of school ?—Not necessarily.

3359. All the time that he is out of school may be given to his own pupils ?—Yes.

3360. With regard to the upper boys, is the power which is stated in the evidence of an upper boy setting an imposition in fact practically obsolete ?—Not in college.

3361. Are you aware of any colleger in the sixth form ever setting an imposition to a colleger in a lower form ?—I believe it to be so.

3362. Have you known it to be so in your own time ?—Yes. We frequently had punishments set by the sixth form, such as epigrams.

3363. (*Mr. Vaughan.*) Will you permit me to ask you, in regard to the relation existing between the pupils and their tutor, what sort of things a boy will confide to him. Would he tell him that he had been bullied by a particular boy, or would he feel bound in honour not to confide such a matter as that to his tutor ?—That would be very much as he had learnt to trust his tutor.

3364. The practice you mean would be different with respect to different tutors ?—Yes.

3365. I wish to know generally whether the feeling of honour in reference to his schoolfellows keeps him at the same distance from his tutor or master in his communications with them that it does in many other schools ?—Not in the case of a positive wrong. If a boy feels that he has been wronged, he will go to his tutor and tell him of it in precisely the same way that he would go to his father and tell him. I have frequently had boys come to me.

3366. (*Lord Lyttelton.*) Would you draw any distinction between the general influence which a master exercises over his pupils and the influence which would be exercised by the tutor over his private pupils in his own house ?—Yes.

3367. (*Mr. Vaughan.*) I suppose that leads as a necessary consequence to the consideration of the propriety of who should be the keepers of the boarding-houses ?—Yes.

3368. (*Sir S. Northcote.*) I suppose you would be able to give a parent a hint if you thought his boy was forming improper friendships ?—Yes, a boy will very often come to his tutor if he has got into trouble with other boys, and speak to him about it.

3369. (*Lord Clarendon.*) Some people seem to have a strong opinion with respect to the habits of Etonians, and the tendency there is to extravagance ; do you think that the assistant masters have had their attention directed to that point, and that if they saw a boy indulging in notoriously extravagant habits, they would try to check him ?—Yes.

3370. You think the tutors have had their attention directed to that point ?—Yes ; I never would allow arm chairs in my house, for instance.

3371. For the reason, I suppose, that you would check habits of self-indulgence ?—Yes.

3372. With respect to the numbers in the boarding houses, I believe they are nominally restricted to 30 ?—Yes ; in the tutors' houses, there are generally about 30 or 32 boarders.

3373. Is that the recent regulation ?—It used to be 24 to 27.

3374. Is it not limited in a dame's house ?—No, I think not.

3375. What is the reason ?—In a dame's house it has generally been according to the size of the house.

3376. I suppose that, as a rule, it is generally known among tutors, is it not, that they are not allowed to take more ?—It used to be so.

3377. Mr. James says, "that the tutors are not "authorized to receive payments for a larger number." He adds, "that these rules he had upon inquiry of "the Head Master, but he is not aware of any steps "having been taken to ascertain whether they were "observed." Now, if it is useful that such restrictions should be put upon boarding houses, it is important to know that they are observed, is it not ?—Yes.

3378. You are not aware whether the tutors are required to inform the Head Master periodically what the number of pupils in the house will be ?—I do not know.

3379. Would not that be a good plan to adopt ?—I think it would ; I know that when I was assistant master, if my number was exceeded, I was not paid, I made no charge.

3380. You made no charge, but that was entirely dependent upon yourself, was it not ?—No ; that was the rule as well as the custom, and I adopted it.

3381. The boys may suffer from even a slight overcrowding ?—Yes ; in the case I am alluding to, two brothers came suddenly, and the father wished them to be with their elder brother in my house.

3382. (*Lord Devon.*) Have you any return from the boarding houses at stated periods of the number of boys in the different houses ?—Not that I am aware of.

3383. (*Sir S. Northcote.*) With respect to the double system, the tutorial system and the master of the class, in practice, does the master in class find it an advantage in dealing with the boys to be able to communicate with their tutor, and know the character of the boys, their abilities, and their peculiarities ?—Certainly.

3384. That assists him in his own school work ?—Certainly.

3385. Does not the fact that the tutor is seeing what the boys are doing by their attendance on him, and their construing with him, enable him to assist the master in class better than he could do if he were entirely ignorant of their capabilities ?—Certainly.

3386. (*A Commissioner.*) Is it not the case that the consultations of the master in class with the tutor under such circumstances are required to remedy the inconvenience which arises from the division of labour, and without it would not the master in class fail to become informed of the habits and abilities of the boy, because the tutor's work has intervened between the first preparations of the lessons by the boy and his saying them ?—No ; I think not.

3387. Do you think it is possible for a master in class to know what the proficiency and ability of a boy is so completely as when there is no intervening mind ?—Yes ; quite so.

3388. How does he manage that ?—Because, as a rule, you may suppose that the advantages which the boys have derived from their tutors are, to a certain extent, the same. They therefore stand on a better ground than if they had not been under a tutor. But you see the distinction between boy and boy just as well as if they had not been with their tutors. To make my meaning more plain, suppose they go to a particular lesson ; each boy has benefited by having construed it with his tutor before he comes into school. That enables him to know his lesson, but the cross-examination he has to endure in school gives the master a full opportunity of knowing what the boy's abilities are, and what is the advantage which he has derived from his tutor, and by comparing them in class he is at once able to see that one boy is cleverer than the other.

3389. Will you tell me, then, what it is that the tutor can communicate to the master about the boy's

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abilities and so on?—Of course each master in school can find out whether a boy does up to what he considers his abilities to be, and if that is not the case he consults the tutor, and the tutor probably knows that the boy, for some reason or other, is flagging. Thus his own observation is confirmed or assisted by the master in school.

3390. In point of fact, it is a mutual assistance?—Yes.

3391. The master can tell the tutor something that he was not sure about, and the tutor can tell the master what he has observed?—Yes.

3392. So that there is a double judgment respecting the same boy?—Yes.

3393. (*Mr. Vaughan.*) Do you think that the advantage that is gained in that way is equal to the disadvantage arising from the loss of time occasioned by giving double instruction in respect to the same lesson?—It is the number of times that a boy is brought before his tutor, and the variety of ways in which he is brought before him, that enables the tutor to form that estimate of the boy's character which is so very valuable. If you take away from the tutor the time during which he is now occupied in seeing his pupil, and the variety of the ways in which he sees him, you undermine, to a great extent, the means of his obtaining that knowledge on which is based the whole of his success.

3394. But do you not think that, with regard to the preparation of the lesson, the mere fact that the boy looks forward to it being construed before his tutor, and by his tutor's assistance, does not give him such a hope of making a good appearance before the master in class as to diminish the energy he would otherwise exhibit in learning the lesson?—I think not.

3395. Although it may be true that the master of the class can often by cross-examination see through the superficial construing of such a boy, yet will not the boy reckon on that tutorial assistance to give him such a degree of knowledge as will induce him to bring up his lesson otherwise unprepared?—No, I think not.

3396. (*Lord Clarendon.*) Will you allow me to ask you as to the system, which according to your experience has been pursued by the Head Master, of consulting the assistant masters, and of making them a sort of council for himself in the direction of the school, how has that system operated, and in what cases would such consultation take place?—Whenever the Head Master has been engaged in bringing forward any measure which he conceived to be for the good of the school, it has always, I think, been proposed to the assistant masters in consultation.

3397. Proposed to the assistant masters?—Yes.

3398. Have any suggestions for alterations ever been proposed by them to him?—There have been constant communications of that kind made by the assistant masters to the Head Master.

3399. But there are no periodical meetings?—That is because we meet so often.

3400. (*Lord Lyttelton.*) Only for a few minutes I believe?—If there was any case which required a special meeting, one would be held. From my experience of the duties of the Head Mastership, it seems to me that there is really but little time for the consideration of many questions which are proposed to me.

3401. (*Lord Clarendon.*) That is a matter to which your attention, as Head Master, will have to be directed?—Yes.

3402. I have seen in some of these answers that the head assistant masters do not consider that they have even a consultative voice?—I think the secret is that the Head Master, from want of time, is really unable to have consultations.

3403. They say that they can occasionally have access to the Head Master by asking for an interview?—Yes.

3404. I do not think that this is the sort of footing on which the relations between the Head Master and the assistant masters ought to stand, or that it can lead to such intimate and confidential communications as would advance the interests of the school?—I think it is unadvisable that the Head Master should be clogged with work, especially trial work, which comes to him at all times of the year. I have already had trial papers to look over, which have given me as much as eight hours a day extra work.

3405. Some amelioration of that state of things will occupy your attention, I presume?—Yes, I think so.

3406. You must be aware that there is a general opinion respecting the insufficiency of the number of masters as compared with the number of boys. You must have seen an opinion to which I am sure you, as well as everybody else, will attach great importance; I mean that of Sir John Coleridge, who seems to consider that either the number of boys should be diminished or else the number of masters should be increased. Is that your opinion also?—I think that at present there is a sufficient number of masters. I consider that it would be a bad thing to make the divisions too small.

3407. (*Lord Lyttelton.*) What is the proportion of masters to boys now?—One to 40; there are 17 masters in the upper school.

3408. (*Lord Clarendon.*) If there were more masters could not the Head Master have some relief. His time and energies must be grievously overtaxed?—He has to do many things with respect to which I do not know that any addition of masters could relieve him. Perhaps he might be relieved in the looking over of examination papers.

3409. That certainly is a description of work in which you may have some relief; I will not say by the appointment of any additional master, but by the appointment of some accomplished gentleman to assist you in looking them over?—Yes, if he had no pupils to attend to.

3410. Could not a gentleman, for instance, be invited from the university to assist you in looking over the examination papers. There must be some occasions when you must be completely overwhelmed with work?—At times I have been.

3411. (*Sir S. Northcote.*) You did not answer the question whether it would not be possible to obtain some gentleman from the university to assist you?—That seems to me to be a better plan than appointing more assistant masters. It would certainly be a very great assistance to me if I could have a gentleman who would come specially to look over the examination papers.

3412. (*Lord Lyttelton.*) You are alluding to the examinations for school promotions?—Yes. The papers might be looked over and marked, and the results placed before me. But this can be done only by persons who are accustomed to look over examination papers.

3413. (*Mr. Thompson.*) Would not that duty naturally devolve on the Fellows of King's?—I do not know that it would.

3414. From May to the end of July it is the custom to have extra assistants, is it not, called in by the master?—I believe it is.

3415. (*Lord Lyttelton.*) Is that regularly done every year?—It is, I believe.

3416. (*Lord Clarendon.*) The school then being at its maximum there is not teaching power and hearing power sufficient to get through the work?—One man is appointed temporarily.

3417. Do you not think that that is a proof that some more assistant masters are necessary?—On the other hand, if you diminish the number of boys in a division, you take away what I call the effective working of the division.

3418. You are not aware perhaps that that opinion is not shared by other head masters in different public schools. Take, for instance, the opinion of Dr. Temple, who thinks that one tutor cannot satisfactorily teach a class of that number. His classes now number, I believe, about 32, and he thinks they are

rather too large?—The double system at Eton must be taken into consideration.

3419. (*Mr. Thompson.*) They do not prepare their lessons in school at all, do they?—No. You want a man to manage his division in such a manner as to keep up the life of boys.

3420. (*Lord Lyttelton.*) In a class of 40 how often will any boy be called up?—Once a day at least, if not more than that.

3421. (*Lord Clarendon.*) How long are the school times?—Some of them are half an hour, some three-quarters; there are three or four school times. It is easy to call up half a dozen boys at a time so as to keep it alive, and the more you can keep a division alive the more stimulus there is, and the greater variety of ability.

3422. (*Mr. Thompson.*) Within certain bounds?—Yes, within certain bounds.

3423. (*Lord Clarendon.*) The number of boys in a division would be a great deal too many for some of the rooms?—I find that when a division is very small it is much more difficult to keep it alive.

3424. (*Lord Lyttelton.*) With regard to the exercise being seen by the two tutors, does the tutor in class see the exercise as the boy showed it up to his tutor, or does he see it when it is corrected, or both?—He sees both.

3425. Has he to exercise a critical judgment on his brother-tutor's corrections and observations?—He has the power of doing so.

3426. Does he do so?—Sometimes we are obliged to do so.

3427. Must not that tend to produce some bewilderment in the mind of the boy. Must the tutor in class be always the most accurate?—Suppose we come to a false quantity, we must correct that.

3428. That would be a matter of neglect or accident; but would you exercise a critical judgment on points of taste and scholarship?—The fair copy of the exercise is looked over by the master without necessarily comparing it with the tutor's copy before, and if you make a remark upon the tutor's alteration, the boy will generally inform you that the passage is not his own, after which you can treat the matter as you think fit.

3429. Is not that rather embarrassing?—It may be sometimes.

3430. (*Sir S. Northcote.*) If there was not the check of being looked over by the assistant master, might not the tutor be apt to relax his energy in keeping up the exercises to the proper mark?—It might be so.

3431. (*Lord Devon.*) Does it often occur that difficulties of the kind alluded to arise?—Sometimes.

3432. (*Lord Clarendon.*) Now we come to a very important part of the inquiry; first as to the mathematics, and next as to the teaching of modern languages. I believe that mathematics, for some years past, have been made compulsory as part of the regular *curriculum* of the school?—Yes.

3433. How many mathematical masters are there?—Eight I see in Dr. Goodford's return.

3434. In the first place I would ask you what you consider to be the status of the mathematical masters in the school both in respect to their education and in a social point of view?—In education a mathematical master is quite on an equality with the other masters. I think they have all been educated at the university and have taken high class degrees. I believe that the principal difference which has been made at Eton between them and the assistant classical masters is that they have not been invested with the same powers of discipline which the assistant classical masters have.

3435. In short, that they are inferior in status and consequently that carries with it an inferior social position in the school?—They have neither the trouble nor the responsibilities of the assistant classical masters, but I think that is all. Their social position is not affected.

3436. They have not the trouble and the responsibilities which the assistant classical masters have, because they are denied them, not because they will not undertake them?—Yes, because they have not had them given to them, that is true.

3437. That is to say that the superior authorities, those who appoint them do not repose the same amount of confidence in them which they repose in the assistant classical masters?—No, I would rather put it in this way, that they have been appointed to do a certain amount of work without having any other duties imposed upon them.

3438. Is it not the case that they are not capped by the boys?—Not that I am aware of.

3439. (*Lord Lyttelton.*) Do you believe that they are?—I believe so.

3440. (*Lord Devon.*) Were they in your time?—No, there was nothing of the kind in my time.

3441. (*Lord Clarendon.*) Would not the cap and gown of the assistant classical master make any difference in their status in the minds of the boys?—No, I think not.

3442. (*Lord Devon.*) Are they capped now?—I think in the present day it is so.

3443. (*Lord Clarendon.*) But, however that may be, there is not the smallest doubt from all we have learnt that there is a very material difference between a mathematical master and an assistant classical master at Eton?—Not in consequence of any difference in their attainments, I think. There is nothing by reason of their want of attainments which prevents their being looked upon with quite as much respect as any other of the men that are there.

3444. (*Lord Clarendon.*) I think from what you yourself said a minute ago that they were engaged to perform certain duties, and are relieved from responsibilities which attach to the classical assistants?—Yes; but I think that any amount of respect or position which they might occupy at Eton would depend entirely on the man himself rather than on the way in which he was appointed.

3445. Is it not the case that they were not allowed to wear their gowns in chapel?—They do now.

3446. But they were not formerly. That is a recent alteration, is it not?—I am not aware of that fact.

3447. Is it not the case that they are not allowed to teach on Sundays, even in houses where they have boarders?—That would not be part of the work for which they were appointed.

3448. Ordinarily speaking the master of a boarding house would have the moral and religious superintendence of the boys in his house. Would that be the case in respect to the mathematical masters. Would it not be the case on the contrary that a mathematical master, although in holy orders, would be obliged to yield the religious instruction of the boys in his house to a classical master who was not in orders?—I would put it otherwise, namely that he would not take out of the hands of an assistant classical master the work which that assistant classical master had to perform.

3449. And that would be the case even in reference to boarders in their own houses?—The classical tutors are responsible for their boys on Sundays.

3450. There is not the least doubt that their status is inferior, nor do they look on it themselves as being equal to that of the assistant classical master. The fact may not have reached you, but it is impossible from the evidence which we have received to doubt that the mathematical masters at Eton do consider themselves in an inferior position to the assistant classical masters?—I do not deny the fact.

3451. If the master who teaches any particular branch of learning or science is looked upon by the higher authorities as occupying an inferior position to that of the rest of the masters in the school, must it not naturally reflect upon the particular branch of learning or science which they teach?—I do not think that would have anything to do with it.

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3452. Not if they are looked upon as being inferior by the higher authorities?—The authorities place the mathematical masters in this position.

3453. Is it not therefore in their power to relieve them from that position?—No.

3454. (*Lord Lyttelton.*) Why?—Because the amount of work in mathematics at Eton is not sufficient of itself to bring boys into connexion with the mathematical masters in a way which will put them in the same position as that in which they stand with reference to their classical tutors. It is impossible for boys learning mathematics to go to their mathematical masters more than three times a week, and they may have private lessons of them say three times a week more, but the case is very different with respect to the classical master, and the influence which the classical master gains over the pupil is in consequence of his being perpetually with him.

3455. (*Lord Clarendon.*) But surely the mere question of the amount of time that a pupil is with the master ought not to be allowed to reflect injuriously through the master upon the subject which he teaches?—No, my Lord.

3456. The very language that you are holding now I think explains the whole of the disrespect that is felt for the master, and the indifference that is felt towards the particular branch of study?—No, but you must consider what boys are, they are brought before their masters, as I say, three times a week, *i.e.*, before the different masters of the mathematical school. They have already been growing up under the eye of their tutors at Eton as men whom they are specially bound to look up to and respect. It is not that one class of tutors is regarded as being in an inferior position to the other. The mathematical master will be respected according to the amount of respect he has gained in the school. It is not the nature of the work, or the way in which the work is performed, but the intimacy which exists between the tutor and his pupil from their being in constant communication and connexion that gains for the classical tutor a higher position in the estimation of the boys, and no power on earth can make them feel differently.

3457. The same thing would apply to the mathematical masters if they were brought more into connexion with the pupils?—Yes, it might be so.

3458. (*Lord Devon.*) But is it not the fact that these men are subject to certain disqualifications. For instance the classical tutors are termed assistant classical masters, and they are assistants of the school, whereas the assistant mathematical masters are assistants to one master?—There is no such difference now in their appointment. It was a most unfortunate thing that some of the men who were first appointed did not understand the management of Eton boys.

3459. (*Lord Clarendon.*) Were they in this respect in a similar position to the classical masters, could they take part in the general management of the school?—They were not called upon to do so in their first appointment.

3460. In point of fact they do not?—No, but it was not intended upon the part of the authorities that there should be any slight thrown on the men who were called mathematical masters.

3461. Was it not a matter of regulation on the part of the authorities that the assistant classical masters should take precedence of the mathematical masters with respect to their position in chapel?—Yes; the classical masters were responsible for the discipline in chapel.

3462. Do you not think that that must to a certain degree in the eyes of the boys place the mathematical masters on a different footing to that which is held by the assistant classical masters?—That may be; I will not say it is not so.

3463. (*Lord Lyttelton.*) The boys look upon the mathematical master as being in a position of inferiority to the classical master?—They will do so unless the mathematical masters apply themselves to gain the respect of the boys through their work.

3464. Does not that depend on the character of the men?—In a great measure it does.

3465. Is it not the case that the mathematical attainments of Eton boys are less than the parents could wish?—That may be so.

3466. Is it not incumbent on the authorities to select men who should be highly fitted for the position, in order that they should be put, as far as they can be put by any action of the authorities, on the same level with the assistant classical masters?—Yes.

3467. Do they consider themselves on terms of equality with the assistant classical masters out of school?—No.

3468. (*Sir S. Northcote.*) I understood you to say that one of the main elements of the success of the assistant classical master in the school was the influence which he gains through his own pupils?—Yes.

3469. Suppose a particular classical tutor were hampered and restricted in his dealings with his pupils, so that he could not put himself in the same position which others can put themselves in, in order to gain an influence over their pupils; that is to say, if he could not fulfil the relations towards his pupils which other assistant classical masters fulfil, would not that tutor's influence be much diminished?—It would be likely to be, unless he could gain an influence in school.

3470. Now apply that to the case of the mathematical masters. If a mathematical master having a house is not allowed to exercise the same functions with respect to his pupils in his own house, which an assistant classical master can exercise; are not his means of gaining an influence over the boys seriously crippled?—Yes, from the nature of the case you put I suppose they are.

3471. Is there any reason why a mathematical master having a house, and being in holy orders, should not be allowed to take the religious teaching of the boys in that house?—It would be very unadvisable to separate the religious instruction from the rest of the tutor's work.

3472. You mean from the assistant classical masters?—Yes, from the boys' own tutors.

3473. Then in point of fact there is not the same chance for a mathematical master gaining an influence over the boys in their own houses, which the private tutor has?—No.

3474. In what do you consider that the tutor's greater chance in gaining an influence over the boys consists?—In the much greater amount of work which is to be done by the classical tutor with the boy as compared with the work which is to be done by the mathematical master. Dr. Goodford puts it at 15 lessons to three.

3475. He would have just as much power of gaining an influence over the pupil if the amount of work which was to be done by him was as much as by the classical tutor?—Yes.

3476. (*Mr. Thompson.*) If he were made a private tutor he would not confine himself to the preparation of the lessons?—No; but then there would be the risk of creating a divided influence. The amount of work which a boy necessarily has to do with his classical tutor must bring him so much into contact with him that he would be able to gain an influence. At the same time, supposing a boy to be in a mathematical master's house, the fact of his being in the same house would give the mathematical master an opportunity of exercising a considerable influence.

3477. (*Sir S. Northcote.*) It would be within the knowledge and control of the parent, would it not, in whose house the boy should be?—There is nothing to prevent that.

3478. And if it was his highest desire that the boy should make great progress in mathematics it is not unnatural to suppose that he would select a mathematical master's house for him to live in?—Quite so.

3479. You said a little time ago, or at least you implied it, that a classical tutor had not the same influence over those who do not board in his house as over those who do, because he has not the same opportunities of seeing them ?—Yes.

3480. He has as much work to do with them as with his house pupils, has he not ?—Yes.

3481. Does not the mathematical master enjoy, with regard to the boys in his house, that advantage which the classical master does in respect to those particular boys who board with him. He sees them at dinner and supper, and he would have a greater opportunity, if he thought proper, of exercising a moral influence over them ?—Quite so.

3482. Would it be desirable that he should be allowed to carry that out, so far as to take upon himself the religious instruction ?—That might, perhaps, be allowed to rest with the parents.

3483. You think he might, if the parents wished it ?—Yes, it might, perhaps, be so.

3484. At present he is not allowed the opportunity ?—Not at present.

3485. It would be refused ?—It is a matter which would require grave consideration.

3486. It would be refused at present ?—Decidedly.

3487. (*Mr. Vaughan.*) You were speaking of the influence over the boy as gained by constant teaching; but apart from that, is it necessary, in order to gain respect, to give that constant teaching which a tutor gives his pupils, in order to obtain an influence over their conduct ?—Gaining the respect of the pupils is a great help towards obtaining an influence over them.

3488. For instance, with respect to the masters in class, do they gain the respect of the boys in class ?—I think they do.

3489. Do you think it is necessary for them to gain their respect that they should be tutors also ?—No.

3490. Then do you think that it is the amount of work that is done by them in class as compared with the amount which is done by the mathematical masters that makes the difference ?—Yes.

3491. Speaking of what we term respect as distinct from familiar influence, is it not the case that boys are apt to treat with more respect a person whom they do not see very constantly than one whom they do, and with whom they are on familiar terms ?—It may be so.

3492. Do you not think that the one feeling is so different from the other, that if a master's demeanour, so far as it goes in class, is such as to gain respect, he gains it, and the greater rarity of the occasion for it does not really impair it ?—It is not so easily won.

3493. That as to confidence I can understand better than as to respect. As a matter of fact bearing on the consideration attaching to their position, are the mathematical masters remunerated as the assistant classical masters are paid for the same amount of work ?—The mathematical masters receive more than the classical masters.

3494. Do you mean more as a stipendiary payment ?—Yes.

3495. But putting all sources of remuneration together, do they, for the amount of attention and the work they bestow, receive the same amount of pecuniary compensation which the classical masters receive? —They are paid in another way.

3496. Do you think that, for the number of hours they are obliged to occupy over the task in school in teaching the boys, that they receive the same rate of pecuniary compensation as the classical masters receive ?—I could scarcely answer that question without seeing the figures.

3497. Do you know what the amount is that the mathematical masters get for their labour ?—Is it stated here ?

3498. I think it is. So far as it is a compulsory study, so far you can say from the returns what their income amounts to ?—The gross income of the mathematical masters is stated in Mr. Frewer's report at 2,520*l.*, the amount, he says, would then be distributed: " To the assistant mathematical master, 1,386*l.*; to " the first assistant in the mathematical school, 270*l.*; " to the second and third, 216*l.* each; to the fourth " and fifth, 162*l.* each; and to the sixth, 108*l.*"

3499. The income ranges, then, from 108*l.* to 270*l.* for the mathematical assistants ?—Yes.

3500. No private pupils' payments are included in those sums ?—A mathematical assistant may have private pupils besides, and then, of course, his income would depend upon the number of private pupils which he could obtain.

3501. Do you at all know the number of private mathematical pupils in the school ?—I do not know the number which each mathematical master has.

3502. When you take a mathematical master, are you able to state to him in general terms what will be the income attached to the position ?—I do not know.

3503. Your experience has not yet extended to that ?—No.

3504. But is the pecuniary position such that you can command men of the calibre which you would desire ?—That depends upon how far he may be induced to come by the prospective advantages.

3505. Prospective advantages, do you mean in the school ?—Yes; getting a house, for instance, and keeping boarders.

3506. Is his position in that relation as good as the classical masters, or is his chance of a boarding house what the classical master's is ?—There has been scarcely time enough to ascertain this. It is difficult to say what may be the chance of a mathematical master in obtaining a boarding house.

3507. Have you no means of knowing whether as a career in life, in a pecuniary point of view, the position of a mathematical master at Eton is or is not very inferior to that of a classical master ?—The appointment is of so late a date that one can scarcely judge of the result.

3508. (*Lord Clarendon.*) I believe that there is but one French master at Eton ?—Yes.

3509. There was, I believe, for the first time in 1860, an assistant French master appointed ?—Yes.

3510. Who has ceased to remain ?—I think he has ceased.

3511. Do you know for what reason he ceased to remain ?—No, my Lord, I do not.

3512. Was it that his work was bad ?—Not that I am aware of.

3513. Was he paid by the French master ?—I do not know.

3514. In short, there is but one French master for the whole of Eton at present ?—I believe so.

3515. And that man is an Englishman ?—He is of French extraction.

3516. Do you know about how many pupils he has ?—Seventy-seven.

3517. And there are, I believe, about 850 boys at Eton ?—Altogether about 840.

3518. So that we may consider the attention paid and the time given to modern languages at Eton is represented by 70 boys out of 840 learning French, taught by an Englishman ?—Yes; I learn from this return that many masters are interesting themselves, and teaching French themselves.

3519. They are interesting themselves ?—Yes.

3520. (*Mr. Thompson.*) Amusing themselves, perhaps ?—Yes; quite so.

3521. (*Lord Clarendon.*) And French, as representing the modern languages, has not yet been so far recognized as being of importance by the authorities of the school at Eton as to form part of the regular *curriculum* of the school ?—No.

3522. It is not yet considered by the Eton authorities as a thing which ought to constitute part of an English gentleman's education ?—That is another question; I do not deny that it is considered as part of an English gentleman's education.

3523. (*Lord Lyttelton.*) You consider that it is ?—Yes.

3524. (*Lord Clarendon.*) Would it not be considered necessary by the authorities of Eton to ren-

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der obligatory a thing which they consider ought to be part of an English gentleman's education?—I should not.

3525. You should not consider it necessary to render its teaching obligatory?—I should not consider it obligatory to devote the school time to it.

3526. Is it necessarily learnt at Eton?—No.

3527. You would not consider it necessary to devote any part of the school time to its acquisition?—No, not a day.

3528. You do not intend to do so?—No.

3529. Do you not think that it is a matter that a boy should be required to learn?—He ought to learn French before he came to Eton, and we could take measures to keep it up as we keep up English.

3530. What measures would you take to keep up French, and I may also add, what measures do you now take to keep up English at Eton?—There are none at present, except through the ancient languages.

3531. You can scarcely learn English reading and writing through Thucydides?—No.

3532. (*Sir S. Northcote.*) You do not think it is satisfactory?—No; the English teaching is not satisfactory, and as a question of precedence I would have English taught before French.

3533. You do not consider that English is taught at present?—No.

3534. (*Lord Lyttelton.*) Do they not necessarily earn it from translation?—To some extent.

3535. And so they could French?—Yes; if a boy knew French before he came to Eton; that is to say, if he was a good French scholar. There is no need whatever to cut off any of the classical work at a time when it is most important that classical work should be done, but measures might be taken by which French could be kept up without interfering unnecessarily with the teaching of the classics.

3536. (*Lord Clarendon.*) Will you explain in what manner French could be kept up, supposing that a boy arrives at Eton with an average knowledge of the French language. Suppose, for instance, he is able to read it with tolerable facility, and speak it with tolerable correctness what are the measures which could be adopted for keeping it up?—I have not prepared any measure as yet.

3537. It is a matter of great importance what measures should be taken with respect to the keeping up of French?—If you ask me my opinion upon the matter it is this; we are charged at Eton with teaching what cannot be done except at school. There are some things which boys will learn of themselves or at home, and French is one. On the contrary, Latin and Greek, although of essential importance as the basis of all education and mental training, are in themselves distasteful to boys, and only with great difficulty, and after much laborious perseverance, win their way and gain a hold upon them. Our duty at Eton is to encourage by every means in our power the study of these languages, and to take care that for a certain period at any rate boys shall devote their time and energies to such studies as shall insure their being well grounded at first, and trained, if possible, to habits of hard work. The ancient languages, as being the only study that accomplishes that result, must be the main and essential work of the school, and anything which interferes with that will be so far a hindrance to their advancement in a good system of classical attainments. When I have secured the groundwork, I would give every possible encouragement to other things.

3538. That would be, I suppose, before they come to Eton, and after they leave it?—When they have got into the upper forms of Eton.

3539. That is no answer to my question, which was that if a boy came to Eton tolerably well informed and tolerably proficient in the French language, so as to be able to read and speak it with facility, what are the measures that you would adopt for keeping it up at Eton. How, in point of fact, would you keep a boy up to the mark?—The answer to that question is that I am not prepared at present to state what measures I should be disposed to adopt.

3540. (*Lord Lyttelton.*) You are now considering the measures which it will be necessary to adopt?—Yes.

3541. (*Lord Clarendon.*) Are you aware that at Rugby French is made obligatory, and that Dr. Temple considers the change, or to quote his own words, "that the introduction of mathematics and "modern languages as part of the regular business "of the school, has worked extremely well." Dr. Temple considers just as you do, that classical education should be the basis of the education which is given at the school, but that notwithstanding the learning of French (and the same thing may be said with reference to English) has been very successful?—Yes.

3542. Do you not think, therefore, that what has not only been attempted but successfully achieved at Rugby, ought to be possible at Eton?—It is not impossible at Eton.

3543. I think your mode, Mr. Balston, of speaking of modern languages does not give me much hope that it will engage your very serious attention?—Yes, my Lord, it will, but it must come at the proper time.

3544. (*Lord Lyttelton.*) You could not specify the time?—I have no objection to French being taught at Eton, but as soon as a boy begins to be trained in original composition, which at Eton generally begins at the remove, until he is in the upper division, I should say that he ought to be kept almost entirely (and strictly, as far as the school work is concerned) to Latin and Greek. But before and after that period I would give every encouragement to French.

3545. But as to its being compulsory; would you make it compulsory work?—Afterwards.

3546. When the boy arrives at the upper part of the fifth form?—Yes.

3547. It having been compulsory previous to the remove?—Yes.

3548. (*Lord Clarendon.*) I would ask you this further question. You consider that the boys' time should be exclusively devoted to classics, (and it is exclusively devoted to them now), do you think that the results which you have obtained are such as correspond with what you would expect from the devotion of so much time to classical instruction?—I think the results would be better if attention were paid to the points I have mentioned.

3549. But does it at present?—At present we have this great difficulty to encounter, namely, that the first teaching of grammar is very materially neglected in this country. Boys come to Eton at the age of 13 and 14 without knowing one rule of grammar, and of course those things must be set right before we can get good results at Eton.

3550. But applying ourselves to that original defect as well as we are able, do you think that the boys who generally stay at Eton four or five years leave it with anything like a fair proficiency in the classics to which all their time is devoted?—No, not at present, on account of the very great defect which I have mentioned, with respect to boys coming so ill prepared for a public school.

3551. How can that be remedied; because that, as I understand, is a thing over which you have no control?—Yes, I have to a certain extent, by regulating the standard of admission into the school.

3552. And you contemplate working that?—Yes, if I am to do anything at all.

3553. This is the same question as that which was raised by the Dean of Christ Church (in the examination with respect to the Westminster School) when he said that boys come up from Eton, who are not only not proficient, but who are in a melancholy state of deficiency in respect to classical learning?—This may be, and if so, there is need of improvement.

3554. Nothing can be worse than this state of things, when we find modern languages, geography, history, chronology, and everything else which a well educated English gentleman ought to know given up, in order that the full time should be devoted to the classics, and at the same time we are told that the boys go up to Oxford not only not proficient, but in a lamentable state of deficiency with respect to the classics?—You asked me what my opinion was; and I was stating what I thought I should be able to do.

3555. What we are now aware of is this, that at present the whole time of the boys is devoted to classics, notwithstanding which we have the principal of one of the first colleges in Oxford telling us that, generally speaking, almost all the boys come up in a melancholy state of deficiency in respect to their classical attainments, and that among those so painfully deficient Eton stands prominently forward?—I am sorry for it.

3556. (*Lord Lyttelton.*) Your impression is that in some form or other French can be introduced into some part of the school work?—Yes.

3557. You think that in some part of the school the teaching of French may be made obligatory?—Yes.

3558. (*Sir S. Northcote.*) But you consider the first duty of the masters at Eton ought to be to teach the classics properly?—Yes.

3559. That at present you do not find satisfactory, and therefore you would apply yourself to the teaching of classics and make that satisfactory in the first place?—Yes.

3560. You consider that from about the remove to the middle or upper division the attention of the boys should be immediately and exclusively devoted to classical studies?—Yes.

3561. You also think it will be desirable to take measures for ensuring some change in regard to the preparatory education of the boys on their admission, especially with regard to those who have not been properly instructed in the principles of grammar?—Yes.

3562. And when you have brought those matters into a proper and satisfactory condition, you will then turn your attention in the direction of modern languages to see what can be done, especially with regard to adding French to the regular *curriculum* of the school, but as I understand you have not at present any plan which you could lay before us in a definite form for the purpose of effecting that object?—No.

3563. (*Lord Devon.*) Does your view of making French an obligatory part of the school system proceed from a conviction that as much of a boy's time and attention is devoted at Eton to intellectual work in Latin and Greek as is desirable?—Yes.

3564. Therefore that a portion of the school hours must be given up to the study of French and modern languages?—Yes.

3565. Can you tell me how many hours a boy is occupied, whether with his tutor in form or in the preparation of his classical work?—I cannot do that.

3566. Can you tell from your experience what would be the maximum number of hours a week he would be so employed?—It would depend on the disposition of the boy.

(*Lord Lyttelton.*) An industrious boy?

(*Lord Devon.*) An ambitious boy and an active tutor?

3567. (*Mr. Thompson.*) And you may add, a clever boy?—On the whole school days: there is a great deal of difference in the summer and the winter time of the year.

3568. Take the winter; the hardest working time?—In the hardest working time a boy would be employed, supposing him to be in school at half-past seven in the morning——

3569. (*Lord Lyttelton.*) What is the number of hours a day?—I should say about nine or ten hours a day at work.

3570. That is reckoning him to be working all the time he is in school?—Yes.

3571. (*Lord Devon.*) That includes his school hours, and the hours during which he is working with his tutor as well?—Yes.

3572. How many times a week is it the case that he would work so many hours a day as that?—It would be certainly four days in the week.

3573. He would be employed four days in the week, working from nine hours and a half to ten hours a day?—I should say so.

3574. (*Mr. Vaughan.*) You dropped something in the course of the examination which I should just like to pursue for a moment. With regard to the English, I think you said that there was no provision made for the teaching of English at Eton at present?—Not by itself.

3575. Do you consider that the classical education which is given to a boy is given in such a way as in itself to communicate a certain degree of instruction in English?—I do.

3576. Do you think, for instance, that the habit of learning the grammars and translating into English and finding corresponding phraseology to represent the Latin and Greek ideas and idioms, does in itself, indirectly, give a command over the English language and a knowledge of its parts, powers, and properties?—Yes.

3577. You have had from Eton many celebrated orators, persons who must be supposed to have had a perfect command of the English language?—Yes.

3578. That is to say that the system of education at Eton being almost entirely confined to the study of the classics, you have nevertheless sent into the world men who have possessed the greatest command over the English language?—Decidedly.

3579. Do you suppose that those men made the study of English grammar and language a part of their study separate from the system of education to which we have just been alluding?—It is the study not of English grammar, but of English literature, to which I have been alluding.

3580. You alluded just now to the introduction of some system or method of teaching French at a certain period of time which, other things being accomplished, you intended to enforce, and that you thought first of enforcing a similar system in regard to instruction in the English language?—Before I introduced French into the school as an obligatory study, I should have to take into consideration the necessity of giving instruction at Eton in the English language.

3581. Have you considered that question as to English long enough to mature any plan at all?—No, I have not.

3582. I understand that hitherto French has been a perfectly optional study?—Yes, it has.

3583. Would not the fact of its being an optional study at the present moment enable you with much more facility to introduce other optional studies, such as the study of natural philosophy or physical science. The compulsory studies being less at Eton than in many other schools, would that circumstance enable you to introduce other optional studies with more facility than could be done in other schools where the study of modern languages is compulsory?—It might be so.

3584. Would there be any difficulty in giving at Eton instruction in physical science?—There are lectures on scientific subjects given at Eton now occasionally.

3585. Are those lectures given systematically at all?—Yes; every now and then there are lectures given on scientific subjects, to which the boys may go.

3586. Are the men who give them men of superior scientific attainments?—Yes, the best men we have.

3587. Are they invited by the authorities of Eton to come there and lecture or do they offer their services?—They are invited.

3588. How far are those opportunities taken advantage of by the boys at Eton?—They are, gene-

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rally speaking, very popular. They are generally well attended.

3589. And attended to? Are they generally well attended to as well as well attended?—Yes, I think so; the experiments are the things which principally attract.

3590. The experiments are the things which offer the chief attraction to the boys?—Yes.

3591. Is there ever any discussion after the lecture, or any question put to the boys for the purpose of eliciting the amount of their information?—Yes.

3592. How is this carried into effect?—There has been a general examination.

3593. Instituted at the desire of the scholars?—Yes, by the mathematical master; he will tell you all about it.

3594. Has it ever occurred to you whether it would be possible to make that a part of the Eton system as an optional study?—I have not considered that question.

3595. Does it occur to you at present that it would be possible to introduce it as an optional study?—I cannot say.

3596. (*Lord Clarendon.*) One of the great objections you apprehend to the study of modern languages or English literature is the want of time?—Yes.

3597. Supposing that in order to give more time, something in the present *curriculum* were to be relinquished, what would it be. Should you see any objection to the diminution of the time now devoted to Latin verse?—Do you mean that the boys should abandon Latin verse in order to learn modern languages or English literature?

3598. No, I merely wish to ask you whether you attach so much value to Latin verse that you think that no time which is at present devoted to that branch could be spared?—I attach the highest possible value to Latin verses.

3599. Do you think that any time can be spared from the repetitions?—I value this as one of the most unfailing tests of the boys' industry. They cannot get this done for them, at any rate; some boys have greater facility than others.

3600. (*Lord Lyttelton.*) Has it occurred to you that in some cases boys when arrived at a certain age show a confirmed inaptitude for Latin verse or for some other branch of classical attainment, and a taste or aptitude for some other work. What I wish to ask is whether in such a case as that the application of the boy to that particular branch in which he shows an inaptitude might not be relaxed?—That is a very difficult thing to answer; it is a question which I have not considered.

3601. (*Lord Clarendon.*) There is another thing about which I wish to ask you a question, that is with reference to the time-table, which, I confess, I am wholly unable to understand?—With respect to that subject I think myself that anything that breaks the routine of school work is very valuable to the boys. Anything which introduces a variety of work does no harm, but on the contrary relieves the boys very much.

3602. Is it your opinion that the time table could not be improved?—No; only I mention this as one thing connected with it which is not objectionable.

3603. Does not the Eton almanack that is printed every school time exhibit the utmost variety and the most frequent re-arrangement of the time table, never turning out to be quite correct, the alterations with respect to the holidays being subsequently made?—Yes, it may be so.

3604. (*Sir S. Northcote.*) How many regular weeks have you had this half-year?—We cannot judge by the past year. It is not every year that we have a new Provost and Head Master.

3605. (*Lord Clarendon.*) I did not expect to hear the calendar defended. The boat fêtes on the 4th of June are considered to be very expensive. Is there a very large charge to the boys on that account?—I think it ranges from 2*s.* 6*d.* to 13*s.* 6*d.*

3606. For each boy?—Yes, according to his position in school.

3607. Is it not more than that?—No.

3608. (*Lord Lyttelton.*) Is there not a good deal of expense incurred by the boaters?—Yes, by the boys belonging to the boats.

3609. (*Lord Clarendon.*) It is those particular boys upon whom it entails a great charge, is it not?—I think we used to reckon it at 10*l.*

3610. £10 each boy for the year?—Yes, I think that is what he would have to pay for his oar, his dress, and so on.

3611. That was the nominal charge?—Yes.

3612. (*Lord Lyttelton.*) As far as the boys who are not in the boats are concerned the charge is a mere trifling one?—Yes.

3613. (*Lord Clarendon.*) One more question, which bears in some degree upon other schools, namely with regard to the dress. The boys do not wear any particular dress at Eton?—No, with the exception that they are obliged to wear a white neckcloth.

3614. Is the colour of their clothes much restricted?—We would not let them wear for instance a yellow coat or any other colour very much out of the way.

3615. If they do not adopt anything very extravagant either with respect to colour or cut you allow them to follow their own taste with respect to the choice of their clothes?—Yes.

3616. (*Lord Lyttelton.*) They must wear the common round hat?—Yes.

3617. (*Lord Devon.*) How far down in the school does the wearing of the white neckcloth go?—It does not extend to those who wear turn down collars.

3618. Do many of the boys wear stick ups?—Yes, and they must then wear a white tie.

3619. (*Lord Clarendon.*) There is one other question, about the drill and rifle corps. Do they receive due encouragement from the authorities?—Yes.

3620. How many of the boys are drilled?—About 150 at present.

3621. That is rather a falling off from what it was at first, is it not?—Yes, I think there were as many as 200 at first, but I am not quite sure.

3622. Still the drill is continued with spirit, and the rifle corps is popular at Eton?—Yes.

3623. You would not think it likely to fail?—I hope not.

3624. All the encouragement is given to it that can reasonably be expected?—Yes.

3625. With respect to the punishments, you consider on the whole that flogging at Eton as elsewhere is falling rather into desuetude, is it not?—It still exists.

3626. But I mean that it is not for every thing as it used to be that a boy is flogged?—No.

3627. There is a notion also that while on the one hand punishments have decreased, that on the other the system of rewards has rather unduly increased, that there is much more sending up for good than there used to be, or than there is any necessity for. Do you think that that is so?—I think that sending up for good has been used as an encouragement for perseverance perhaps as well as for excellence.

3628. (*Lord Devon.*) In the case of sending up for bad, am I to understand that in every case the tutor in the form communicates with the boy's private tutor before he sends up a boy for bad?—He ought to do so.

3629. That is regularly done?—Yes, I think so.

3630. Does that go so far as to make it the absolute and regular practice?—There are cases in which it cannot be very well done.

3631. Where time does not admit?—Yes.

3632. I presume that if it was habitually neglected by the master in form you would get a hint that it was not done. Is not that the course which would be taken?—Yes.

3633. (*Mr. Vaughan.*) Will you say whether in the present system of Eton, viewing it in its present state, there are any defects which you wish and have

it in your power to remedy, or whether there are any improvements which you desire or intend to carry out beyond what may have been incidentally alluded to in your examination?—I think that from some cause or other the success of the work has not been in proportion to the pains bestowed upon it.

3634. (*Lord Lyttelton.*) Do you allude to the oppidans?—Yes, to all the boys.

3635. (*Mr. Vaughan.*) You say the success has not been in proportion to the work?—Yes. What I noticed as an assistant master was, that the boys for some reason or other did not succeed in their work as one would expect them to do, and that is a matter which requires to be looked into.

3636. Do you trace that to any particular cause, or does it remain a mystery to you?—I trace it very much to the bad state of preparation in grammar, which, considering the age at which boys come to Eton, can never be rectified.

3637. Is that a matter which is absolutely beyond the control of the school?—It is within the control of the school to a certain extent, but it will require time to remedy it, because it can only be done by regulating the time of admission into the upper school, and the degree of proficiency which shall be required.

3638. But with the great popularity which attaches to Eton College among all classes in the country, is not that a change that can be very soon effected?—I do not think that it can be effected in less than three years.

3639. Suppose that you lay down a rule that after a certain time, say a year, no boy shall be admitted into the upper school unless he has a certain degree of proficiency in grammar?—We cannot remedy the want of elementary grammatical teaching in one year.

3640. (*Sir S. Northcote.*) Let me ask you, is that a change which the Head Master could make of his own authority, or would he have to consult the college upon it?—I believe I may have my own standard of examination with reference to admission, which I may regulate as I please.

3641. (*Lord Lyttelton.*) Hitherto, in fact, there has been hardly any qualification for admission?—Nobody would believe the poor results obtained in the admission examination.

3642. Although it would be a considerable innovation to have a standard of admission, yet in the course of time it would have a very powerful effect on the school?—Yes, and for that reason it could not be brought into operation in a moment.

3643. (*Sir S. Northcote.*) I see in the table that boys from 10 to 15 years of age are placed in the lower school, some of whom have tried for the higher. That was because they were incompetent in point of grammar, I suppose?—Yes.

3644. (*Mr. Vaughan.*) Are there any other points, with respect to which you think improvements may be effected in the school?—I have hardly had time to consider the whole subject yet.

3645. (*Lord Clarendon.*) We shall make no report until the end of the year, and if in the course of time, upon reflection, you have matured any of the plans which you may have now in contemplation for the improvement of the school, we shall be happy to receive them from you, either *vivâ voce* in the autumn, or in writing, as you may think best. It will be necessary for us to see some of the assistant masters, particularly those who have given us written evidence; and it is very possible that after having heard them it will be desirable to confer with you again. We shall, therefore, be very glad if you will communicate to us any plan which in the mean time you may happen to mature?—Very well, my Lord.

3646. (*Lord Lyttelton.*) How many boys are receiving private tuition; I suppose, an immense majority?—I should think so.

3647. (*Sir S. Northcote.*) Would the lower boys receive it?—Yes, in some cases.

The witness withdrew.

The Rev. Edward Coleridge, M.A., examined.

3648. (*Lord Clarendon.*) I believe you are a Fellow of Eton College?—I am.

3649. How many years have you been a Fellow?—A little more than five years.

3650. You were formerly one of the masters of the school, were you not?—Yes, I was.

3651. For how long?—I was for 32 years assistant and lower master.

3652. We are anxious to have the benefit of your experience on many points, and more particularly with reference to what you consider to be the relations between the Provost and Fellows as a corporation, and those of the Provost alone with the school. We wish to know whether you think those relations are beneficial and promote the good working of the school, and generally to ascertain your opinions with reference to the existing relations between the college and the school?—I think that the relations between the college and the school are excellent; but you must bear in mind that the college exercises a comparatively small influence on the oppidan part of the school, that being entirely in the hands of the Provost, and always ruled by the Provost exclusively through the Head Master.

3653. It is very rarely exercised, is it not?—Very rarely, indeed; but if I may be allowed to go on, I would say that I think that the exercise of the influence of the Provost has been, for the most part, extremely beneficial. With reference to anything that may have been written or said as to the interference of the Provost in the affairs of the school being an hindrance to reforms in the establishment, I must emphatically deny it from my experience of the school during the many years I worked in it.

3654. Your experience, I suppose, will extend through the time of three or four Head Masters?—Yes, through Dr. Keate's, Dr. Hawtrey's, and a part of Dr. Goodford's. During the whole of that time I do not think that any Provost ever interfered much (and certainly they never hindered the advance of any reforms in the school), especially when the Head Master held his own firmly, and said, "This is for the good of the school." When Dr. Hawtrey became Head Master, he introduced some very sweeping reforms, such as the subdivision of the school and the alteration of several books, and when he laid the whole plan before the ex-master, Dr. Keate, the latter said, "I should not have had the courage to do this "myself, but I highly approve of it, and hope you "may get the fullest credit for it." When that plan was laid before Dr. Goodall, then Provost, it was entirely accepted by him. There was not a single alteration that was rejected, and yet a more sweeping change was never made in the school than the change made by Dr. Hawtrey when he became Head Master.

3655. When he was Head Master?—Yes.

3656. In what did that sweeping change consist?—In the subdivision of the school and the increasing the number of masters, in stripping himself of much of his former personal position in the school, in the introduction of a great number of new books and studies, and certain examinations, in consequence of which the character of the intellectual standard was very much raised in the school, and which, in point of fact, did much towards raising the school to what it is now. I am only stating the exact facts, and I may add that, of course, an old man like the Provost, who was 80 years of age, had notions which he did not like to have interfered with; but still they did not stand in the way of reform in respect to essential matters.

3657. (*Lord Lyttelton.*) No great alterations were made in Dr. Keate's time?—No; but it has not

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been the fashion at Eton to publish or boast of their alterations, though I may truly say that the school is in reality more altered than the House of Commons itself. The school has been altered in almost everything, except its general ἦθος.

3658. You mean that it has been altered in the sense of improved?—I think there have been a great many improvements introduced; but of course you cannot have a great many good things brought in without some bad things creeping in among them.

3659. Does the action of the Provost on the school proceed solely from his own authority, or does he think it necessary to communicate with the Fellows?—I imagine that if there was anything which he was about to do which involved an important movement in the school, he would not make the change without convening the Fellows and conferring with them.

3660. What is it which you would call an important movement. Can you give us an example?—I should consider that the removal of a master would be an important movement, or the introduction into the school of the teaching of any new language, or of any great and sweeping change that really would have the effect of causing the school to run any risk of changing its character. In such cases I think the Provost would consult the Fellows; but, ordinarily speaking, the interference of the Provost is mainly with reference to minor details. For instance, suppose the Head Master wishes to introduce some new book into the school. He would go to the Provost and say, "I have a reason for wishing to "introduce such and such a book, have you any "objection to my doing so," and the Provost would say, probably, after looking at the book, "Certainly "not; by all means try it. I did not do it myself, "but if you think you have good reasons for trying "it, do so." The Provost would not confer with the Fellows, nor would the Head Master, as a matter of course, confer with his assistants, in things of that kind, but they would be told of it afterwards.

3661. That is with respect to the whole school?—Yes; but in all matters affecting the collegers neither the Provost nor the Head Master can move hand or foot without us. They could not even punish a colleger without convening us.

3662. Could not punish a colleger?—I mean that they could not remove him from the foundation without consulting us.

3663. You do not mean that they could not inflict or direct a flogging?—The Provost would never take any notice of the misbehaviour of the boys, unless it was something which affected the morals of the school. If he had committed any great moral delinquency, a meeting of the Provost and Fellows would be convened to censure or punish him by a sentence solemnly pronounced by the college in council. I have known boys brought up, and after the whole matter has been examined into, mercy has been extended, but the boy has been told that the Head Master was authorized by the college to inflict such a punishment upon him as the offence deserved.

3664. (*Mr. Vaughan.*) Do you approve of that reservation of the major punishment by which the Head Master has not the power of awarding it himself?—I do very much, the more especially as it is regulated by the statute, and the same statute that applies to him applies to me and to the collegers. I do approve of the whole of the major offences being brought before the Provost and college, instead of the offenders being brought up before the Head Master alone for judgment; but those offences occur so very rarely that I believe there has not been more than one actual instance since I have been a Fellow of the college.

3665. (*Lord Clarendon.*) Are there any other offences besides those which involve expulsion, brought before the Provost and college?—That is rather an equivocal matter. Very much would depend upon the view taken by the Head Master; none, no doubt, but the *majora delicta* would be brought before them, but it does not follow that in every case the boy would be brought up for expulsion. I will put a very marked case: A boy in school threw a large stone at the Head Master's head in the middle of the school time; I am telling you an actual circumstance which took place in a rebellion during the time of Dr. Keate's headmastership. It was not a common *émeute* of 100 boys or so which might be repressed by flogging. It was an oppidan who did this. What the Head Master would have done, had he not been a sensible and generous man, I do not know; it would have been open to him to have expelled the boy on the spot, but he knew that to have adopted such a course would have been to have ruined him for life, for in those days a young man could not go into the army or the navy, or any other public school, or the university, who had been expelled; but what the master did do was to rise from his seat and say, "I require to know who the "individual was that threw that stone." It was a boy who was unknown to him, and the boy stood up and said "it was I who did it, Sir, and I beg your pardon;" and the Head Master forgave him on the spot. He said immediately "I forgive you."

3666. (*Lord Lyttelton.*) Who was the Head Master?—Dr. Keate. The boy's name was Dallas. He forgave him on the spot. Now if that boy had been a colleger the Head Master could not have proceeded to expel him on his own authority.

3667. (*Lord Clarendon.*) Could not he forgive a colleger?—Yes, of course he could, and he would probably have done so, but if he had proceeded to punish with expulsion, in such a case he must have reported the matter to the Provost, who would have convened a meeting of the fellows, and the boy would have been tried and expelled for the offence.

3668. (*Lord Lyttelton.*) Leaving the question of discipline, and referring to the exercise of the sole power of the Provost, which you say does not exist in reference to college matters, do you put any limitation or any technical meaning on the words "majora negotia." Is that confined to matters of property and finance?—I should think so. For instance, I apprehend we could not put a seal on a lease; we could not elect a new Fellow or admit him without the Provost.

3669. How far do you state it as a statutable proviso that the Provost cannot act in matters connected with the college, without the consent of the fellows?—There are several passages in the statutes which speak of him in council with the Fellows.

3670. But you do not know whether it is actually obligatory or not?—I am not very accurately versed in the statutes.

3671. But that is your opinion?—Yes.

3672. (*Lord Clarendon.*) With reference to the statutes, may I ask you if one of the precepts is obeyed, which says that a copy of the *liber originalis* shall lie on the table of the library for the information of the Fellows and collegers?—It does not lie on the library table now, why I do not know, except it may be that they have been removed for the same reason that the statutes of Winchester were removed, namely, because the boys wrote and scribbled in the book.

3673. But I think the boys in general have not access, have they, to the college library?—There are, in the library, three copies on different shelves.

3674. Accessible?—Yes.

3675. (*Mr. Thompson.*) Does not the copy known as Heywood's lie there?—Yes, Heywood's lies on the table constantly. I thought you were alluding to one of our own regular authentic copies.

3676. (*Lord Clarendon.*) The *liber originalis*?—Yes, the original copy is in the muniment room in safety, but there are two or three authenticated copies.

3677. Which you consider correct?—Yes, which I believe have been actually gone through and compared word by word with the original.

3678. Allow me to ask you whether you hold a college living?—I do now, but if you had asked me a fortnight ago I should have said no.

3679. Up to the present time you have been resident?—Always.

3680. Probably that will not be the case in future?—I shall be resident as long as I can at my living, but as long as the college business requires I shall be at Eton.

3681. Is that the case with all the Fellows?—Yes.

3682. How long are they bound by the statutes to be resident at Eton in the year?—Three months. The Provost has two months holiday.

3683. Practically, I suppose, the Fellows are absent about nine months in the year?—No; practically I should say the Fellows are not absent from the college more than eight months in the year; I think not. I think a Fellow is in college, generally speaking, much more than he need be under the amended rule.

3684. I understood that he was resident as much as he could be. That he was, in fact, two months resident in college, and then two months in ordinary, then two months absent and so on?—Holding a fellowship is tantamount to holding a living, he must reside seven months at his living, three months in college, and two months are holiday.

3685. But practically they are, during a very considerable portion of the year, non-resident?—They are.

3686. To them is conceded, both as by right and practice, the pulpit of the chapel in the college?—Yes, and they preach to the boys every Sunday.

3687. Do you think, considering the great importance that must attach to the preaching of sermons well adapted to such hearers, that the Fellows being necessarily absent great part of the year, having long ceased to have intimate relations with the school, and not being aware of the particular opinions and feeling existing at the time in the school on any particular points, or that wanted encouragement or repression, they are the best persons to preach those sermons; or whether it would not be better if they were occasionally preached by the Head Master or some of the assistant masters, who had the faculty of preaching in a high degree, and who would be intimately acquainted with particular things in the school on which it might be desirable to advise the boys as a whole?—In the first place we have no means of judging whether they possess the faculty of preaching or not. It is a question very difficult for me to answer, because I am always obliged to refer back to myself.

3688. (*Lord Lyttelton.*) You filled the position of assistant master for a long time; would you not have felt it as a well deserved compliment, if you had been occasionally asked to preach to the boys?—I cannot say; I am very doubtful of the effect of it, and I should hesitate if I were asked whether I should like to see the preachers in our pulpit constantly varied. I think that good sermons would be an important element of teaching in the school, and if we could have half a dozen men like the Bishop of Oxford preaching in rotation, I do not doubt what I should say, but I should certainly hesitate to make that pulpit available to all the masters. It may seem very hard upon the assistant masters, but I do not think it would be desirable to throw the pulpit entirely open.

3689. But suppose you have a bishop or other distinguished man to preach, still you might have a sermon of a general kind which would be different in its effects from a sermon that goes more to the hearts and consciences of the boys, because it is preached by one who is intimately acquainted with their thoughts and feelings?—I see no reason why the Fellows of the College, who have spent their lives among the boys, and must know their peculiarities as well as any one, may not preach such sermons as you describe, applicable to their tendencies and trials, but not so personal as to offend. The great secret of success in teaching and preaching to Eton boys is a knowledge of boy nature, ever present and ever active. There must be a constant conviction that there is hope for any boy whatever he may say, whatever he may do, and whatever he may think. That conviction of hopefulness breeds a necessary sympathy between the teacher and the taught; that sympathy once inspired begets influence, and influence good. You thus possess a power of drawing out whatever elements there may be in the boys' nature, and not only of bringing them out by your own exertions, but of putting into him, as it were, a power of teaching himself, which I consider to be one great end, if not *the* great end of public instruction, namely, to make the boys teach themselves.

3690. (*A Commissioner.*) I daresay, feeling as you have felt and do feel, Mr. Coleridge, the necessity of preaching in the pulpit on matters intimately affecting the boy sermons adapted to their peculiar position, the question of the necessity of having other persons to preach occasionally has been mooted by you in the college?—No, I think not.

3691. Ought there not to be two sermons on the Sunday?—If the two sermons were good, and not too long; I should say two sermons of 15 minutes each, with a good deal of powder in them, would be advantageous.

3692. Practically, I believe, the whole of the lower school does not attend the chapel?—No, the lower school now go to St. John's church.

3693. Might not the master of the lower school be authorized to preach in the church?—I think it a very great pity, indeed, that the master of the lower school is not authorized to preach a little practical sermon every Sunday.

3694. (*Lord Lyttelton.*) Do the lower school go to St. John's Church?—They go on week days to the Cemetery Chapel, and they might have a sermon there just as any other congregation. I am certain the present lower master would be delighted to preach to them, and would do it very well.

3695. (*Sir S. Northcote.*) As you have been asked about your living, will you tell the Commissioners how long it would take you to get from your living to Eton?—Less than an hour.

3696. So that, practically speaking, you are at hand for purposes of consultation?—Quite so.

3697. (*Lord Clarendon.*) Have you any particular suggestion to make to us with respect to rendering the Fellows more useful to the school. You have, I presume, seen the pamphlet of Sir J. Coleridge?—Yes, but in some points I disagree with my brother. I may here mention that I was neither conscious of his intention to deliver any such lecture, nor did I ever see one word of that lecture before it was printed. I think that any attempt to introduce the professorial system at Eton would be the destruction of the school. I cannot conceive anything so mischievous or utterly destructive of the social element of the system which is tutorial in the highest degree, which has brought out all the finest part of the Eton character, and which produces the closest and most intimate relations between the tutor and the boy. Nobody can believe the intimacy of the relation but those who know it, and it is a thing which no stranger or foreigner can ever comprehend. I was trying to explain this on one occasion to M. de Montalembert in a conversation which I had with him on education, but I soon found that it was a thing which no alien can comprehend.

3698. (*Lord Lyttelton.*) I would ask you to explain further why the introduction of professorial teaching would destroy the tutorial system?—I understand Lord Clarendon's question to go further than that.

3699. Will you explain how the introduction of lectures on historical subjects or physical science would interfere with the present school system?—I think that if those lectures, which are now only occasional, should ever become frequent and regularly authorized, in the first place, it might lead to a col-

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lision with the tutors, and in the next place, I believe, such a system would be very insufficient as a means of conveying instruction. I do not think from what I have seen that the boys carry much away from those lectures. To tell you the honest truth, it seems to me the great defect of the school is that there is too much work in it by a great deal.

3700. That system of lecturing does exist now, does it not. Lecturers are invited by the masters to come and lecture to the boys?—In a certain sense they have been tried as an experiment. Since the system of examinations and open competition, there is such an immense quantity of additional work in the school that I know the masters must be quite worn out with it. You may judge from this fact: In the year 1830, when there were but few divisions in the school, it was easier to deal with 80 boys than it is now with 35 or 40 in a class.

3701. Perhaps you will say how that is?—The whole of the sixth form, with the upper division of the fifth form, composed one portion of the school in Dr. Keate's time. I was one myself of 198 apportioned to one man, and I was called up twice in the school term. That will give you an idea of how large the divisions were. The lower division consisted of about 100 boys. The Latin theme that was set on Sundays was set to the sixth form, and the whole of the fifth form,—altogether to some 300 boys. When a tutor went into his pupil room he had from 25 to 40 themes to look over. He took up some industrious boy's theme, and got from that a general idea of the subject, and possessing great facility of correcting, he altered his exercise and put it by. He then took up another boy's, and if he found the same idea very badly expressed he had only to improve it and go on to the next theme, which he treated in the same manner, *mutatis mutandis*, so that in that way he could look over 25 or 30 themes comparatively in a very short time. But now all that portion of the school is subdivided, and there are,—I do not know how many divisions. I believe in the upper school alone there are no less than 17 divisions, and each master sets his own subject, so that when you have looked over two or three exercises you find you are suddenly plunged into a new train of thought, and the labour of comprehending and correcting is thereby much increased. Even with respect to the Sunday questions, which constitute one of the most important elements in the school, there is not sufficient attempt at organization. A boy in the fourth form may be asked a question in St. Paul's epistles, and a boy in the sixth form a question in the Catechism. There has never been any attempt to divide the Bible or Prayer-book into a scheme, so that a boy when he has left school can say, "I have read "through the whole of the Bible from beginning to "end." In consequence of the absence of proper arrangements, the difficulty and labour to the masters are immense. I see on the printed list of masters the names of some who have been over 30 years working from seven in the morning till ten at night, and whose meals have probably never occupied them for more than 15 minutes each meal.

3702. (*Mr. Vaughan.*) Permit me to ask whether that enormous labour which you describe as now thrown on the tutor in having to look over the work of so many divisions would not be altogether avoided if only the form master had to look over the composition of the boys?—No; I have seen that tried with the most eminently bad success. You could not as a form master exercise that individual supervision in the form that you could as a tutor correcting his pupils' exercises. You cannot overrate, as a means of instruction, the act of "looking over" exercises in the pupil room.

3703. Supposing a master in the form had no tutorial work to do, would there be any impossibility in his doing all that which if he had tutorial work as well he would be overwhelmed in attempting?—The difficulty would be simply this, that the master in school looks over the exercises as only one part of his duty. He has to look over from 35 to 40 exercises, and even as it is, looking over the corrected copy and criticising it is much more than he is able to accomplish properly. A great number of exercises cannot be looked over in a hurry.

3704. Has not the same master, in his capacity of tutor, to go over the exercises of his own pupils and thus take up his time?—No, the whole of the pupil work is done out of school, but this is done in school.

3705. He does it then, but out of school; would it not be possible for the class master also to do it out of school with the boys of his class?—The class master?

3706. Yes, by assuming the tutorial functions over the exercises of his own class?—The general effect of that would be entirely to separate the tutor from the whole of the composition.

3707. Yes, and invest the form master with the tutorial correction of the exercises in addition to that sort of public character which attends the looking over of the exercises of the class in school?—Yes.

3708. Confining both characters to the same individual?—Yes.

3709. What would be the objection to such an arrangement as that?—I wonder that so shrewd a man as you are, Mr. Vaughan, does not see the objection. The work would not be done, that is all.

3710. Do you mean that the masters of the class would slur it?—It is the very fundamental element of security in a public school that you should have the exercise which has been corrected by the tutor looked over by the masters in class. You must go on the principle of set a thief to catch a thief. I know very well that when I was 50 years of age, with a long experience, I never put my pen to an exercise without being to some extent in terror of the master's examination, and of the exercise coming back to me with the observation, "Coleridge, how could "you make such a mistake as this?" Not only that, I can recollect Provost Goodall sending back what is called a "play exercise," of the highest honour and greatest merit, done by the present Provost of King's. He sent it back to Dr. Keate, one of the best Greek scholars of his age, because he had left a false quantity.

3711. (*Lord Clarendon.*) With reference to the great excess of work which really must be, except to a few men ably constituted like yourself, overwhelming, does it not appear to you that there ought to be an addition made to the teaching force of the school?—The teaching force is already multiplied to such an extent that the Head Master cannot manage it.

3712. I think he told us that he could?—What I mean to say is, that the Head Master's mind, which ought to be, like the main spring of a watch, the moving power of the whole machine, is scarcely felt throughout the whole of the school.

3713. I would just ask you as to the results, do you consider that with reference to the great amount of work that is now to be done, there is a sufficient number of masters effectually to instruct the boys so as to secure to each of them a fair share of his tutor's care?—All I can say is, that he has three times as much as he ever had before.

3714. That is not quite an answer to the question?—I would put it another way. I say there ought not to be so much work, because I want to have the work done in a more effectual manner; I would have each tutor teach his pupils so thoroughly as to feel himself able to be in most cases responsible for them under examination by others. Without patient analysis the fruit of ever so much synthesis will be very small.

3715. (*Mr. Vaughan.*) In what particular thing would you like the work cut off, so as to be brought down to within what you would consider to be a proper limitation. For instance, would you effect it by altering the number of lessons, or by cutting off the composition?—That is rather a difficult question to answer without consideration. It is desirable to limit it in some way.

3716. (*Lord Lyttelton.*) When you say that it is desirable to limit it, do you mean to say that the work done at Eton has increased by the addition of new subjects altogether to the old staple of the school, or do you mean that within the classical work the range of instruction has been attempted to be increased too much?—The material of the work has been increased, and it has been diversified more.

3717. Diversified, do you mean, by the introduction of new subjects?—I believe that modern history has now been introduced as a lesson, but probably others would be able to give you more accurate information on details of that kind.

3718. You think that they have attempted to introduce more subjects than they can properly teach, while at the same time they have greatly enlarged the scope of the classical teaching?—Yes; but I do not think that they do actually teach the classics so well as they did before.

3719. Do you think that that is in consequence of extending the surface without adding to the depth of the teaching?—Really it is a very difficult thing, because it comes back to the question of the individual teaching. I cannot answer that question.

3720. What remedy would you propose, if any, in the existing system, in cases where a boy manifesting no turn for classics exhibited remarkable talent for mathematics. In what way could such a boy reap the full benefit of the powers he has in mathematics. At present I believe the marks are given mainly for classical proficiency, are they not?—Yes. There can be no doubt that there are certain cases in which a boy who has remarkable talents for the acquisition of classical scholarship has none whatever for mathematics, and *vice versâ*. Take the case of such a boy as Sydney Walker, one of the most remarkable and astonishing scholars of his age, I suppose, that England has ever produced. At the time I am speaking of he could not only repeat all the poems in Homer, Horace, and Virgil, but he could be called up in school (having an English Shakspeare in his hand) and take up a lesson anywhere that it might be going on; and, notwithstanding what was going on around him, he could construe a passage expression by expression; parse it word by word, answer any question that was asked him, and afterwards sit down to his Shakspeare. Well, he went to Cambridge and got a university scholarship, and when they examined him for his fellowship at Trinity they entreated him to take up, if it were only one proposition in Euclid, or moral philosophy, but he said no, he could not, yet he passed such an examination that one of the senior examiners in Trinity said that if Sydney Walker was not elected to the first of the vacant fellowships he should be very much astonished. Now, if Sir John Herschel, who was an Etonian also, had been required to undergo an examination for a scholarship, he would have been, in sporting phraseology, nowhere at all. You ask me how this is to be remedied; I reply in this way: in every examination that takes place on boys going from one remove into another the mathematical marks form an element, we will say in the ratio of three to nine; that is to say, if 900 marks were given for classics the same relative proficiency in mathematics obtains 300 marks. Supposing a boy who is a first-rate scholar out of the 900 marks gets 700, which is a great number to get, and he, like Sydney Walker, has no genius for mathematics, he would be beaten by a boy whose aggregate of marks would be 400 for classics, and 350 for mathematics. I say that that is a crushing system from which no good can come. I am quite agreed that in respect to the bulk of mediocre boys the aggregate number of marks would be the proper system to go upon, but that is not the case with boys who show remarkable genius either one way or the other. I would, therefore, in every remove have at the top of the remove two first classes, a first class in classics, which should have the highest position and value attached to it on account of the quantity of the work; and I would also have a first class in mathematics. In those two classes I should place a few of the first boys in classics and mathematics in each remove; they should be printed as first class boys in classics or mathematics, as the case might be; and with respect to all the other boys of mediocre ability, and who would have no right to peculiar distinction, the relative number of the marks they might obtain would determine their position.

3721. (*Lord Clarendon.*) That would afford very great encouragement to boys manifesting peculiar talents, either in the one case or the other, I should think?—I never could see the slightest difficulty in so arranging it; and look what an encouragement it would be to a boy who found himself No. 1 in mathematics; and what an inducement to devote himself to scientific studies afterwards; whereas now good scholars find their scholarship neutralized by want of mathematics, and good mathematicians are pulled down by want of scholarship. The aggregate system of marks is, I think, a discouragement to boys of genius.

3722. And the result is he is discouraged in both?—Yes, I think this is often the case.

3723. But they have separated the two very much at Cambridge now, have they not?—Yes.

3724. (*Mr. Vaughan.*) When you were speaking of the system which you would apply to eccentric geniuses you would apply that system, I presume, only to the two subjects classics and mathematics?—No, not only. If a boy professed a genius for anything that could be taught at Eton I would give that boy every possible credit for it; but it would be ridiculous, for instance, to introduce botany into a school of that kind, neither could you give any distinction for proficiency in music, still I would hold out encouragement to a boy who showed a great genius for it.

3725. Do you mean to apply that observation to botany as representing physical science in general?—No, I did not mean physical science in general.

3726. Taking a case in which a boy might not possess a genius either for mathematics or for classics but who has a great genius for physical science, you would give him a similar encouragement?—Yes; but the great question would be how to do it. The moment the question was mooted you would be asked, "Do you mean to alter the elementary character of "the school?" I look on a school as a place of preparation for an end to be obtained somewhere else. If you introduce all these subjects I say that you are introducing the means to produce an end, not somewhere else, but here, and that you are in point of fact making the school into a kind of university. You must take all that into consideration. With respect to modern languages, for instance, do you mean to introduce French, and German, and Italian as a means of training the boy, or do you mean to adopt the Prussian or Danish system of turning a boy into the world at 17, prepared to cope with every possible subject with which he might have to cope in after-life?

3727. Admitting that to be contrary to the principle of training a boy by means of education, with the exception of classics and a certain amount of mathematics, would you give a boy his choice in outlying subjects which could be taught in the school; for instance, his choice between excellence in mathematics and excellence in physical science, or his choice between excellence in mathematics and excellence in modern languages; so that in case he should manifest any predilection with reference to those outlying subjects, he should have the opportunity given to him for their peculiar cultivation?—I am afraid, practically, it would not work at Eton or any other public school.

3728. (*Lord Lyttelton.*) What is the difference between what you suggest and what Mr. Vaughan proposes?—The point that Mr. Vaughan makes is this, that if five boys were to enter the school at the

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same age one might say, "I will go for classics," another for mathematics, another for physical science, another for botany, another for music: the consequence of which would be that you would require five different people to teach them.

3729. What is your plan?—My plan is for mathematics to be brought in under the original system of the school.

3730. But you proposed also to facilitate the acquirement of a knowledge of other subjects?—I would give every encouragement to the acquirement of a knowledge of other subjects, but I did not say that I would admit them as a regular part of the school-teaching, or the regular work of the school.

3731. (*Mr. Vaughan.*) My suggestion meant that a certain proficiency in the classics and a groundwork for mathematics should be required?—Yes, that is a *sine quâ non.*

3732. But that the moment you stepped beyond, any boy might make his choice either of modern languages or mathematics, or physical science, putting those three outlying subjects on a par with each other, not making any one of them compulsory, but allowing the boys to choose which of the three he would prefer for himself?—I am afraid that you would experience great difficulty in working a system of that kind.

3733. (*Lord Clarendon.*) May I ask your opinion with respect to modern languages, and the manner in which they are dealt with now at Eton. Do you think that the present method is the right one, or that any improvement is required?—That is possibly one of the most difficult subjects with which you could have to deal.

3734. But it is one to which the public attention has been directed very much, has it not?—Again I must ask the question, whether the idea is to alter the character of the school?

3735. Other schools have recognized the requirements of modern times, and have introduced the study of modern languages as part of the regular school work, as well as the study of classics. At such a school, for instance, as Rugby, it appears to have been extremely successful, therefore the two things can go together, if there is the will to encourage them, even without any preconcerted action with regard to any particular scheme?—To that I will give you this answer. I think the proper office of a public school is to prepare a boy for some future effort, not to be an end in itself; but if public schools are to be made the means of preparing people for professions, I think they can be made available without any loss of their public character.

3736. That is even going further than we should probably think at all necessary. But with respect to the introduction of modern languages, can it be said that the learning of modern languages is a preparation for any profession; should you not think that it is a portion of the education which every boy ought to receive who is to fill the position of an English gentleman?—At the present time boys come to Eton at 12 or 14 years of age not half so well instructed in Greek and Latin grammar as they should be, and as they used to be. Why could they not be taught French and modern languages, modern history, and all these other things at home? If that was done they might be taught more effectually the classics at Eton. Now, boys come constantly to Eton at 14 years of age, who are obliged to be put into the lower school because they are ignorant of the rudiments of grammar, and yet can but rarely plead their early devotion to other studies as their excuse for their ignorance of Greek and Latin.

3737. Now is that a general result, because, if so, it assumes an importance that is almost national, for it shows that there is a neglect of primary education throughout the whole country that offers a marked contrast to that state of things which previously existed?—Not only is that the case in respect to Greek and Latin, but in all those other things to which we have been referring.

3738. Not only are they ignorant, you say, in Greek and Latin, but wholly ignorant of French, geography, history, and almost of all that they ought to be instructed in as part of the education of an accomplished English gentleman?—I conceive that with few exceptions they are, to a great extent, ignorant of those things, because when the examinations for modern languages take place there are, perhaps, not more than four or five candidates for Italian, 20 for German, and 40 or 50 for French, in a school of more than 800 boys.

3739. But there is only one French master for the whole of Eton, is there?—One, and, I believe, an assistant. On the subject of modern languages, my own conviction is that German and Italian may be taught in class effectually, but French cannot be. I cannot tell you more than that. I may mention that the last conversation I ever had with Dr. Hawtrey was upon this subject. I said to him, "Is there not "something in the disposition of English boys, and "especially of Eton English boys, so utterly repug- "nant to Frenchmen that it would be impossible to "teach the French language in class;" and he said, "Sorry as I am to own it, I am obliged to confess "that I think it is so."

3740. I think if that dogma is laid down by the highest authorities the French master must fare very ill indeed at Eton?—You may depend upon it, it is a complete impossibility to teach French at Eton in class.

3741. (*Lord Lyttelton.*) In other schools French is taught in class?—Yes; but how is it taught. Did you ever hear of a French class being taught at Rugby by an English master, without the slightest regard to pronunciation?

3742. (*Mr. Vaughan.*) I believe, as a matter of fact, you will find it is taught by a Prussian and an Englishman, but not without regard to pronunciation?—I am not aware of that fact.

3743. (*Lord Clarendon.*) Do you mean that keeping as the basis of the school a classical education, you would, with respect to every other subject but classics, give a certain degree of latitude. Whether you would make it obligatory or not in the school I do not quite understand, but with respect to any distinction to be made in anything else but the classics you would allow boys possessing eccentric genius to choose for themselves?—No, I do not mean that I would work it out in a regular plan the same as anything else; but in my own mind I do think there is not that room for an eccentric genius to distinguish itself that existed under the old system. It does not seem to me that the system of examinations now permits a boy who takes a particular line of study and pursues it with great ardour the same scope for distinguishing himself that he had in former times.

3744. But in former times there were no eccentricities of genius allowed. Nothing at all was taken into account beyond proficiency in the classics?—Yes, but in the classics themselves distinctions were made. For instance, if a boy were an admirable composer, his deficiencies in other things might be overlooked.

3745. But I understood you distinctly to say that two subjects might be allowed, and then you said that you would not include such a subject as botany. I thought you might have mentioned some subject which might be large enough to be included, and with respect to which a choice might be given to boys who manifested no particular genius, either for classics or mathematics, but who might possess a great genius for physical science?—I believe that what I said was that, with respect to modern languages, German and Italian could be effectively taught in class, but that French could not be. With respect to German, for instance, I have seen boys stand up in class. One of the boys would read a passage in Schiller. Perhaps, the teacher would say, "You have not pronounced a "particular word right;" another boy would then correct it, and the teacher would say, "Yes, that is "correct;" then they would translate the passage, and the teacher would explain the construction of the

passage to them; but I have never seen French attempted to be taught in that way. Of course, I cannot tell from my own experience what the difficulties attending the teaching of the French language may be, but I only go upon what I know the difficulties of the French master have been when he had five or six boys in a class to teach.

3746. (*Lord Lyttelton.*) Would you include any branch of physical science in the regular work of the school?—I should be very glad to do so, but what are you to do? You cannot put more water into a bucket than it will hold.

3747. We wish to apprehend your own plan with reference to giving more diversity and more scope for "eccentric genius"?—I am looking at the whole thing as if I were an autocrat ruling the school after my own fashion, and I am persuaded that I should find plenty of means of encouraging boys of eccentric genius, without introducing any additional element into the regular school work. I should soon find out what to do with a boy who could not understand Latin and Greek, but who manifested a singular aptitude for numbers, or physical science, or mathematics.

3748. (*Lord Clarendon.*) Will you have the goodness to give us your opinion with respect to the study of English literature by the boys at Eton?—We must bear in mind that Eton is a classical school. At the same time, I am quite prepared to admit that English literature is much neglected at Eton. Formerly any average boy of ordinary taste at Eton on leaving school had read much of the English poets, and a great deal of English history, as well as other literature. I know very well that the boys used greedily to devour every poem of Sir Walter Scott, Lord Byron, Southey, and other modern poets, as fast as they came out. I recollect that there was a perfect rush to get the first copies of the "Corsair." The boys used to spend a great deal of their pocket money in buying English books.

3749. That was a voluntary indulgence?—Yes, and so drawn upon was it that you have nothing to do but to send a message to the Dean of St. Paul's or to my brother to send you any of their old school books, and I will be bound to say that you will find much English and Italian poetry written down the margins of the pages and on the blank leaves by way of illustration. Dante, Tasso, and other Italian authors were read by many. As to English books, we had them in abundance. The old English dramatists, a great deal of Dryden, a great deal of Pope, and an immense deal of other English poetry were then read at Eton, besides most of the modern poems, but now I doubt whether you would find many boys out of the whole 800 that Eton contains who have read ten plays of Shakspeare.

3750. A great change, and not for the better, has certainly taken place in the taste of the boys at Eton for English literature. Have you any general suggestion to make, Mr. Coleridge, with reference to the school?—Not a great deal. I am only mentioning these things in conversation as it were. I have written down a few notes in respect to some matters. I think that the books used in the school should be without notes. I would never allow a boy to use in school any book except a good text. That will give the teacher an opportunity of finding out what there is in a boy, and give him also a better opportunity of imparting knowledge; but if he is to be met, as in Mr. Mitchell's edition of Aristophanes, by one line of text to a page of English notes, comments, and explanations, instead of being the teacher, he is very likely to become the taught.

3751. (*Mr. Thompson.*) Is not that the case with the Scriptores Græci and the Poetæ Græci?—They have all of them English notes.

3752. Do you mean the text?—No the notes are English. Then I think that the passages for translation into verse are now selected without due consideration as to their fitness. The more modern poets whose turn of thought is not classical ought not to be selected. This in my opinion points very strongly to the real reason of the great deterioration in Latin composition at Eton which was very conspicuous at the last election for the Newcastle scholarship.

3753. Both with respect to the prize composition and the ordinary work?—Yes, but specially the former.

3754. (*Lord Lyttelton.*) Did that apply to the collegers as well as to the oppidans?—Yes; they alluded to the improvement in Greek and the deterioration in Latin composition, and they attributed it to the boys being perpetually tried in translation before they have obtained what Aristotle tells you everybody must have before he can make a good composer. He must have some common places to fall back upon, some classical forms of expression out of Horace or Virgil or other good Latin poets, so as to enable him to grapple with his own ideas. You never can get a good classical form of expression out of purely English ideas. A boy is told perhaps to turn some poem of Tennyson's into Latin verse, and such a hash is made of it as never was seen; and then the tutors' hearts and energies are broken in looking it over and correcting it.

3755. (*Lord Clarendon.*) Do you attach much importance to composition in Latin verse?—Yes, very great importance indeed, my Lord.

3756. You could not afford to take any part of that off in order to have time to do any other kind of work in the school?—Yes, I might, when I came to consider that most interesting point of the introduction of other matters into the departmental system of the school, have something to say upon that.

3757. Perhaps you had better go on with your suggestions?—I think there is another great alteration which might with advantage be made in the school. At present the Head Master has the care of about 17 divisions in the upper school, and the lower master has the care of several little divisions in his, but these latter are all under his eye. He sees all the work that is going on, and can almost hear the teaching in the different divisions. The Head Master has the care of about 700 boys, and the lower master of about 120. For the teaching of these 120 there is the lower master himself and four assistants; and the Head Master has for the teaching of his 700 boys himself and 16 assistants. But the Head Master has a great deal of heavy work in examinations which he ought not to have, and it is enough to destroy the energies of any man. I think there is too much examination of the boys, and I am of opinion that while on the one hand the boys are over examined, the masters on the other are worn out and their energies deadened by the repeated examinations and the looking over of papers. I believe what really is wanted in the upper school at Eton and what was very much the subject of discussion in my time, is three or four viceroys under the Head Master. The school divides itself naturally in certain places. I would invest the Head Master with the immediate control of his own division and relieve him from anything else. I would then make four senior assistant masters. I would not let them be, as at present, the masters of the four senior divisions of the school, but I would place the four senior assistant masters, one at the head of the upper division of the fifth form, with the control of the middle division; the second at the head of the lower division; I would place the third senior assistant master at the head of the remove, having control over the masters of the remove, and another at the head of the fourth form. The Head Master would thus have as it were four viceroys who would be able to watch the working of the school and see the defects. They would in fact form a little consultative body whom he could call into council as it were once a fortnight or a month and ask them if they had anything to suggest. Any one of them might say it would be a great improvement if such and such a thing could be introduced or taken off, and it

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might be done or not as the Head Master might think fit. In this way the mind of the Head Master would insensibly pervade the whole of the divisions in the school in a way that it cannot do now. I assure you that it is quite impossible for the Head Master at present, without giving great offence or instituting a system of espionage which would be intolerable, to know what is going on in any other division than his own.

3758. Would you suggest anything further?—Again, I think the collegers ought to pay nothing for their maintenance in any shape or way. I have advocated this to the best of my power, and I think it is a thing in which the honour of the College is concerned. When I was taught at Eton my education cost me the best part of 70*l.* or 80*l.* a year. No colleger ought even now to pay more than from 15*l.* to 25*l.* In point of fact he ought not to pay at all. I should, however, very much lament the day when anything like a pauper character should be given to the Colleges, because I think it would destroy the tone of the whole school.

3759. There is a question with reference to taking off the gown?—I should very much rue the day that such an alteration was made, such a disgrace as I should think it inflicted upon the collegers. I believe there is not a colleger in the place but would repudiate the idea.

3760. Yet one or two of the assistant masters are in favour of it, I mean masters who have been on the foundation. Mr. Paul, for instance, expresses very strong opinions about it?—Ask the Archbishop of Canterbury or Bishop Lonsdale what they think about it.

3761. The question I think is what are the feelings of the boys upon the point now, and whether it would be expedient to discontinue it?—For my part I think they ought to wear trencher caps too. There is one radical defect in the appointment of the assistant masters. They are called off from the University too soon. That is in my opinion a very great defect, although I do not expect you quite to comprehend it because you have never had to teach children. I have had 32 years' experience of boys from those of first-rate intellect and advanced education down to children of eight, nine, and ten years old, and I am persuaded that it is a very much more difficult thing, and requires very much more mastery of all you know, to teach a boy of nine years old than it does to deliver lectures to more advanced scholars. When I was the senior assistant of Dr. Hawtrey I made a deliberate proposal to go down from the fifth and take charge of the fourth form. Boys come to the lower school often in the most scandalous state of ignorance and want of preparation; notwithstanding which a young lad from Cambridge, perhaps 22 years of age, is put over them, who knows little or nothing of boy nature, and who buys his own experience at the cost of many wrongs done unintentionally to those under his care. I suggested that the youngest masters ought not to be set to teach the youngest boys. I think my idea of a viceroy over the fourth form would correct that. I would give the senior master the power of handling and proving the division of any master in his viceroyalty. For instance if the master of the fourth form had four assistant masters under him, he should be at liberty to say to one of them, "Number "so and so I will take your division for a week."

3762. Still retaining his vice-royalty?—Yes, that is only a suggestion; then I would say that the assistant master should not have any pupils at first; they should be entirely under the class master at first. But then I would suggest that all the assistant masters who would be above those who had no pupils should give up their salaries, which are small, and cannot be a real consideration to any successful master. They never have been a motive to induce any man to come to Eton; it is idle, it is ludicrous to say that they have; I would therefore suggest that they should be left in the Head Master's hands, and that that money should be expended in paying the junior assistant masters, who have no homes for the reception of private pupils. I would do that to make it worth their while to come as masters for a time without pupils. This payment, together with what they might get from the fellowship at King's College or at Oxford, would give them perhaps 400*l.* a year, and I think that for that salary young men would be found who would be content to devote themselves to working a class, with the certainty of having, when they rise to a certain position, a house and pupils.

3763. What would be the amount of the fund?—Seventeen masters receive 40 guineas a year, and one 50; that would make a fund which would enable you to give three young men 250*l.* a year, and coming as they would with a fellowship of 300*l.* a year that would give them above 500*l.* a year. All that they would have to do would be to teach in class, and they might live in lodgings. I should think that any young man would only be too glad to do that for two or three years with a certain prospect of having a house and pupils in a few years. The consequence would be that having all the experience of his work in school he would be a better tutor altogether, and he would have learnt the art of training before he was plunged as certain young men often have been plunged into a large house with 30 or more pupils and a gross income of 4,000*l.* a year, without having done sufficient work beforehand.

3764. (*Mr. Vaughan.*) Did you say 4,000*l.* a year?—Yes.

3765. (*Lord Clarendon.*) Do you attach great importance to restricting the choice of masters to Eton men whether they are oppidans or collegers?—Yes, I do. It is strange, perhaps, to say that an Eton boy, the son of an English gentleman, should differ from the son of another English gentleman, but there is something about the Eton boy, whether derived from his associations, habits, or tone of feeling that arises from long connexion with the place, that renders him, when a man, peculiarly fitted to fill the office of an assistant master; and I should consider that it would be quite a risk to take anybody else. At the same time I would break down all distinctions between the collegers and oppidans. I wish half the masters in the school were oppidans. Fancy if such men as the Bishop of New Zealand had been enabled to offer themselves as assistant masters what a weight and power in the school such men would have had. There is one very important point that attaches to the whole subject, and that is whether, without abandoning the classical element, the classical basis on which the College rests, and which must be maintained even at the sacrifice of everything else, Eton can be made available for the purpose of preparing every boy in England that goes there for any department in life that he may be called upon subsequently to fill. I believe that by the aid of a very little additional machinery a boy might be prepared at Eton for the navy, for every department of the army, even for the diplomatic service, and certainly for the civil service, whether of this country or India. My scheme would be this: a paper should be most carefully prepared with the assistance and advice, in each department of the public service of one or two of the most prudent and thoughtful men, engineers, artillery officers, colonels of regiments, persons of experience in the diplomatic or Indian services, and so on, and that upon those papers so framed a system of examinations should be based. It should also be determined at what age, considering the requirements of the examination, each boy ought to commence his distinct and specific preparation for it. I would then have the answers of the persons so consulted embodied in a code of instructions or regulations, such as the following:—All boys intended for the navy must go into preparation at such a time; all boys candidates for the military service, common line, at such a time; all boys for the artillery and engineering service, such a time; all boys for the Indian civil service, such a time; and so on through

the various departments of the public service. I would have that paper printed, and placed in the hand of every boy's parents, together with a notice requesting them to forward an intimation to the authorities of the School, (and if they did not, the blame would be with them,) of the profession which it was intended the boy should follow, that intimation of course being given when the boy was 12 or 13 years of age, or at whatever age it might be necessary to do so with a view to the requisite amount of preparation, so that whether the boy was intended to enter the army or navy, or civil service, the moment he reached the proper age he might be put into proper training for the particular departmental branch of instruction, retaining, as I said before, a certain amount of classical instruction, but, at the same time, giving fuller instruction in the subjects necessary for the passing of the examination in the particular department for which the boy was intended.

3766. (*A Commissioner.*) That is what we understand, I think, by the system of bifurcation?—Yes, the only difficulty would be to provide two or three masters specially prepared for training boys in the various branches. There would be no difficulty whatever with history, geography, and so on, and I think that you might easily find in our service military, or engineering, or artillery officers with sufficient leisure to impart instruction in the particular branches in which they served.

3767. I do not quite see how you could do all this without giving up classics?—I would never give classics up. At present the boys devote three hours a week to mathematics, and all the rest of the time is devoted to classics. Suppose you subdivided the work into 20 parts, instead of giving, as now, three to mathematics, and 17 to classics, under the system I propose, I should give 12 to special branches, and 8 to classics.

3768. With composition?—I would have no composition excepting the translation of English into Latin or Greek prose, or Latin or Greek prose into good English or French, or any other language you liked. It might be done in that way, and then if any boy had a genius for the study of the classics I would let him do his composition in Latin verse if he liked.

3769. We have often had something like a system of bifurcation under trial. At what age would you begin this system of preparation?—In some cases from $11\frac{1}{2}$ years to 14 years of age.

3770. In other cases I presume not before 14?—No; I am persuaded of this, that not only could such a system be worked without any detriment to the general prestige of the public system of education but it would operate most beneficially upon the public service.

3771. You would not think it would produce anything like a feeling of alienation in the minds of parents from Eton as a public school?—That was an objection once made to the plan. I would not do away with one single tie that now binds the boys and their parents to Eton, and I do not see why, if boys can now go to mathematics three hours in the week, they could not devote a portion of their time to some other branch of instruction.

3772. But mathematics is a general thing; all the boys go to it?—But all separate to each other. I do not think it would be at all difficult to draw out some such scheme as I have shadowed forth. Why should not a boy be just as well prepared at Eton if you used the same amount of powder as he could be in any private establishment. Why, with all the means and appliances of Eton, should it be necessary to send boys to be trained, or rather, I should say, crammed, for their examinations?

3773. (*Lord Clarendon.*) Is there any other point on which you wish to make an observation?—There is only one point; that is with reference to the fact that for seven years no oppidan has been able to obtain the Newcastle scholarship.

3774. (*Lord Lyttelton.*) Anything on that point which you could tell us would be very valuable?—I can only tell you the simple fact, and refer you to the lists of former years to satisfy you that it was not so formerly.

3775. When was the competitive system introduced?—The competitive examination for the College was introduced a great many years before oppidans ceased to obtain scholarships.

3776. Would you advocate any kind of matriculation examination for oppidans previous to their entrance into the upper school; would you make it a rule not to admit an oppidan into the upper school unless he had got to a certain point in grammar training?—There is something like it at present.

3777. Would you not put the preliminary examination for admission higher than it is?—It is insufficient I think.

3778. (*Sir S. Northcote.*) Would you relieve the Head Master of some of the examinations?—I would not make it a dishonour to the Head Master to have anything done for him as it is now. To this very hour it is considered a stain upon the escutcheon of any Head Master to have anything done for him. I wish you could see the examination papers he has to look through. There are 12 papers of Latin, Greek, history, geography, and theology, besides all the mathematical papers. Each of those papers extends over two or three closely printed pages, and sometimes there is a single paper of questions, which will take you the best part of an hour to look through. That is not all; that is merely an examination of a particular part of the school which takes place every year. The most important examination is the one in which everybody is placed, the collegers even changing places by the result of the examination. Now I think that if the Head Master was assisted by the two senior masters, and if each took four papers, one in composition, another in Greek, and another in Latin, and another a miscellaneous paper, it would be far better. Besides this there are all the examinations for placing the removes twice every year, so that the work must be multiplied two or three times. What I should propose is that the Head Master should invite two gentlemen to come and look over these papers, and that with respect to accidental matters (suppose for instance a boy had been ill some time) a little allowance should be made, and the Head Master should have the power of moderating in any case of difficulty. I attach much importance to the fact of having two independent gentlemen to look over the examination papers, as in the case of the Newcastle scholarships.

3779. Do you not think one reason for the falling off of the oppidans in respect to the Newcastle scholarship may be found in the fact that the collegers have such an immense stake dependent on their progress that they use a great deal more exertion?—No doubt there is much in that, but not enough to account for the great disproportion of oppidans to collegers in the competitions for honours during the last seven or eight years.

Adjourned till to-morrow.

ETON.

Rev. F.E.Durnford.

10 July 1862.

Victoria Street, 10th July 1862.

PRESENT:

The Earl of Clarendon.	Sir Stafford Northcote, Bart.
The Earl of Devon.	The Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.

The EARL OF CLARENDON in the Chair.

The Rev. Francis E. Durnford, M.A., examined.

3780. (*Lord Clarendon.*) Mr. Durnford, you are senior assistant master at Eton?—Yes.

3781. How long have you been assistant master?—Twenty-three years last June.

3782. Can you give us any opinion as to the peculiar relations existing between the Provost, the Head Master, and the assistants. Do you consider that the Provost has a very high authority in the school?—Decidedly. Nothing is done without his sanction, not in the most minute school matter.

3783. Do you mean with respect to organization and discipline as well as the educational part?—The Head Master always consults him, and I suppose he would bow to the Provost's wish. I do not think he could do anything without consulting, nor would he wish to do so.

3784. As far as you have been able to judge from your own observation, are the relations which exist between them of a healthy character?—Yes, and highly desirable, according to my view; most decidedly healthy.

3785. In what way do you think it is useful to maintain these relations?—It is useful to maintain them because you have the advantage of an older man who has had much experience in the place, generally speaking.

3786. You do not think that the governing body, which is the Provost and Fellows, have interfered unduly?—No, never.

3787. Not in the administration of the college?—No. No wish of the Head Master's is really thwarted that I know of.

3788. What are the relations which exist between the Head Master and the assistant masters. Does the Head Master habitually consult them?—If there were any changes in the school with respect to the books, or anything of that kind, that he wished to introduce, he would call us together and ask us whether we liked it or not, and he would bow, I suppose, to any suggestion we might make. We are always at liberty to make suggestions.

3789. Is it the practice for the Head Master to consult his assistant masters at stated periods?—There is no stated period. We meet before every school-time. All the assistant masters go into what are called chambers, and then we meet each other, and anything regarding the discipline of the school, or any remarks which are necessary to be made, we state to the Head Master.

3790. That meeting at chambers is just before you go into school, and not for the purpose of consultation?—Yes. Sometimes I think they may be said to be meetings for purposes of consultation, because questions are occasionally raised upon any points upon which it may be desirable to raise them, and opinions are expressed.

3791. (*Lord Lyttelton.*) Usually, these meetings do not occupy more than five minutes, do they?—No, but they are held three times a day.

3792. (*Lord Clarendon.*) But if you had any suggestions to make to the Head Master that you thought were important and for the advantage of the school, you would not have the least difficulty in making them?—No, not the least. No objection is ever made to the bringing forward any suggestion for the advantage of the school.

3793. (*Mr. Vaughan.*) Are the relations in which the Provost stands to the Head Master, as to the discipline and education, generally understood by all the boys in the school?—Yes, I think so.

3794. Do you think that the control of the Provost tends in any way to affect or impair the authority or respect which is paid to the Head Master, or which he might otherwise have if the control of the school lay more completely in his own hands?—No. I do not think so.

3795. You do not think it affects the respect which is paid to the Head Master himself, that he is obliged to resort to a higher authority in important matters?—I do not believe that the authority of the Provost has ever interfered with the authority of the Head Master.

3796. I am not asking that at all. I was asking whether, it being well understood among the boys that there is this higher authority to which the Head Master must apply, this does or does not diminish to a certain degree the respect and power of the Head Master?—No. The whole system is one of deputing authority from one to the other both amongst the masters and boys, and they feel equal respect for the Head Master even though he is under authority.

3797. Do you not think that if his authority had a more complete and final character, he would, from being in a higher position, command in a degree the respect of the boys?—No, I do not think he would.

3798. Will you explain what you mean by saying that the whole system at Eton consists in deputing authority from master to master, and boy to boy?—I meant rather by the boys themselves. I meant that in my own house I manage my own boys through my captain, and that my captain is responsible to myself. In the same way I meant, that in respect to the school, it is managed by the Head Master, but the Head Master is responsible to the Provost.

3799. But taking that analogy, is not the respect which is paid by the boys to the captain in the boarding house something very inferior in degree to that which is paid to the master of the boarding house?—What I mean is this: Supposing, for instance, a disturbance takes place in my house, I do not know who has made it, but I say to the sixth form boy or captain, "You must find out who has made it," and so he would do immediately. He would feel that he could do it, and would do it.

3800. But I suppose the boys would not look up to the sixth form boy, who had authority deputed to him, as they would to the master. He would stand in a very different position, with regard to gaining the respect of the boys, to the position in which the master himself, from whom the authority came, would stand?—Yes, I do not say that he would not; but I say, that as much as you can trust any boy with authority, you can trust a sixth form boy. Of course it might be highly dangerous to invest them with anything like supreme authority.

3801. (*Lord Clarendon.*) You say that in the fifth form French has been introduced as a voluntary element for examination. The marks are given as for the classics?—Yes.

3802. French is not part of the regular curriculum of the school?—No, it is not.

3803. But the boys may take up French for examination?—For examination certainly. That was introduced by the late Provost.

3804. Was it done when he was Head Master?—No, I think it was when he was Provost. It was done with his sanction. I think he suggested it to the late Head Master, Dr. Goodford.

3805. Do many of the boys avail themselves of the permission ?—I believe a great many of them do. I cannot tell you the exact proportion ; but out of a remove of about 60, I should think about one-half of them would take up French.

3806. (*Lord Lyttelton.*) What part of the school do you refer to ?—To the fifth form ; but I dare say you, my Lord, would know more about it than I do myself.

3807. (*Lord Clarendon.*) Do you know how many of the boys learn French out of the whole of the scholars at Eton ?—I suppose there are about 150 pupils out of the whole who learn French.

3808. (*Mr. Thompson.*) I think 77 was the number stated yesterday ?—I should have thought we had about 150, taking the proportion out of every division. I have 20 of my own. I should certainly have thought there were as many as 100.

3809. (*Lord Clarendon.*) There is only one French master, is there ?—One French master, with an assistant.

3810. You do not consider that the study of French is much attended to at Eton ?—No, it is not attended to in comparison with the classics or mathematics.

3811. But do you not think the study of modern languages would be very desirable ?—It would be very desirable, but there are two great difficulties. First, the difficulty of introduction, for something must give way ; we cannot put on more work, that is impossible. Next would be the difficulty in the choice of proper persons to teach the language. I suppose no parents would like their children to be taught by an assistant master, an Englishman, and the great difficulty would be in introducing a body of foreigners. I do not know how that could be arranged, for I do not think that a number of Frenchmen in a school like Eton would ever obtain the respect of boys. I am afraid the whole thing would be ridiculous.

3812. Has it ever been a matter of consideration with you as to whether anything might be safely given up or taught in a different way, so as to occupy less time, although not, perhaps, with less great results than are obtained at present ?—I suppose if anything could be it would be some of the repetition lessons. I really do not know of anything else. As it is our classics are not what they ought to be.

3813. Do you think the scholarship at Eton has at all gone down of late years ?—No ; I think, on the whole, that the average is better. The boys, generally speaking, go away from Eton knowing more than they used to do certainly when I was a boy.

3814. You think that, although Latin scholarship has rather fallen off, Greek has improved ?—Yes ; the examiners for the Newcastle scholarship will tell you that is no doubt true. But the Greek is certainly far better than when I was a boy. Now it is a common thing for a boy to bring up Greek iambics, even in a lower part of the school.

3815. Do you find the boys generally ill-prepared who come to Eton ?—Yes ; in general I think they are not well prepared.

3816. Do you think they come to Eton less well prepared than they used to come. Has that been the result of your experience at Eton ?—I do not think they know their grammar so well as they used to do.

3817. That is to say, that they come ill grounded ? —Yes.

3818. At what age in general do the boys come to you ?—Between 12 and 14.

3819. And at that time you do not find that they have an average knowledge of English history, of English literature, or of grammar ?—I have no opportunity of judging of their knowledge of English history or English literature. It is merely with respect to Greek and Latin grammar that they are tried in our pupil rooms.

3820. In the Greek and Latin grammar ?—Yes.

3821. (*Lord Lyttelton.*) Do you think their preparatory schooling is not so good ?—I do not wish to say anything against preparatory schools.

3822. (*Sir S. Northcote.*) With regard to the condition of the boys who come to Eton and who are placed at once in the upper school, I would ask you, do most of the boys come from private schools to be placed in the upper school ?—Yes, and sometimes they are found not fit for it.

3823. Is it to a great extent the case that boys come expecting to be placed in the upper school and that they find themselves not fit for it ?—Supposing there are 50 new boys, and supposing that all these 50 try for the upper school, I should say that out of them about 10 would fail.

3824. And would these 10 boys be about 12 years of age ?—Probably older. I should say that most of those who fail are boys of nearly 14.

3825. Those boys, in point of fact, whose education has been much neglected ?—It is a curious thing, but you will find in the lower master's return that most of the boys who are weak and fail are not the younger but the older boys, and it shows either that the standard is too high or that they are badly prepared.

3826. What is your standard ? What must a boy do to be placed in the fourth form ?—We give him 12 verses of translation from Ovid and he must be able to do two out of the 12. That would be sufficient, so far as verses are concerned.

3827. Do you give him the translation?—No, the Head Master does.

3828. The Head Master gives him an English translation which he has made, and which the boy has to turn back again into Latin verse. Is it to be a literal translation ?—A literal translation, and besides that he has to turn a piece of English into Latin prose, I think of Cicero or Nepos, and he has to construe a piece of Æsop's Fables.

3829. (*Mr. Thompson.*) In Greek ?—Yes, in Greek, and a piece of Cæsar in Latin.

3830. (*Sir S. Northcote.*) Is it found that a boy of 12 or 13 years of age who comes to Eton and is placed in the lower school passes rapidly out of it into the upper school, or does it sometimes happen that a boy is kept in the lower school for a long time? —The lower master has no desire to keep them, and presses them on ; but they come out of the lower school exceedingly well prepared.

3831. With reference to boys coming very young and being placed in the lower school, do they come into the upper school with a much better amount of preparation than boys who come from private schools? —Yes, I think so. If you look at the lists you will find that they take the higher places.

3832. (*Mr. Thompson.*) How many masters do you think would be necessary for 800 boys if they are to be taught French properly ?—The mathematical staff supplies an analogy.

3833. How many mathematical lessons are there a week ?—Each boy receives three lessons a week.

3834. Would not two lessons in French be enough? —It would be as much as we could possibly afford.

3835. There are seven or eight mathematical masters, are there not ?—There are eight.

3836. Do you think that three French masters would be sufficient for the school ?—I should think it doubtful.

3837. At Rugby they have two masters in modern languages, and the number of boys in that school is rather more than half that at Eton, I believe ? —I think that may be so.

3838. The sum paid by each boy who learns French is something considerable ?—Yes, 10 guineas a year.

3839. That of course diminishes the number of those who learn ?—It does ; but I do not suppose that it is a point which is much considered. I do not think the stamp of boys that we have at Eton is of such a character that their parents would object to pay 10 guineas a year for learning French.

3840. Do you know how many lessons they obtain for that 10 guineas a year ?—Two oral lessons, and one in composition, three times a week in all.

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3841. Is the French master allowed to take private pupils?—No, I think that in consequence of difference of manners the idea would be incompatible.

3842. Do you think the difference of manners exists only in Frenchmen. Would not the objection apply equally to Italians or Germans?—I do not think it would apply so much to a German.

3843. Do you think that a German would be able to manage the boys?—Yes; the style and general tenor of the mind of a German is very different to that of a Frenchman, and approaches much nearer to the tone and tenor of an Englishman's mind.

3844. You think the German character is more staid?—Yes.

3845. (*Mr. Vaughan.*) With regard to these boys who come to Eton very young, do the parents commonly consult the tutors some time before sending them to school, as to where they should send them for preparation for Eton?—It is commonly done, but not always.

3846. Is there any set of schools in particular, which the tutors commonly refer them to on these occasions?—I suppose each tutor would have a school which from experience he could safely recommend. I do not know that there are any particular schools that are preferred.

3847. Are there any particular schools which are considered by the mass of tutors to be the best schools to which parents can send their children for the purpose of being prepared for Eton?—No; I do not know of any particular class of schools of that kind.

3848. With respect to those schools to which tutors recommend children to be sent for preparation, is there anything like a constant communication going on between the tutors and the masters of these schools?—No; I do not think so.

3849. As a matter of fact, do they come generally prepared from schools of that class, or do they come as often having been prepared at home?—They usually come from schools—that is to say, I think the majority of the boys come from schools.

3850. Do many come direct from home?—Not a great many.

3851. Some do?—Yes.

3852. Have you any means of knowing whether those who come from home are worse prepared than those who come from preparatory schools?—No.

3853. Has or has not, within your memory, the number of boys in the lower school at Eton greatly increased?—Very much.

3854. What has been the cause of the increase of the boys in the lower part of the school?—More industry on the part of the lower masters, I think.

3855. Has it been part of the system of the school that there should be more efficient lower masters appointed. Has there existed any feeling on the part of the school that the instruction of the lower part should be taken in hand by an efficient man. Or is it an accidental circumstance that masters of the lower school have been more efficient?—I think it is mainly attributable to the character of the lower master himself. I think the late lower master of the school, Mr. Coleridge, did a great deal towards raising the character of the lower school, and that since his time it has gone on improving.

3856. (*Sir S. Northcote.*) Including his time, and since that time?—Yes.

3857. (*Mr. Thompson.*) Since the time of the accession of Mr. Coleridge?—Yes, that was the turning point.

3858. Did Mr. Coleridge take great pains to provide better instruction for the lower department than existed before?—I do not think he made any material alterations. He took the system as he found it in existence.

3859. And made great improvement?—Yes; and generally speaking, if you find the Head Master works, you will find that the assistants work.

3860. (*Mr. Vaughan.*) It was the example, then, that was set by Mr. Coleridge, that produced the improvement?—Yes.

3861. Has that had the effect of attracting many more boys to the lower school?—Certainly.

3862. Mr. Coleridge has left the position of lower master. How long is it since he first took that position?—Four years.

3863. Was he lower master sufficiently long before he left the school, or is it sufficiently long from the present time to admit of comparison being made between the boys educated at the lower school under that system and those boys who come from preparatory schools?—The boys who came from him generally did well. But he had a remarkable power of teaching.

3864. Supposing a parent, who had a son of the age of five years, were to ask you at what age you would prefer his coming to Eton, what answer would you give to the question?—That I should prefer his coming there from $11\frac{1}{2}$ to 12 years of age.

3865. Do you think a public school is not suited to a boy at an earlier age than that?—I do. I do not like it very well for little boys.

3866. Has there not been some alteration made in recent years with regard to providing for the comfort of the boys in the lower school?—Yes; they can be now kept entirely apart.

3867. Has that been an improvement?—A great improvement. I dare say that may be one of the reasons that has caused it to flourish so much, because they can be kept quite distinct from the older boys.

3868. (*Lord Lyttelton.*) You do not mean that all the boys in the lower school are kept wholly separate from the others?—Yes; almost entirely.

3869. (*Mr. Vaughan.*) With respect to Mr. John Hawtrey's house; in what sense is his house wholly separate?—It is occupied almost exclusively by lower school boys.

3870. In what manner does the arrangement act, so as to ameliorate the condition of the lower boys?—The objection was that a boy of nine years old was placed with older boys, and it was not thought fit he should be placed with boys of 18 years of age, but that on the contrary they ought to be kept more distinct.

3871. Do you concur in that view?—Yes; I think it is better that they should be separate.

3872. (*Lord Lyttelton.*) Was this arrangement taken into consideration and extended to the whole of the lower school instead of comprising only part of it?—No.

3873. (*Mr. Vaughan.*) Do you think that a public school in which such an arrangement exists is not the best place for a boy so young as 9 or 10?—I do. But I have no hesitation in saying that the teaching is far better than they get at most private schools. I think they are better prepared.

3874. But still, you think it is not the best place for them?—Yes.

3875. Is it only in reference to the boys of 18 or 19 years of age that you think it is better for the younger boys not to be there?—No; I think that when you get a number of little boys, say from 40 to 50, together, it requires excessive vigilance.

3876. You mean that it requires a different arrangement of the boarding houses?—Yes; I think that when you have isolated the little boys they require more superintendence.

3877. And that this inconvenience would not be done away by having them scattered in other houses where there are bigger boys?—No; that was the old system, and we know that did not answer.

3878. So that whatever arrangement might be made, whether you kept them separate or not, there would still be an objection to having a number of very little boys in the lower school?—Yes.

3879. (*Lord Lyttelton.*) It is rather a new experiment, is it not?—Yes.

3880. (*Sir S. Northcote.*) You mentioned 10 or 11 as the proper age for entering the lower school?—I mentioned no age for entering the lower school. The question was not asked.

3881. How soon would you put a boy to Eton at all?—They may come as early as five.

3882. I think the effect of your opinion is that boys ought to come prepared to go into the upper school at once?—Yes.

3883. And you would not desire, if it could be managed, to have a lower school at all for the boys?—It is a very cheap education, and a very good one; but I think that bringing a multitude of little boys together is open to some objection.

3884. (*Lord Lyttelton.*) They play with each other?—Yes.

3885. (*Sir S. Northcote.*) They are evidently a distinct class of boys?—Yes.

3886. And the lower school has been found useful to send little boys to, because older boys come badly prepared, and sometimes are not fit to take their places in the fourth form?—Yes.

3887. Of course you consider it undesirable that any boys of 12 or 13 should come unprepared, but that you cannot help. Do you think it desirable for that class of boys that the lower school should exist as the best thing for them?—The question is, what is to become of them. There is many a boy who comes to Eton, who has never been properly prepared, and whose parents wish him to have an education at Eton; he is, however, unfit to enter the upper school, and what is to become of him if there is no lower school for him to go into? It would be extremely hard to reject him altogether, and it would be equally hard on the upper school to take him in such a state as that in which he comes.

3888. It would be clearly a mischievous thing to put such boys upon the fourth form?—It would be mischievous, although it might be done in this way—to have a remove, which should be kept down; perhaps, however, to keep them in the lower school stimulates them more.

3889. Do you not think it is a stimulus to a well-disposed boy which induces him to try to raise himself to such a position that he can be admitted to the upper school. Mr. Coleridge alluded to the case of a boy of 17, whom he mentioned as having come rather late in life and having been placed in the lower school; and Mr. Coleridge said he thought a great boy like him ought to try to get out of the lower school as quickly as he could, and the boy exerted himself in consequence of that advice, passed through the school with great credit, and has now matriculated in Balliol. Do you think that a sort of character that you might reasonably expect a good many boys, whose education has been unfortunately neglected, to take?—I think it is. I do not see any reason why they should not.

3890. And for that class of boys the lower school would be very useful?—Yes.

3891. Is there any reason why boys of that class should not be mixed up with the other boys in boarding houses?—No; and they probably would—they certainly would—for it is only boys of a certain age who are sent to Mr. Hawtrey's. He does not keep them after they attain a certain age, but it does not follow that because a boy fails in examination he necessarily goes to Mr. Hawtrey's.

3892. Do you think it is an evil that boys of that class should be mixed up in school with little boys of nine or ten years of age, or do you think it stimulates them, seeing themselves placed in a school in which the boys are so much under their own age, to do what they can to try to get out of it?—I think the mixture of ages is certainly an evil.

3893. The mixture of ages is an evil?—Yes.

3894. You would not give up the lower school as a place for the unprepared boys who come?—No; because as I said just now, what is to become of them.

3895. (*Mr. Vaughan.*) With regard to the backward boys who come to Eton, I suppose there are among them clever boys whose backwardness is attributable mainly to neglect?—Yes, there are certainly some of that kind.

3896. With regard to those clever boys who owe their backwardness simply to previous neglect in their education, do you observe that when they get to Eton they rapidly make up for lost time, and pass more quickly through the lower part of the school than boys of a lesser age?—Yes, they have the opportunity of getting a double remove, and are lifted up as it were.

3897. Does that frequently happen?—Yes.

3898. Does it happen to such a degree that you ever find a boy who came there a backward boy, and who yet at the age of 16 or 17 has occupied a position very nearly equal to the position occupied by those boys who came better prepared, and have had better places given to them at an earlier age?—Such cases have occurred.

3899. (*Lord Clarendon.*) I need hardly ask you whether you think the tutorial system one of special benefit?—In my answers I say that I think it a very great advantage. A boy loves his tutor, as a general rule, very much.

3900. Do you consider that the tutor stands, with respect to his pupils, in the position not only of his instructor, but of his adviser and friend?—Yes, they do not hesitate to come and ask you any question, because they know you would not take a mean advantage of them. They come to you as their counsellor and guide.

3901. Then there does exist, in point of fact, a real confidence?—Yes.

3902. You think, for instance, that all your pupils have that feeling towards you?—Yes, I do not think that any of them would do anything to vex me, nor would they have any hesitation in asking me any questions. They would speak to me in a perfectly unreserved manner with respect to any point on which they wished to consult me.

3903. Or if they get into any scrape, say with their schoolmaster or any one else, would they come to their tutor as a friend to whom they would apply in distress and difficulty?—Yes.

3904. In point of fact he would stand towards the pupil *in loco parentis* in every respect?—Yes, I think so.

3905. May I ask how many pupils you have, Mr. Durnford?—Sixty.

3906. Every pupil construes his lesson to you before he goes into school?—They construe their lessons in class. I usually call on four for each lesson.

3907. I thought I understood from your answer that every lesson was construed by the boy before he goes into school?—I do not mean by that that each boy construes his lesson individually to me.

3908. You have them in class before they go into school.—Yes.

3909. And many of them you hear over again in school, do you not?—Very few. In point of fact I have only one at present under me in school.

3910. You say here, "I calculate that my fourth "form are with me about 27 hours per week; my fifth "form about 10 hours per week"—that would be 37 hours—"my sixth form about five hours per week, "(sometimes many more the latter)." That would make 42 hours a week, which would give you something like seven hours a day. How do you manage with so many as 60 boys. I suppose that many of these are your private pupils besides; I mean those who pay 20 guineas a year?—Yes, all those boys who board in my house are considered, necessarily, as private pupils.

3911. (*Lord Lyttelton.*) They all pay 20 guineas in the house?—Each boy in the house pays 120*l.*, and out of that I fancy 20*l.* is for tuition. I suppose that is the way it was intended to be.

3912. (*Lord Clarendon.*) Is there not any distinction between pupils and private pupils?—Yes.

3913. Your pupil pays 10 guineas, and your private pupil pays 10 guineas extra?—Yes.

3914. And has a certain amount of instruction provided by you for that additional 10 guineas?—I do not profess to give instruction exactly according

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to what I receive; I give my pupils private tuition in this way: I divide all the pupils into so many classes for private tuition, and then I am certain that every one has the advantage.

3915. How many are there who pay 10 guineas?—Most of the lower boys not in my house.

3916. (*Lord Lyttelton.*) How many pupils are there in your house?—Thirty-five.

3917. And 25 out?—Yes.

3918. Of these 25 out of the house how many pay 10 guineas and how many pay 20 guineas?—Ten of them pay 10 guineas, and 15 of them pay 20 guineas.

3919. Do you make any distinction between the amount of teaching which you give to the two classes?—No.

3920. In fact, it is only a remission in consideration of the comparative poverty of a portion of the boys?—Yes, that is really the theory, but in point of practice I should not think of asking anything with respect to the circumstances of the parents.

3921. The lower boys all pay 10 guineas?—The majority of the lower boys pay 10 guineas.

3922. Is it the distinction that the lower boys pay the lower amount and the upper boys pay the higher?—I should think so.

3923. In the house they are all alike?—Yes.

3924. (*Mr. Thompson.*) How far do the lower boys reach?—To the remove.

3925. Which is above the fourth form?—Yes.

3926. (*Mr. Vaughan.*) Let me ask you, with regard to the boys in your house, who are the lower boys in your present definition of the term. Do they pay less than 120*l.*?—No, every boy pays 120*l.*

3927. Do these boys, although lower boys in your house, pay the same for private tuition as the boys above them?—I do not make any difference; they all pay the same; and I divide my pupils for private business into so many classes.

3928. I am speaking of the amount of payment. They all pay 120*l.*?—Yes.

3929. (*Mr. Thompson.*) What is the nature of the private business? Is it the work that does not enter into the school routine?—Yes, for instance, take the Sunday work. I divide my boys into four sets. I make the lower part say their Catechism and read the lessons of the day. With respect to the remove, I give them an essay to write on the Old Testament History. I make the other forms construe the Greek Testament. On week days I take the fourth form, the lowest form, and make them do some questions in Roman history. I make the remove do some Sallust; the fifth form also have their work. The upper boys read Thucydides, Aristophanes, and perhaps some Greek tragedy, or in addition to the Greek play they may do some composition.

3930. With respect to the upper part of the fifth form, what do they do?—I make them do Greek iambics or Greek prose, just as I like.

3931. In the course of one-third of the year how many Greek plays will the fifth form do?—About three Greek plays in the year.

3932. Besides Latin?—Yes, besides Latin; and many now read Cicero.

3933. Would they do Greek prose as well; Demosthenes, and authors of that description?—Yes.

3934. Would they get through as much as a book of Thucydides and three Greek plays in the course of a year?—No, but they would do something equivalent to three Greek plays.

3935. (*Mr. Vaughan.*) You have spoken of the upper fifth in your answer to Mr. Thompson. Do you mean by them to signify that intitled in the Tables part of the upper fifth form, or the 32 boys described as the upper fifth, or do you mean the boys in the third and fourth divisions of the school?—Are you speaking of my own division; the division I have in the school?

3936. No, I am not speaking of your division in the school. You mentioned certain pupils in the upper fifth form. Do you mean by these pupils, the pupils in that class described here as division the second in the school, or do you mean something below that?—Division the second in the school.

3937. With regard to boys below that division including the whole of the fifth form, excepting division number 2, do you make a distinction in the private work of these boys, or have they all the same private work to do?—I make a distinction in this, that they perhaps have more composition to do.

3938. But do they read the same authors?—Yes.

3939. Do they in the private work?—I divide them as nearly as I can into sets of 12. Sometimes I might have even still less. I put them according to their capacity.

3940. I was asking you, whether they do the same work?—Yes, they do the same work.

3941. (*Lord Clarendon.*) You say the lower boys construe the same lessons twice over with you. You take the fourth form, 27 hours; the fifth form, 10 hours a week, and so on. Does that include the private work, or is it exclusive of that?—That will be exclusive. Do you mean the hours?

3942. Just read this paragraph. "Every lesson "is construed by the pupil to me before he goes into "school. With the lower boys and lower fifth form "every lesson is construed twice over, and carefully "parsed. I calculate that my fourth form are with "me about 27 hours per week; my fifth form about "10 hours per week; my sixth form about 5 hours "per week (sometimes many more the latter)." Is that exclusive of the private work?—Yes, that would be exclusive of the private work.

3943. What is the exact nature of the private business as distinguished from the school business?—The public business is that which is repeated in school. The private business is that which the tutor gives to the boys.

3944. (*Lord Lyttelton.*) It is very much in reference to the Newcastle scholorship, is it not?—Yes.

3945. (*Lord Clarendon.*) It does not form the subject of the examination?—No.

3946. (*Lord Devon.*) As far as you know, is it the course of all the tutors to make no reference to the time which they devote to their pupils in consequence of the distinction which you have referred to in respect to the payments. Do they make any distinction between those who pay 10 guineas and those who pay 20 guineas a year, or do they pursue the same system that you did?—I think the same system prevails among the other masters.

3947. You think that, generally speaking, no distinction exists?—It depends upon their individual habits; but I think, generally, the same system is pursued.

3948. That has always been the case with you?—Always the case with me.

3949. Then all the pupils in your house are private pupils?—They must necessarily be so. I understood the idea of their paying 120*l.* a year was that they should pay 100*l.* for their board and 20*l.* for tuition.

3950. Is the amount charged by each master at Eton fixed by the higher authorities, or by himself?—By the higher authorities. They cannot charge more than that sum.

3951. (*Lord Lyttelton.*) Will you tell us the number of hours you are at work in the day?—I cannot always get out in winter, but I generally allow myself about an hour and a quarter a day for exercise.

3952. And you work all the rest of the day?—Yes.

3953. With regard to the periodical reports, do you fill up any form to be sent to the parents?—No.

3954. Do you write to all the parents?—I used to do so once a month, but I have given that system up of late. We are constantly working. Supposing a boy does anything that it is necessary to write about, I write and tell his parents.

3955. With regard to the ordinary report of the boy's character, do you write fully about that?—Yes.

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3956. Do you think you are well acquainted with the character of all these boys sufficiently to enable you to do that?—Yes.

3957. You do not find it too much of a strain upon you?—I should be glad of course to be relieved to some extent, but where the demand is great I am obliged to endeavour to meet it.

3958. You do not feel that they are too many to attend to?—No. I do not think that any of them are neglected, but it would be a relief to me individually not to have so many.

3959. (*Sir S. Northcote.*) Just let me ask, with reference to the private business, do you give any prizes for private business, or any reward for doing the work well?—No.

3960. Do you not give private holiday tasks?—No; I never do. I think if a boy works well at Eton it is better he should have his holidays.

3961. Do you think it is a system that is pursued at Eton by other masters?—No. Of course the upper boys have holiday-tasks set by the school.

3962. Have the lower boys any holiday-tasks?—Not appointed by authority.

3963. And the sixth form boys?—Yes, they have.

3964. (*Mr. Vaughan.*) You say with regard to the private work, that you do not divide your pupils into forms, but divide them into several sets, doing all the same work with regard to the private business?—I divide them into several sets, and give them a separate book. One would be reading Alcestis, another would be reading the first book of Thucydides, and so on.

3965. With regard to the boys in the fifth form, about 360 in number, I understand that in your private business you do not give them different work but arrange them into some sets, according to proficiency?—I am afraid we have been at cross purposes.

3966. I am speaking of private business?—In private business I class them entirely according to their position in the school.

3967. But I am asking whether the private business of some of the boys in this form or this division is different from the private business of other boys?—Yes.

3968. Different books, different construing, and different compositions are set?—Yes.

3969. That being the case, do you divide with regard to the class business these boys into different sets? I am not now speaking of private business, but simply of the construing work, and the composition which they do in form?—They come to my room according to their position in the school.

3970. In separate sets?—In separate sets. They do not all come together.

3971. In how many sets?—For construing the fourth form in one, the fifth form in two.

3972. Is your mode of treating the books different or much the same?—Yes, it is much the same. The upper boys come and construe what they do in school,—Pindar, Tacitus, and other authors.

3973. For what purpose do you divide them?—To suit the arrangements in the school.

3974. What, if they do the same work?—Those who do the same work do come together.

3975. Then, as I understand, those boys all do the same work in the third, fourth, fifth, sixth, seventh, eighth, and ninth divisions—they all do the same class work?—That is in school.

3976. I am speaking simply of class work?—Now I understand you. They go into school in different classes of not more than 40.

3977. I understood that they went to school in different classes; but do they come before you to prepare themselves for the school work in different classes, or do they come together?—In different classes.

3978. In how many classes?—The fifth form come in one, the sixth form in another.

3979. With regard to the fifth, do they all come in one?—Yes; but the system being that if my boys are not up to it, I construe the lesson twice over, I let the first division pass away, and then keep half back, and make them construe the lesson over again.

3980. Will the second division have been present while the first division have been construing?—Yes.

3981. Then the construing of the first division would act as an instruction to the second?—They would not be able to learn their lesson from it.

3982. I will not say then what might be the effect; but, as a matter of fact, the second division do hear the construing of the first?—Yes, but I am sure they could not do it only by hearing the first division construe. They construe it over again, and they have certain exercises to bring up.

3983. Let me put this question. Do you, thinking it right as you do to give those boys in the fifth form different work in their private business suited to their capacity, not think it would be an improvement that they should have different work to do as class work, according to their different capacities?—I do not think so. I think the time they are in form is not too much for the continuance of the same work, because the work is very like the work they have done before. The "Iliad" and "Odyssey"—these are the two staple works, and the boys cannot get through them under six years.

3984. In construing, in each lesson the head boy does the same as the lowest boy; that is to say, the head boy in the top division of the fifth the same as the head boy in the third division, and both of them do exactly the same work as the lower boy in the ninth division?—Yes.

3985. Do you think that is a good arrangement, seeing that they all do the same work, both in quantity and in kind?—They do not get the same in quantity, nor the same books. Of late they have introduced Greek plays to be read by the third, fourth, and fifth divisions, and they also give them a longer lesson in Homer.

3986. How long has that alteration been made?—About a year.

3987. It has been made, perhaps, since the time to which these returns apply?—Is there anything about the Greek play being read in any part of the school by the third division? No, I think there ought to be. I think it has been within the last year.

3988. Do you think that, in point of fact, an alteration has quite recently been made in this matter?—No.

3989. To pass from the single subject of construing: considering that every boy does to his tutor all the class work and also the private business beside that class work, to what kind of instruction do you think the boy owes most of his classical education, to the tutorial instruction or to his work in class, taking into consideration the class work before the tutor and the private work before the tutor in addition to that class work on the one hand, and on the other hand the class work to the master?—He owes most to his schoo lwork, certainly.

3990. To his work in form?—Yes.

3991. Will you have the goodness to explain how that is?—His work in form embraces all his compositions in school, all his verses, and all his compositions in themes.

3992. Does not that also go before the tutor?—Yes.

3993. And does not the tutor take the chief part in that?—Yes.

3994. Considering that his construing work in class, his composition work in class, and the private work in addition to that is all done by the tutor, do you think he owes what classical instruction he may receive more to his instruction in class than to his instruction by his private tutor?—Now I see what you mean. You are separating the two cases. What you want to know is, whether I think it depends more on the teaching by the tutor than by the master in class?

3995. Yes: from whom, on the whole, he receives most of his instruction. On whom does he depend most in his progress through the school?—That is rather a difficult question to answer.

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3996. (*Lord Lyttelton.*) We wish to obtain your opinion upon that point?—I think, generally speaking, that the boy who gets on with his tutor best is the best boy in the school.

3997. But in what capacity does the master do most. In the capacity of a private tutor?—I suppose he does. On the whole, the teaching we get in the upper part of the school, I should think, would be double what we get in the other part.

3998. (*Mr. Vaughan.*) But quite the top of the school is taken out of the tutorial instruction to a certain degree. Now, taking the fifth form, and considering all the things that have been mentioned, to whom does the boy owe most of his classical instruction?—I suppose he does owe most to his tutor.

3999. Should you put it as much as two to one?—No, certainly not. I recollect many things brought to my mind by the master.

4000. (*Lord Clarendon.*) There is one more point on which I wish to ask a question, and that is with respect to the religious instruction given. You say that religious instruction is given by each tutor to his pupils in class. Do you mean by that, that the same amount of religious instruction is given to your boys in particular classes?—Yes. Do you mean in school?

4001. In private business. You mentioned what you do with them on Sunday; is there anything else that you have to say on that point?—No, nothing. In school there is a lesson in the Greek Testament on Monday morning, and certain sets of questions are set on Saturday night for every boy to do. Each master sets questions for his own division to do, which are shown up on the Monday morning.

4002. What is the nature of the questions?—They are left pretty much to the choice of the masters themselves. I take the Epistles and frame a set of questions according to the chapter which they read with me the week before.

4003. You put questions out of it?—Yes, out of it.

4004. Do you put them *vivâ voce*?—No, I write them, and they write down the answers, and show them up as an exercise on Monday morning.

4005. Are these with reference to the construction of the Greek or the substance?—The substance, certainly. They are expected to construe a piece, but they are very seldom asked to give more than the substance.

4006. (*Lord Lyttelton.*) Is that a substitute for any other work?—We used to have Grotius.

4007. (*Lord Clarendon.*) You used to have Grotius, you say?—Yes.

4008. (*Mr. Thompson.*) Is that still used?—No.

4009. Did you set questions on it?—I set questions out of Pearson on the Creed, Bible history, Brome's Articles.

4010. (*Lord Clarendon.*) The sermons are preached in the chapel by the Provost and Fellows?—Yes, they are preached by the Fellows according to residence.

4011. The pulpit and the chapel belong to the Provost and Fellows, do they not?—Yes.

4012. Are the sermons usually addressed to the boys?—Usually.

4013. Do you think the sermons produce all the effect that is usually expected from sermons?—It is just what you find in most places. Sometimes you have a good sermon and sometimes not so good. All preaching must be unequal.

4014. Do you think it a good system to make the boys go to chapel on holidays and half-holidays?—I should think it a very good system, that it sobers them, and does them good. Even if you look at it in a higher point of view, as a matter of discipline, I think it very good.

4015. (*Lord Devon.*) What would be the effect in your judgment, if, instead of making them go on holidays and half-holidays, you were to have a short morning service, say about quarter of an hour, a choral service, every day in the week?—I should like it, but I am afraid we should find it difficult to accomplish in the time. At present the school begins nominally at half-past seven. Some masters, who wish to do a little more work begin voluntarily at seven. If there was an early morning service all must abide by one time, and that would be very difficult.

4016. Supposing that difficulty with respect to time were overcome by making the school work begin at nine, what would be the general effect on the boys of having it at all?—The boys have family prayers in their tutor's house.

4017. But that is not the case with respect to the dames' houses?—No, they are not read there.

4018. Is it not the fact, that to every dame's house a tutor is attached to whom the boys in the dame's houses belong as private pupils?—They do not go there except on Sundays; they read prayers there on Sundays.

4019. Would there be any difficulty in their reading prayers there on week-days?—No; it could be done.

4020. I suppose it could, because it is done in other houses?—But he must read twice, if he has his own house to attend to.

4021. Are there not certain assistants to whom the dames' houses are assigned?—Yes.

4022. (*Mr. Thompson.*) Would it be possible to induce the Conduct to do that work?—My own opinion is, that as Conduct, he would be the best person to perform that service.

4023. As regards the sermons, would it be an improvement if a certain number of the assistants were occasionally to preach?—I think it would not be at all an improvement.

4024. Why do you think it would not?—I think we might have conflicting views expressed.

4025. What, in the college chapel?—I think so.

4026. Do you think the assistant masters would feel at liberty to give utterance to strong views?—We are not all of us in orders, and those that are have not time for the composition of sermons.

4027 (*Lord Devon.*) You would rather not interfere with the existing system?—I should not like to interfere with it.

4028. (*Sir S. Northcote.*) It has been suggested to us, that it might be an improvement if, by some arrangements with the school, instead of putting the senior masters to the upper divisions, and the next to the next, and so on, there should be some kind of council; that there should be a senior assistant master, who should be a sort of viceroy over the fifth form, that another should take the remove, that a third should take the fourth form, and that they should be viceroys over the junior masters, who should take divisions under them, so to speak; and that these three seniors should, from time to time, take different removes, or different portions of the school, under their care, and form a sort of council for the Head Master. How do you think such a system as that would work?—Do you mean that the object is that somebody should be responsible for the work of the division?

4029. Yes; that they should be to some extent responsible to the Head Master. For instance, that the particular viceroy, if we may so term him, who took the fourth form, should go, from time to time, and take the lower remove, or the middle remove, or whatever remove he chooses of that form, for his work, so as to see how the boys were going on, then that the fourth form assistant masters would naturally communicate with him, and that he, meeting the Head Master periodically, with the chiefs of the other divisions, might represent to him the wants of the fourth form, whether any new books ought to be introduced, or whether there were any desirable arrangements as to the better management of that part of the school?—I should think it would be better for the Head Master to decide what should be done, and to do it.

4030. The decision being still intended to rest with the Head Master, but he having the advantage of the assistance of these gentlemen to advise with him?—

He has the assistant masters to advise with if he likes now, and I do not see what advantage any change of that kind would be. If he wants to learn more particularly what is going on in the school, he can do so now by asking the assistant masters.

4031. Do you think it possible for a large number of assistant masters practically equal with each other to have that amount of consultation with the Head Master which is sufficient to inform him of what is going on in all parts of the school?—Yes; he sees the results, because they come before him in the trials.

4032. Do you think it essential that the Head Master should conduct the trials himself?—I think it is essential that he should set the papers, but I think somebody else might look over them.

4033. If he only set the papers, would he become acquainted with the condition of the lower part of the school?—He might not of some part.

4034. Would it not be an advantage to him if he were able to get the advice of the assistant masters who have had long experience like yourself, or of one of the senior assistant masters, as to the real condition of the lower part of the school?—He does, does he not? There are a certain number of fifth-form masters, fourth-form masters, masters of the remove, a system which goes right up to the head of the school, so that when the master wants anything done he mentions it, and it is done.

4035. (*Lord Clarendon.*) One other question I should like to ask you. Do you think that the present arrangement of the calendar is satisfactory?—No; but it would be very difficult to alter it, unless you could alter the Prayer Book. I do not know how you could alter the calendar.

4036. Do they state the number of holidays in the Prayer Book?—We might alter the calendar in some respects. The great thing is the irregularity produced by saints' days. There are some occasional holidays which we might alter.

4037. So as to make the holidays tolerably uniform?—I do not think it would be any great advantage to have the holidays always the same.

4038. You see no disadvantage in the present system?—I do not object greatly to the present irregularity.

4039. (*Lord Devon.*) Half-holidays and holidays are given occasionally, many of which have no reference at all to the Prayer Book?—No.

4040. Are not half-holidays and holidays given on the birth of a child in the family of a Fellow's son or daughter?—Yes.

4041. And the promotion of an Etonian to a judgeship or a colonial bishopric?—Yes.

4042. And you get a half-holiday on the visit of distinguished personages?—Yes.

4043. On all these occasions half-holidays or holidays are given?—Yes, I think it would be a great mistake if we were confined to the same system week after week, and had no change; the boys would get very tired.

4044. Does the circumstance of the existence of these holidays materially diminish the work of the tutors or assistant masters?—Very little. We have our extra studies to do even more.

4045. You merely save two or three hours' attendance in school?—Yes.

4046. (*Sir S. Northcote.*) Is there more private business in the school than there would be if there were fewer holidays?—Yes.

4047. Perhaps you had better explain how much more. Do boys come to you more days in a holiday week than they would in a regular week?—Perhaps in a regular week a boy would come once, but in a week in which there were two holidays he would probably come twice, or even more often.

4048. (*Mr. Vaughan.*) Is there any other case in which, although the work done in school hours is diminished, yet the work of the boys out of school is not diminished to the same extent?—No; they have to do their compositions, but that is all.

The witness withdrew.

William Johnson, Esq., M.A., examined.

4049. (*Lord Clarendon.*) Mr. Johnson, you are an assistant master at Eton?—Yes.

4050. How many years have you been so?—17 next September.

4051. Were you on the foundation at Eton?—Yes.

4052. And of King's subsequently?—Yes.

4053. In the evidence which you have been so good as to furnish us with in writing I see you have a strong opinion upon the manner in which the property of the foundation is administered. I think you do not consider that it is administered in the most satisfactory or advantageous manner for the benefit of the school?—I believe not.

4054. Is this all that you wish to say upon that subject, or is there anything that you would like to add to it, which possibly you might not like to state in writing, but which you might not object to communicate to us verbally?—My knowledge of the matter is chiefly derived from conversations which I have had with the bursars of my own college. I believe that the Eton College property could be improved materially by running out the leases, and not taking fines on renewals, which fines constitute the chief part of the income of the Fellows; and that it would be better to have one fund, which might be distributed in such a way after the college was provided for as to keep up the Fellows.

4055. How long ago is it since the system of managing the property was changed at King's?—It is, I should think, fully 15 years.

4056. Are there no renewals there now?—There are still some.

4057. Renewals on fine?—When we do take fines on renewals now, we take an increased reserved rent with a lower fine.

4058. (*Mr. Thompson.*) Formerly I believe your system was the same as that which is now pursued at Eton?—I believe so, with regard to leases.

4059. Do you know what led in the first instance to the change of the system at King's?—I believe it was in consequence of its being considered very bad husbandry.

4060. Bad husbandry you mean for posterity, but not for those who had the management of the property and were interested in its immediate proceeds at King's?—It was good for the interests of the men who divided the receipts but bad for their successors. By adopting the principle which I have just been speaking of we have improved the income at King's to the extent of 4,000*l.* or 5,000*l.* a year, and we believe that the College property at Eton is capable of a similar improvement.

4061. Do you consider that the system which is now pursued here of receiving fines and dividing them among the Fellows is an illegal one?—I believe it is unstatutable; that there is nothing at all sound about it. I have not searched the statutes in such a way as to enable me to state what would be the legal effect of them. I merely throw that out as an opinion or rather a suggestion.

4062. The statutes at Eton are accessible, are they not?—Yes. I have a copy, and I have read them, but I was not able to discover anything which authorized any division of the fines on renewals among the Fellows. My impression was that the

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members of the College were to have fixed stipends and allowances, and that if any surplus income arose it was to be applied to the general good of the establishment. I was never able to make out that the whole of the statutes was ever actually in force, for instance, that with reference to the 13 poor youths.

4063. Do you think that one of the modes to which the Provost and Fellows have resorted for the purpose of increasing the domus has been by raising unduly the rents of the houses?—The way in which I should put that is not so much that the houses are highly rented, although no doubt some of them are, but that a more enlightened policy would have induced them to pull down many of the houses, and they have taken advantage of the eager competition among young men to get high rents in some cases for buildings which ought not to be kept up at all. When I first came to Eton as an assistant master I had no house at all, and the Head Master recommended me to take a house belonging to a dame. I did so and afterwards found that I had made an extremely bad bargain. I took a house at an enormous rent, paid to a lessee of the College, which was not fitted for boys. I inhabited it, and afterwards I found it necessary to make great alterations in order to render it suitable to the purposes for which I had taken it, and I had to spend a great deal of money in them. There are several of those old and inconvenient houses still existing, and the same thing is going on at the present time in consequence of the eager competition going on between the several assistants, so that whenever a house falls vacant there is a regular scramble for it.

4064. Is that the case now; and, if so, how does it occur?—The late Head Master made a rule, that if dames' houses fall vacant, they shall be given to mathematical masters; but a classical master has more chance of success in negotiating with the College or the lessee. The Head Master, for instance, has said that such and such a house, if it falls vacant, shall be taken only by a mathematical teacher; but that has not always been held valid, and the mathematical masters have found that they cannot in point of fact get them. At this moment there is a house at Eton on a long lease, which has been promised to two persons, one of them being a mathematical master and the other a classical master; and, in all probability, when it falls vacant, there will be a dispute.

4065. Promised, do you mean, to two different persons by the Head Master?—No; it has been promised by the lessee in the one case, and by the late Head Master in the other, on the principle that every dame's house which falls vacant should be given to a mathematical master.

4066. Is the person by whom it is let the lessee? Is he the head man?—The person who has the long lease is a gentleman residing in Devonshire, and he sub-lets it to a dame, and if that dame retires they have a right to put in a new tenant, and they have promised it to a classical master; but when it falls vacant the mathematical master will claim it by virtue of the Head Master's rule that when a dame's house falls vacant it shall go to a mathematical master.

4067. I suppose there is something attached to it in the shape of goodwill?—No; the goodwill of a dame's house is worth nothing to a master.

4068. (*Mr. Vaughan.*) Can you at all judge from past usage what will probably be the result of the struggle that you think will take place between the classical master and the mathematical master, the person to whom the Head Master has promised this house and the person to whom the lessee has promised it?—I should think that (to use a sporting phrase) the betting was in favour of the classical man, because the College interest is in his favour, and they do not recognize the others. The late Head Master was bound by his own written engagement to get a mathematical master a house, and when one fell vacant a struggle ensued between two gentlemen, one a classical master and the other a mathematical master. They happened to be very good friends, still the matter could only be settled by the firmness of the Head Master; and the late Head Master decided that the mathematical master was to have the house.

4069. (*Lord Clarendon.*) Did he get it?—Yes.

4070. (*Mr. Vaughan.*) Did the Head Master settle the question by force of any authority which he had in himself, or did he refer the matter to the Provost and College?—He settled it chiefly by displaying a proper amount of firmness, and it so happened that one of the claimants was very much under his influence as an old pupil, and he was able to say to him, "You must give way." When a house is likely to fall vacant, men go about, and one gets a promise from one bursar, and another from another, and after all it is never known whether either will get the house. Within the last few months there has been a very lively discussion, which was only settled by one of the parties giving way. The mathematical masters claim the right to have the dames' houses when they fall vacant, and think it very hard that they should be occupied by a person who is not engaged in teaching.

4071. There is in point of fact the liability of a struggle between three parties; first the Head Master and the bursars, then the Head Master and the lessee of the house, and again between the mathematical master and the person to whom the house is proposed to be handed over?—Yes; in some cases the person who holds the house holds it directly from the College, in other cases the lessee may reside a long way off, and have the power of sub-letting.

4072. What would be the nature of the struggle between him and the head Master?—I do not know; that has not yet come on.

4073. (*Sir S. Northcote.*) In this case the promise of the Head Master would hardly come into operation, because he says the mathematical masters are to have the dames' houses when they fall vacant; but in this particular case of a long lease can the house be considered vacant and be given in that way?—It could if the present dame, being the sub-lessee, were to go away.

4074. It would go to the lessee, and he is not concerned in the teaching of the school?—He has nothing to do with the College.

4075. It will be held that the contingency of a vacancy has not arisen?—Perhaps. Many of the houses are held at Eton for leases of considerable length, renewable every twenty years, a fine being payable to the College. Some of the houses have been very good bargains for the people who took them, but the bargain has been a very bad one for the College.

4076. (*Lord Clarendon.*) The leases of these houses have been renewed on fines?—Yes, I believe so.

4077. (*Mr. Thompson.*) They are not carrying out that system of renewing the leases now, I think?—I do not feel sure. They are pulling down one of the houses which the Commissioners visited the other day, and that is a policy which we think ought to be more generally applied. The College has missed a very valuable piece of property, on which Mr. John Hawtrey built his house. Negotiations went on for about ten years with the Crown with reference to an exchange of property, and in the meantime the Crown arranged with Mr. John Hawtrey, by which arrangement he was to build the house he did. The Crown consequently has the property and the College has lost it. Mr. Hawtrey has a long lease.

4078. Did it originally belong to the Crown?—Yes, it was Crown property.

4079. (*Lord Lyttelton.*) And the long lease has practically shut out the College?—Yes; they might have had a valuable house if the land had been exchanged.

4080. But they could not effect it?—They were so long about it that the arrangement was made by the Crown with Mr. Hawtrey. I only know it as a

matter of common conversation. Mr. John Hawtrey would be able to tell you the exact facts in reference to the case.

4081. (*Lord Clarendon.*) I think you consider the rents that are charged, both for the old houses and the new ones, are excessive, do you not?—Not for the new houses, because they have been built at great expense. The rents are not higher for them, I think, than would be given for such a class of houses under any other circumstances. The rent of the house opposite the chapel is 300*l.* a year, and the tenant keeps it in repair. I think that the College have spent so much money on those houses that they are only getting a reasonable amount of interest upon their capital.

4082. But you think that in respect to the old houses the rent is very high?—In some cases it is very high, but in other cases it is equally low. The rent of the house which I took was very high.

4083. Have you the lease of it?—No; I gave it up to my brother-in-law, who is the sub-lessee of the College. There was a house next door which had been an inn, the lease of which expired the first year I was at Eton as master, and I hoped to have the refusal of any house which they might build; instead of that a portion of this house was offered to me, and I was to have a connecting staircase made. I spent a large sum in making the house fit for a boarding house, and I found that I was one tenant, that a stable-keeper had been accepted as another, and the French master was a third, the rent being kept up very high in each case. The late Provost, then Head Master, expected that some sacrifice would be made, in order that the inn might be got rid of; but on the contrary, they kept the old rent 200*l.* a year, turned over the shell of the house, and we had to make all the necessary alterations.

4084. You had to divide it with a stable-keeper?—Yes, I thought it would have been better to have pulled that house down.

4085. (*Lord Devon.*) Is it not the fact that from the proximity of the stable-keeper's premises, considerable inconvenience arises in one of these houses from the smell of the stable-keeper's premises?—Yes, I have had some trouble with it myself. It is a serious inconvenience. I have had my lessons interrupted by the dung carts going in and out, and I was obliged to take strong measures complaining of the stable-keeper.

4086. Were they successful?—Yes.

4087. The fact of the premises being let to a stable-keeper arose, you think, out of a desire that a considerable rent should be derived from the premises?—Yes.

4088. And the consequence was that a person was allowed to carry on a business which was objectionable to the neighbouring boarding houses, he being a tenant of college property?—Yes.

4089. Did you make any proposition to take the whole of the premises?—No, I was a young man and had very little money, so that I could not afford it; but I would have taken a new house, if built by the College on that site.

4090. Did the French master make any such proposition?—I do not know.

4091. (*Lord Lyttelton.*) Your object was not to keep a boarding house?—Yes, I had a boarding house five years.

4092. Did you wish to go on with it if you had been able to take the premises?—I dare say I might have continued keeping house if I had had a better one when I began.

4093. Do you say that the system of receiving fines, is contrary to the statutes?—I believe the statutes do not contemplate anything like a division of surplus income among the Provost and Fellows.

4094. Probably the fines may be an incident of the property which may not be in themselves repugnant to the statutes, but we do not see any distinction between them and the other portion of the property. If they are property under the conditions created by the statutes, they ought all to go into the accounts?—It is evident that it is looked upon by the bursars of the two colleges in quite a different point of view; we use the income at King's as all one fund, out of which we pay all stipendiary charges, and then if there is any surplus we divide it rateably among the scholars as well as among the Fellows.

4095. Do you make no distinction in the mode of applying the revenues?—No, there is no special appropriation of any kind of revenue.

4096. (*Mr. Thompson.*) May I ask how long have the scholars at King's had a right to participate in this division?—Two hundred years.

4097. Has that been altered by the Commissioners?—Yes. Our scholars on the new system have a fixed stipend.

4098. The funds are not in future to be divisible?—No, they are not to have dividends in future.

4099. Supposing there are to be dividends, do you think they should be divided among the whole of the establishment?—Clearly so, supposing there are to be dividends of the surplus revenue at all.

4100. How do you define the word "collegium"?—The Provost and Fellows, and 70 boys.

4101. Did you ever hear such an interpretation as this put upon it, that it meant only the Provost and Fellows?—No.

4102. Are you aware that it is defined in the Charter of King Henry VI. After constituting the college, the Charter goes on to say, "Præterea "volumus et concedimus, quod præpositus et socii "antedicti et eorum successores imperpetuum præ- "positus et collegium Regale Beatæ Mariæ de Eton "juxta Wyndesoram nuncupentur," and then the Charter goes on, "et quod sint unum corpus in se, "et per nomen et sub nomine præpositi et collegii "Regalis Beatæ Mariæ de Eton juxta Wyndesoram "sint personæ habiles, capaces, et perpetuæ, ad "impetranda, recipienda, et acquirenda terras, tene- "menta, redditus, servitia, advocationes ecclesiarum, "et alia emolumenta quæcumque;" and then a little further down it says, "habenda et tenenda eisdem "præposito et collegio nostro ac successoribus suis "imperpetuum?"—I was not aware of it.

4103. (*Mr. Vaughan.*) Do you put that into the witness's hands to ask him his opinion upon it?—(*Mr. Thompson.*) Yes.

4104. (*Mr. Vaughan*) Then we find in the first statutes mention made of the two colleges in this way: "Unum videlicet, collegium perpetuum pau- "perum et indigentium scholarium clericorum in "studio Universitatis nostræ Cantebrigiæ;" that is King's College, and "et quoddam aliud collegium "perpetuum aliorum pauperum et indigentium "scholarium clericorum grammaticam addiscere "debentium, ac aliarum personarum quæ inferius des- "cribuntur," and so on as the "King's College of our "Lady of Eton." Does not that necessarily include, within the college, not only the Provost and Fellows, but the scholars?—I should think it did, but no doubt the word "scholarium" would include the Fellows.

4105. Yes; but "grammaticam addiscere deben- "tium," surely that could not be so restricted as to mean the Fellows only?—No, and in proof of that, King's College is generally described by the term "Provost and scholars," and not by "Provost and "Fellows."

4106. Would it be possible to exclude "aliarum "personarum quæ inferius describuntur"?—I should say not.

4107. Does not the whole definition of Eton College then necessarily include scholars and other persons described in the statutes as essential parts of it?—I should think so; but I should think my off-hand interpretation of the statutes worth very little.

4108. You refer in your evidence constantly to the statutes of Eton College, have you read the statutes with sufficient care to enable you to give any opinion upon any clause in the statutes which seems to confer dispensing powers upon any person?—No, I am not a good authority upon that

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subject. I understood that there was a dispensation granted in the Founder's own lifetime; but Mr. Bradshaw, Fellow of King's, would tell you the exact state of the case; I cannot.

4109. Have you examined the statute itself in which the dispensing power is supposed to be given?—No, not for that purpose.

4110. (*Lord Clarendon.*) It is your opinion that the ecclesiastical patronage is not exercised by the Provost and Fellows with any regard to the interests of the school. That does not seem to be their view of their duties with respect to the dispensation of that patronage?—When a living falls vacant they never think of offering it to a master.

4111. The livings are not made use of as a means of superannuating them?—No.

4112. You say that it has been thought quite a natural thing to appoint an assistant master, even before he has served the ordinary time, to a fellowship, which will probably bring with it a benefice. May I ask what is the ordinary period of service to which you refer to in that answer?—I think that about 20 years is the ordinary time which an assistant master would naturally have to serve before he got a fellowship; perhaps from 20 to 25 years would be considered the ordinary time, but the rule is never strictly acted upon, and I have known Fellows appointed from among assistant masters who have not served nearly so long as that.

4113. Under what circumstances?—Sometimes I have known them to be appointed early because they have been found inefficient in the school as assistant masters, and also from other causes. I think the late Vice-Provost Bethell, and the late Mr. Green, were both appointed in early life.

4114. (*Lord Lyttelton.*) Was not Mr. Green more than 30 years of age when he was appointed?—Not much more; he was very old looking.

4115. (*Lord Clarendon.*) Then when it is said that an assistant master has never been removed because he has been found incompetent, that is not quite the case if, having been found inefficient in the school, he has been removed to a fellowship?—I think there have been several cases in which the Fellows who got their fellowships in early life were not good masters.

4116. Then although they have not been removed, they have been promoted on account of their incompetency?—Yes.

4117. Can an assistant master be appointed to a college living without being made a Fellow?—I do not know whether he can be, but I do know that no master in my time has ever been appointed to a living without being made a Fellow.

4118. So that, in point of fact, the incompetent master is first promoted to a fellowship, and then given a living?—When a fellowship falls vacant a master, who has not many boarders, stands for that fellowship earlier than he would otherwise do, because another man who is a better working man and gets more boarders, finds it more advantageous to remain an assistant master. The less successful man therefore applies for the fellowship, and gets the living attached. The fellowships are now so few in comparison with the number of masters, that one would suppose that they would become objects of competition; they were not so formerly.

4119. When a living falls vacant, which is given to a Fellow, can he continue to hold his fellowship with the living?—Yes.

4120. When a fellowship falls vacant, what number of candidates are there generally for it?—There are generally two on the spot and two outsiders; but practically the claims of the two latter are not considered for a moment.

4121. Only assistant masters, I presume, compete for the fellowships?—Other men may stand, but they are never thought to have the slightest chance of obtaining the appointment.

4122. There are many more livings belonging to the College than are held by the Fellows. What is the system pursued with respect the patronage of them. Have the Fellows the disposal of them individually?—Yes; just the same as the Chapter of Windsor have with respect to their livings.

4123. Do you conceive that many of these livings would be accepted by assistant masters?—Not many perhaps, but some would.

4124. Do you think that some of those livings would often be accepted by a tolerably prosperous assistant master?—No; but the advantage gained by the school would be if they were accepted by an assistant master who was not very prosperous.

4125. Do you think that if such a system as that was established there would be always a certain number of those livings held by men who had been assistant masters in the school?—Yes.

4126. (*Mr. Thompson.*) How many livings would you open in that way to the assistant masters, and under what conditions would you give them?—The inferior livings should be offered to young or unsuccessful masters, the best livings given, instead of fellowships, to men who have earned them fairly.

4127. But you would not allow an assistant master to take a living until he had been some time in the school, would you. He must serve a certain time as assistant master, because you could not allow an assistant mastership to be a mere stepping-stone to a living?—If a man found that he was not doing well, or that his health was failing, I would allow him to take a living, and probably he would take a moderate one. As the case stands at present there is no kind of promotion for the mathematical masters, and they go away because they see no chance of it. Some of them have taken very moderate livings from other patrons, and I have no doubt that they would often take these livings from the college.

4128. (*Lord Clarendon.*) Was it not contemplated that a certain number of aliens might be elected as Fellows?—It is in the statutes that a certain number of them might be aliens, and there was a great controversy about it with King's in the 17th century. King's entered a solemn protest to Archbishop Laud in respect to the appointment of aliens. Attention was called to the fact that seven out of every ten of the Fellows of Eton were to be members of King's; it was stated that Eton had not conformed to the rule, and that since the foundation only 14 King's men had been made Fellows of Eton. The dispute was settled in the reign of James II. The statutes said that there should be ten Fellows elected, of whom seven were to be King's men; but the question arose afterwards, how many of the Fellows of Eton might be aliens, when the fellowships were reduced from ten to seven, and it was settled, I believe, that there might be one.

4129. Does that rule obtain now?—Yes, I think so; there is one Oxford man who is a Fellow. All these documents are in print and could be supplied.

4130. (*Lord Lyttelton.*) Do you refer to the statute by which aliens may be eligible?—Yes.

4131. Does it occur under the word "aliens"?—I think it says that out of the 10 so many are to be King's men.

4132. We find that they are bound to select either from the college, from Fellows of King's, from those who have left the college, or from conducts?—Yes. It does not seem very clear whether an alien does not really mean a person who is so qualified, having left the college.

4133. What do you conceive to be the advantage to the school of the existence of the present body of Provost and Fellows?—The college must have a governing body.

4134. (*Lord Clarendon.*) You would, rather than increase the number of members of the college, reconstruct as it were the present governing body. You would desire to see the college composed of working members, a Provost, one or two bursars, a Dean in charge of the scholars, a precentor or professor of music, and six or eight tutors chosen out of the body of assistant masters. That you would make

the governing body?—Yes, but I meant to include amongst the tutors the Head Master.

4135. In what manner do you think that would work beneficially?—I think, in the first place, that the people actually engaged in the working of the school are better judges of what is best for it than those who are not resident, and that they would act much more wisely than the others would. I think that in past times there has been a great neglect of the interests of the school, because they allowed a great number of bad houses to be built in the college precinct, and close by in the parish of Eton. They ought to have got the property into their own hands and to have kept it.

4136. (*Mr. Thompson.*) Inferior houses you mean?—Yes, wretched buildings. I think that their property might have been employed much better, and would now be by persons actually interested in the welfare of the school instead of by a body for the most part absent, and who know little or nothing of what is going on. I think also that it is a great pity that the buildings along the river front, so valuable for study and repose, should all be taken up by people only occasionally present. The school wants the whole block of buildings lying to the east of the chapel.

4137. And which is at present occupied by the Fellows?—Only partially occupied; only one Fellow resides there all the year. The working men want common collegiate rooms, in order that they may be brought more together. At the present moment it is almost impossible for us to see each other without giving parties, which we have neither time nor the necessary means of accommodation to enable us to do. We want rooms where we might meet together and which should be looked upon as places expressly for the men who are engaged in the actual business of the college. At present the men are so lost in their separate homes that they feel they hardly belong to a great institution. If we had this block of buildings we might have reception rooms, and business rooms and a library. The men hurry away from the school the moment the vacation comes, because they feel that they have no position, and are hardly considered to belong to the college, as they would be if they were made a portion of the governing body. A man may have been 25 years at Eton as an assistant master, and on the eve of a fellowship, yet have no position in the society of the neighbourhood. If they could not be admitted as part of the governing body, it would be a great advantage to associate them in some way with the Provost, so as to give them a recognized status out of the school. You can easily understand what an evil it is that we should simply have to deal with boys and never be brought into contact with men unless we go back to Cambridge. We do not keep up our own intellectual improvement as we should do if we associated together as professors of literature the same way as men of science, or lawyers, or any other class in society. The Head Master would get on much better if the constitution of Eton was more like that of Rugby, or if there was no college at all; but where there is a college of course one is bound to keep it up and make the best of it. I would make it more like what the Founder intended it to be, and would have the Fellows working men and not merely a body of absentees who only come to the college occasionally.

4138. Do you not think that the present position of the Fellows is looked forward to with great interest, as being the only form of superannuation among the assistant masters?—I think that as a means of superannuation, the advantages which the Fellows receive are far too much to give.

4139. In your proposed reconstruction of the college, would a moderate amount of retiring pension form one part of the application of the revenues?—I should not object to a retiring pension for laymen, but practically speaking, the livings are the retiring pensions for those assistant masters who are in orders.

4140. You would make the livings the superannuation for the clerical members of the college?—Yes; and the laymen are so few, that as a class they would be hardly worth considering.

4141. (*Lord Devon.*) If at present there is any ground for the objection, which has sometimes been raised, that the Provost interferes with the Head Master, and that it would be better that the Head Master, supposing a good man to be chosen, should be intrusted with the entire responsibility of the conduct of the school, would not that objection be much more likely to arise if the college, reconstructed as you suggest, were composed of six or eight men inferior to him, but still intrusted with a superintending power?—There would be no greater difficulty than there is at present in Balliol College, where although the Head Master regulates the college, the Fellows are of great authority in Council.

4142. Would you introduce the same relations between the Council you propose here, and the Head Master, as those which exist between the governing authorities at Balliol, and give it a controlling power?—Not in regard to discipline. I would not give them any power with respect to that, but I would have them sit constantly in college meetings, and regulate such matters as the chapel service, and take part in the transactions of the ordinary business of the college which is unconnected with the mere teaching. I should like, for instance, to see such men as Mr. Durnford engaged in such concerns, and not merely relegated to the care of mere boys.

4143. But unless some material alteration were made in the statutes, a body such as you contemplate would be something more than a mere consultative body?—I should contemplate new statutes, of course.

4144. (*Lord Lyttelton.*) What would be the position of the Head Master under such circumstances?—He would be something in the position of a senior tutor.

4145. A senior tutor chosen out of the school?—Not necessarily out of the school. He would still keep his name of Head Master, but he would be the senior tutor in the college.

4146. (*Lord Devon.*) To whom would you give the selection of the seven tutors?—I suppose that could be done by co-option.

4147. Would you give anything to the conducts and the librarian?—No power. They would not be Fellows, but stipendiary members of the college.

4148. I observe that in regard to one head of instruction, namely, music, you contemplate that one of the Fellows should be professor of music, do you not?—I should like to apply some of the spare funds of the college for that purpose.

4149. Would you extend that principle at all, so as to have professors of anything else in the college?—I should like to make an endowment for eminent persons professing French literature, because that is is not properly represented in the school at present.

4150. Probably one recommendation which you would make in your new scheme would be to place the persons who were engaged in giving instruction in French and modern languages in a position of equality with those who were engaged in giving instruction in other branches?—Yes, and I would keep up a higher standard for the men as well as for the boys.

4151. What would be the effect of your re-construction with respect to the mathematical masters?—I should hope that some of the mathematical masters would become tutors, and in the governing body. It would be of great advantage that men of great ability should, from time to time, be taken into the governing body.

4152. I suppose it would be desirable, supposing these other recommendations to be concurred in, that the heads of that department should have a position on the foundation?—Yes, and even more than that. I should not object to see several of the mathematical masters in the governing body itself, if they were intellectual persons.

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4153. You think that there would be no fear of collision between the governing body and the Head Master?—No, because I would leave the Head Master in exactly the same position as he is at present, with all his particular rights, merely providing that in those matters in respect to which he has now to consult the Provost he should then have to consult the governing body.

4154. The questions he has now to bring before the Provost he would then have to bring before the consultative body?—Yes.

4155. And you would relieve the Head Master of the duty of taking them before the Provost?—Yes.

4156. (*Lord Lyttelton.*) How would you deal with the question of the absolute power now exercised by the Provost?—I should reduce the office of Provost as much as possible to an honorary one. I would make it an ornamental office.

4157. You would make it simply the head as representing the power belonging to the whole body of the college?—Yes.

4158. Depriving it of any powers of administration?—I think the Provost might do a great deal of good by presiding at the more public meetings and proceedings, making the necessary speeches, encouraging the school generally, looking over what are called the play exercises, making criticisms on the work of the school generally, and giving encouragement where it is never given at all at present.

4159. (*Lord Clarendon.*) What is your opinion with respect to the present relations between the Provost and the Head Master?—They vary very much according to the disposition of the Provost and his love of interference. The interference of Dr. Hawtrey, when Provost, with the Head Master, was constant.

4160. In what way?—He interfered in such a way that the Head Master was simply crippled in all directions. The late Head Master did not like to press his own opinion in regard to any matter against that of the Provost.

4161. You have heard that there was that sort of interference?—Yes, it acted as a great check. At all events there were several things which he could not get done, because he did not like to ask for them.

4162. Which would have been done by him if he had not been controlled by the Provost?—Yes.

4163. (*Sir S. Northcote.*) You are not speaking of applications which were made and refused?—In some cases they were.

4164. But principally they were cases in which he was unwilling to put himself in the way of making applications?—Yes.

4165. The consciousness that the Provost might refuse his consent had the effect of deterring the Head Master sometimes from asking?—Yes.

4166. In reference to the scheme which you propose, I presume that the Head Master would be *ex officio* a member of the governing body?—Yes, I would make him the second man.

4167. You would therefore improve his position to some extent by giving him, *ex officio*, a voice in the governing body?—Yes, but still I should look upon him as one of the tutors.

4168. You observe that the tutors, whom you would make part of the governing body, should be chosen out of the assistant masters, how would the Head Master be chosen?—I suppose the Head Master would be chosen by the governing body.

4169. You say that the college should be composed of working members, a Provost, one or two bursars, a Dean in charge of the scholars, a precentor or professor of music, and six or eight tutors chosen out of the body of assistant masters?—I am using the word tutors in an academical sense.

4170. You assume that the Head Master would be co-optative?—He, of course, would have a voice in the co-option of a tutor.

4171. But when you speak of his being co-optative, is it certain he would be co-optated. What position would he really be in as Head Master?—I should wish him to be second in the college in precedence, first in power.

4172. What would be the position of the Dean in charge of the college?—He would have the general charge of the collegers when they were not in the school.

4173. What is your opinion with respect to the jurisdiction which he would exercise, would it not be a conflicting jurisdiction with that of the Head Master?—I think that there is a conflicting jurisdiction at present, and that it would be a great relief to the Head Master, and give him a good deal of freedom if he had nothing to do with the domestic charge of the 70 boys. He has, at present, less, in theory, than what the Head Masters used to have, but it would be much better if what we call the master in college now should have that charge, he being much more in direct communication with the collegers.

4174. At present what you call the master in college is one of the younger masters, and sometimes a tutor?—The office is held generally by a man about 30 years of age, who is not considered quite scholar enough to be made a master.

4175. You contemplate that the Dean in charge of the boys would be a person of superior position to that of the person who now holds the office of master in college?—Yes, the position has been exalted bit by bit, and it became much better lately, being joined with the ecclesiastical work of the conduct. I think there ought to be an endowment and a living attached to it.

4176. (*Mr. Thompson.*) Do you think the cost of education to the boys would be diminished by the plan which you propose?—Perhaps a little.

4177. You would save in a portion of the school, would you not?—Yes.

4178. Would the stipends which the masters would receive approximate to the amount of stipend which they now receive. At present it is about 250*l.* a year, is it not?—At present an assistant master receives 42*l.* a year. I would increase that stipend.

4179. (*Mr. Vaughan.*) The stipend as distinct from the emoluments?—Yes; I should say that a stipend might be given to them in consideration that they should take as pupils a certain number of the collegers and scholars gratuitously. The collegers only pay at present 10*l.* 10*s.*, and they get more instruction than the oppidans who pay 21*l.* a year; whatever their tuition costs ought to be paid out of the college revenues.

4180. (*Lord Clarendon.*) You say that as the labour of working a class is undergone for an extremely small stipend, you are tempted to think too much of your own private pupils and not enough of the class; how is that?—For work done in class one gets about 1*l.* a year for each boy; a pupil pays 21*l.* a year generally. We are not allowed to take the collegers as what are called private pupils. There is a distinction between the two kinds of pupils, and the tutors are not allowed to receive more than 10*l.* 10*s.* a year from the collegers, while they, being more studious boys than the oppidans, not only take up more of the tutor's time, but put him to more expense in books. A studious colleger will cost a tutor sometimes from four to five guineas a year in books, including prizes.

4181. (*Lord Lyttelton.*) Have you yourself to provide the books?—Unless the books which a boy wants are in the library the tutor will have to get them for him. For instance, a boy would come to me and say, "Please, sir, I want so and so," and I have had to buy the book, because the boy has said he could not do without it, and it was not in the library.

4182. (*Lord Devon.*) How is the question decided to which tutor the colleger would go?—That is a matter which his parents would decide.

4183. Does the assistant master in college take any?—No; the last two have been appointed at a later age than those who are appointed as classical teachers.

4184. Are the collegers divided among the different gentlemen acting as assistant masters ?—Yes, by private arrangement.

4185. What is your view of the propriety of the payment by the boys of 10*l.* 10*s.* ?—I do not think that the College ought to be expected to do everything at once, nor do I wish to blame them, because they have contributed much to the advancement of the school, and I have no doubt that as soon as in their own eyes they can afford to do so they will knock off that payment.

4186. (*Lord Lyttelton.*) Is there any expectation of that being done ?—I only speak of their finances from such notions as I have formed as a King's man ; I have no precise knowledge.

4187. (*Mr. Vaughan.*) You have made some allusion to Rugby and Eton entering into a comparison between them under certain circumstances, do you consider that in defining the relations of the Head Master at Eton as you have done you have been at all making a constitution for Eton like that of Rugby ? —No, I imagine that at Rugby there is a pure despotism, and the Head Master there can do exactly as he likes.

4188. You do not think that the relation in which the Head Master stands towards the other masters at Rugby is a relation which you would wish to see established between the Head Master and the assistant masters at Eton ?—No.

4189. Is there any public school in which the Head Master stands at all in that relation to the assistant masters which you recommend ?—No ; the model I take for Eton is that of a college at Oxford or Camridge, not a school. I say that because there is a college already at Eton.

4190. You would place them in the position of Fellows in a college ; quite different from the position which they fill at Rugby ?—Yes, some of them.

4191. I do not apprehend, that as far as my experience goes, that in an Oxford college the Fellows have anything to do with the education in college. They have a voice in the property because they are the owners of the property. The College and Fellows are the owners of the property ; that is the legal definition of a college, and therefore in all matters of property they have a voice. But with regard to tuition and to the arrangements of the teaching of the college I do not think they have any voice whatever, it was not otherwise when I was there ? —Perhaps I am mistaken.

4192. Again, with regard to the teaching, does not the analogy between a college at Oxford or Cambridge and a great public school also fail in this particular, that the college is practically I will not say coerced, but has its course with respect to education extremely straightened by the curriculum of the university ?—Yes.

4193. What corresponding check is there upon the education that might be given in a great public school ?—I should very much, perhaps it is a somewhat off handed opinion that I am giving, but I should very much wish that the education given at Eton could be controlled with reference to the university.

4194. But every college in Oxford has to send its members within a given time to pass given examinations, which they must go through to get a proper status in the university ; therefore the university really does control the education of the college ; is there any analogous power at present with reference to the education given in a public school ?—No, not so strictly and precisely as that certainly. If the Head Master wished to alter the system of examinations, I should like to see him checked and controlled by the College, who should say that however the details may be altered the main principles shall be retained ; such for instance as the examination of the boys once a year on papers in reference to certain subjects.

4195. That is to say on all great matters of education you would wish to see him controlled by the College ?—I should like to see him controlled, but of course he would be the leading man.

4196. Would not the control then virtually be, as you have framed your constitution, in his own assistant masters ?—Yes, but it would not be vesting them with the control of the Head Master in their individual characters as assistant masters but as a representative body.

4197. You must be aware that in almost all other public schools, some of which are almost equally celebrated with Eton, there is no such check on the Head Master ?—Not as that exercised by the Provost.

4198. Not as that proposed to be exercised by the Under Masters ?—I do not propose to give the select tutors more power of checking the Head Master than the Provost has now.

4199. Would not your constitution, whatever may be its merits, or however well it might be found to work, be in some respects an untried constitution ? —No doubt.

4200. (*Lord Lyttelton.*) I understand you wish to retain the College with a new constitution. You would still have a college consisting of a Provost and Fellows. You wish to retain the same power over the Head Master that now exists ?—Yes, something like it.

4201. I understand that you would wish to transfer the power from the Provost and Fellows, as they now exist, to the Provost and Fellows under your proposed constitution, and also to retain the power in their hands which the present Provost and Fellows have over the Head Master ?—I have never spoken of the power held by the Provost and Fellows ; only of the power held by the Provost singly.

4202. With regard to the power which the Provost and Fellows have at present overthe Head Master, would you retain that ?—I hardly know what that power is, unless it is the power of dismissing him.

4203. In regard to the collegers, it is considerable, is it not ?—I am not aware.

4204. The Provost and Fellows have, practically, no authority, except in cases of punishment. Do I understand that you would make the Head Master absolute in that respect ?—I should wish that he should be absolute in matters of discipline, and that his proceedings should only be controlled by the governing body of the college when they referred to general principles and to matters that would be regulated by a college at Oxford or Cambridge. I can quite understand, for instance, that it would require a college vote in order to sanction the introduction of a new study, such as German or Italian.

4205. Apart from this question of the Head Master you assume that it is necessary to maintain the college in some form or other ?—Yes.

4206. Do you conceive that the Head Master could be safely entrusted with exercising the whole management of the school, there being no practical control over him ?—Yes, in details of discipline.

4207. I do not understand that your system would necessarily enlarge the power of the Head Master at all ?—Yes, I think it would. I cannot conceive that he would be limited as much by working colleagues as by an idle Provost, or by a Provost who had been Head Master.

4208. Who would have the power of using the check which the Provost can bring to bear at present? How would you restrict the power of this Board; could you define in any way the power which they would have of interference ?—It is rather a difficult thing to do off hand. I would not have them consulted by invitation as they are at present, but as a body of men having the right to be consulted.

4209. Would you give to this body the power of removing a Head Master ?—No.

4210. To whom would you give that power ?—I do not know ; that is rather a perplexing question.

4211. Would you create a body of trustees for that purpose, or give the power of removal to the Crown ? —Perhaps to the Crown as visitor.

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4212. Then you would wholly do away with the power of interference with the Head Master, except in relation to great matters?—Yes; what I practically wish is to make the Provostship as ornamental an office as possible.

4213. (*Sir S. Northcote.*) But you would give to the Provost the nomination of the Head Master?—No; to the governing body, including the Provost.

4214. (*Mr. Vaughan.*) In speaking of the constitution of Rugby, do you speak from hearsay?—Yes.

4215. (*Lord Lyttelton.*) Did you specify what amount of payment these six or eight tutors would have?—Yes, between 200*l.* and 300*l.* a year.

4216. Do you think that would be a position the prospects of which would offer considerable inducements to the junior masters?—Yes, when added to power and position.

4217. (*Mr. Vaughan.*) You have referred to the amount of the salaries of those Fellows who under your scheme would be also masters. Should you say that the same salary, and no more, should be given to the professor of music whom you have named as forming one of the governing body?—No, I would give him a larger sum. I would give him a handsome salary. I do not exactly know what the terms would be, but I suppose you could get a professor of music for 500*l.* a year.

4218. And a French master for what?—I should think less than that amount.

4219. (*Lord Lyttelton.*) The college funds would be more than sufficient for the support of the whole of the scheme which you propose?—Yes, I think a good deal more. I wish to add to what I was saying just now about the inducement which would be held out to men to wish for a fellowship, that when a man became a Fellow, and also worked as tutor, he might still have the power of getting a good college living and retiring on it.

4220. Looking to the number of fellowships that exist, and the number of good livings, perhaps the prospects of an assistant master would be as good under your system as it is now. Do you think that would be the case?—They never would have an appointment such as the present Fellows have, where a man has a living of 800*l.* a year, with dividends and allowances amounting to as much more.

4221. There would be a larger number of appointments altogether?—There would be eight or ten good livings which the College would have, which would not be held by the Fellows, but by retired Fellows.

4222. Would not the effect of this scheme be, that you would offer to the assistant masters some additional prospect for the purpose of inducing them to continue at work?—Yes.

4223. Would you continue the restriction existing with respect to the masters being all from King's College. Would you have any restrictions with respect to where they should come from?—I would have no restriction with respect to the choice of assistant masters, except that they should be Oxford or Cambridge men.

4224. Suppose that in the first instance, the body of men you propose to constitute as the governing body were strongly imbued with a King's College character, would there not be a danger of perpetuating that character by always electing King's College men?—You cannot tell how much alloy, so to speak, there would be, and with respect to the younger men, I think there would be no such feeling or wish.

4225. Is not that a kind of danger to be guarded against in making this constitution?—I think the modern King's College men are very different to what the old King's men were. I think that those members who have taken degrees like men of other colleges, have not got that limited feeling in favour of King's exclusively.

4226. (*Lord Clarendon.*) You think that that feeling is changing?—Yes; many men who formerly took their degrees at King's were not practically Cambridge men at all. I did not myself take a real degree at Cambridge, merely an honorary degree, and I might be considered almost a stranger to the University of Cambridge. I think it is of great importance that we should get real Cambridge and Oxford men to fill the position of assistant masters.

4227. (*Sir S. Northcote.*) If you confided to the body of the college the selection of the Head Master, would they not always select one from among themselves?—I do not think they always would.

4228. (*Lord Lyttelton.*) Would you leave the appointment of the assistant masters as it is now?—Yes.

4229. You would not give it to the Board?—No; I think I would leave it to the Head Master.

4230. (*Lord Clarendon.*) You would not wish the assistant masters to be all old Etonians?—No; but that they should be all Oxford or Cambridge men.

4231. You would not require that they should have been at Eton?—No; I think nothing is more delusive than the system of taking old collegers as such for assistant masters. Many of those who come on the ground of their being Etonians, actually know less about the school than other men who have lived there *as men* for a year or two.

4232. (*Mr. Vaughan.*) Do you mean that they know so little in consequence of having been at Eton so short a time?—They have lived so entirely among the collegers that they know very little indeed of the school generally. Some of the young men who are now masters at Eton, were only in the school about four years, during which time they were entirely engaged in their studies, and took little or no part in the games of the school. Being scholars of the college, they knew very little of the social life of the school.

4233. (*Lord Lyttelton.*) Would you confine the nomination of Head Master to Eton men?—No.

4234. You would throw that open too?—Yes.

4235. I think you are of opinion that with respect to the Provost, the only limit you would place with regard to the choice, would be that he should be in holy orders?—Yes, but if it is to be the rule that the Head Master is always to be a clergyman, I think the Provost might or might not be.

4236. (*Sir S. Northcote.*) There is a constitutional question which has been suggested to us which is rather a step or two below this question of forming an entirely new constitution for the college, with respect to which I should like to have your opinion. It has been suggested that it might be desirable, with respect to the management of the school, that the upper one should be divided into two or three great departments, and that the senior assistant masters instead of taking a division as they now do, from the top downwards, in order of seniority, should be a kind of viceroys over those departments. That there should be one viceroy over the 5th form, another over the remove, and another over the 4th form, and that each should be, to a certain extent, responsible for the management of his department; also that they should sit in council with the Head Master from time to time. Have you considered the propriety of adopting such a change as that, and if so, would you have the goodness to tell the Commissioners whether, in your opinion, it would operate advantageously?—I have thought of such a change, and I think, to some extent, it would be useful, especially to the younger masters, but I think it is only by seniority that you must arrive at the teaching of the higher classes. You must have the elder men to teach the elder boys. I think that the most important part of the teaching must, after all, be given in the upper school.

4237. Do you say that in consequence of the teaching of the upper boys being more difficult?—Yes, because it requires more self control as well as more knowledge and experience. The danger of collision between men and boys is far greater where the experience of the men is less.

4238. (*Mr. Vaughan.*) You spoke just now with regard to the men coming from Eton keeping up the

traditions of the school, that nothing could be more delusive than the arrangement that all the assistant masters should be Etonians; apart from that, and in another point of view, is it desirable that the choice of masters should be thrown open so as, if necessary, to get masters from other schools?—Yes.

4239. Do you think even that a slight admixture, constantly of masters from other schools, as a systematic thing, would be desirable rather than otherwise?—I do not desire that a man should necessarily have been at Eton in order to become assistant master of the school.

4240. What I wish to know is whether it would not be desirable systematically to have a few of the masters men of totally different experience from that of Eton men, but who have an experience of the habits and tone of other great public schools. Would it not in your opinion be a great advantage to have such an element among the masters of Eton as that?—Yes, and it would be of still greater advantage if the Head Master were to confer occasionally with the heads of other schools.

4241. (*A Commissioner.*) Do you not think that if the choice were not restricted to Etonians, the masters of other schools would be attracted by the position, and greater remuneration which the head mastership of Eton offers?—I do not think it so much matters whether the head mastership were thrown open to the masters of other public schools or not, but what I do want to see is that we should be in a position to choose our masters from Oxford and Cambridge men generally.

4242. (*Lord Clarendon.*) Your opinion would be, that if the Provost were not a schoolmaster, and were not required to be a schoolmaster, he might be taken *extra muros;* that if he were a distinguished statesman engaged in public life, it would be calculated rather to raise the tone of the school and be of advantage generally by imparting to it that sort of influence which a man in a high position and of considerable attainments would exercise?—I think it would do good in that way.

4243. Do you think it would inspire confidence in the school. Do you not think that the parents of the boys would require to have some knowledge of the scholarship of the Provost before they sent their sons to Eton. Would it not be disadvantageous to a place like Eton if the Provost was not looked up to and respected for his learning and attainments both by the masters and the boys?—I think he should be looked up to as a literary man. He might not be accurate in little details of grammar, but he should be a literary man. A person like the late Mr. Hallam, for instance, would have been a very proper man to fill the office of Provost of Eton under the system which I have suggested. I dare say Mr. Hallam might not have been able to alter verses very well, but he would have been looked up to as a great scholar.

4244. Your notion, Mr. Johnson, would be, that the Provost should be a man whose mind had not been rather narrowed by the work of a public school for a great number of years—narrowed, I mean to say, by constant attention almost, to critical scholarship?—Yes.

4245. Do you think that that would produce a good feeling in the school, and that they would rather see such a man Provost?—Yes.

4246. What would be the feeling among the assistant masters; would they like to see a stranger brought in as the supreme authority, or would they not rather have such an officer selected from among themselves?—I cannot answer for them; they may of course grudge the loss of the greatest prize in their profession, but I think that we do feel practically that we are very much kept down in our social position by being connected with a college to which we do not really belong. We are not so well off with respect to our position in society as we ought to be, nor have we those means of association which as a class of literary gentlemen it is desirable should we have. Indeed we are not nearly so well off as our predecessors seem to have been in the days of Provost Goodall, who was a very sociable and ornamental man, and a man whose house was always open to the best society in the neighbourhood.

4247. (*Lord Lyttelton.*) Do you conceive that the dignified position of the present body of Fellows confers any great advantage upon the school?—I am not, perhaps, a good judge of that.

4248. Do you think that the boys themselves attach much importance to the dignity of the Fellows?—I think they take an interest in a distinguished man coming down among them, a man, for instance, like Bishop Chapman.

4249. What I meant was, do you think that it is a matter of importance in the minds of the boys that the Fellows of Eton College should be in a dignified position?—I do not think that the boys would imagine that it has any particular effect on the general character of the school, but they like to be preached to by a man whom they do not always see.

4250. With reference to the question of preaching, do you think that the system of confining the preaching to the Provost and Fellows has had a beneficial effect?—I do not think it has been satisfactory altogether, that men should not preach till they become Fellows, after something like 30 years' experience as teachers. It seems hard that the actual teachers should not be allowed to preach.

4251. The boys take great interest in the sermons, do they not?—Yes.

4252. (*Lord Clarendon.*) Would you consider that the Fellows who are non-residents for the greater part of the year are so conversant with the general feelings of the school as to be able to preach to the boys with great advantage?—No doubt, if men were able to preach who are assistant masters in the college they would know a great deal more of the general tone and feeling of the school at the time. But then there is another danger to be considered, and that is that they might be rather too much in the habit of preaching to the boys with respect to matters in which they were personally concerned as rulers.

4253. (*Mr. Thompson.*) You think the boys might not like being preached at?—Yes. I think they ought to be preached to generally as ordinary Christians.

4254. There was one objection that was mentioned by the last witness, that by extending the preaching to assistant masters you might run the chance of introducing great variety of doctrine. Do you think that would be the case?—I presume the same differences would exist in the mind of a man upon such points, whether he were a master or a Fellow. I presume that is a matter in respect to which, if any danger should arise, the Fellows would have the power of arresting it; but I certainly do think that if men at the age of 35 cannot be trusted to preach, they never will be trustworthy. Some of our masters go on till they are 50 before they are made Fellows and begin to preach.

4255. Probably a person who was known to entertain extreme opinions either one way or the other would not be made a Fellow?—I do not know.

4256. Is there no safeguard by which you could provide against the aggression of unorthodox opinions in the pulpit?—The safeguard is the selection of sensible men.

4257. You would not give the assistant masters, as I understand, the right to preach?—I do not think I should give them the right to preach by rotation.

4258. (*Lord Clarendon.*) With respect to the mathematical masters and their position as compared with that of assistant classical master you say here that "efforts have been made to procure the services "of mathematicians of high standing, and in order "to attract such men their rank has been slowly "elevated; but, meanwhile, man after man has gone "away after a short period of service, generally "because there was no solid footing to be gained." Can you give us any information as to the masters whose services have been procured, and who have

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subsequently gone away?—I am rather scrupulous about that, the appointment has been so much improved in the main. When I first came they used to go away much more frequently in consequence of their position being so very bad. But even taking the last few years, since their position has been improved, we have certainly lost two decidedly able and valuable men.

4259. In what respect was the position of the mathematical masters formerly so bad that man after man has gone away after a short period of service?—In the first place their salary was very bad. Then they had no private pupils; they were mere lodgers in the town; they had no jurisdiction in the school; they could not communicate directly either with the Head Master or with any of the assistant classical masters. The mathematical master was merely a sort of contractor to teach mathematics. He did his work by contract. He had very little to do with the school, and was in point of fact not considered to belong to it. The period of which I am speaking is about 15 years ago. But things have very much improved since.

4260. Were the persons who came to teach mathematics at Eton at the time of which you speak men who were highly trained?—We could very seldom get a good man to come on such terms as they then had.

4261. What was the salary?—It began at about 100*l.* a year, and after they had been there a short time they had a title to orders, and it was the title to orders which used to induce men to come.

4262. How many was Mr. Hawtrey able to give a title to orders to?—I suppose, one at a time. He was the perpetual curate of a large parish, and whenever a curate was required he was able to give a title to orders. But that has all passed away.

4263. What is their position now?—It is improved, but they have nothing to marry on and keep an establishment, unless they can manage to get boarding-houses.

4264. What is the present position of the mathematical master in the school?—He is in direct communication with the Head Master, and the examinations are so strict that there is a great inducement for boys to learn. He has, perhaps, 30 private pupils, which is tantamount to about 300*l.* a year, and he forms friendships with his pupils in the same way that the classical masters do.

4265. How are the assistant mathematical masters appointed? by the mathematical master?—By the Head Master, I am told. I think by the mathematical master's advice.

4266. He recommends the appointment to the Head Master?—Yes, I think so.

4267. And his choice is generally confirmed, I presume, by the Head Master?—Just so.

4268. Do they take boarders?—Not all of them. One of our most effective teachers does not. Another of them has managed to get a house, but he tells the Commissioners in his evidence that he had great trouble in doing so.

4269. With respect to the status, the mathematical masters in the school are not recognized or placed upon the same footing as the assistant classical masters are?—In some things they are, though not in others. It is always a question whether they are or are not to be consulted and invited to take part in any proceedings.

4270. In what respect do they occupy an inferior position in the school?—For one thing they cannot occupy a good house, and for another they have not the same income as the assistant classical masters; that is to say, their income cannot possibly rise to the level of the assistant classical master's income. They can hardly get a house at all, consequently they have to live for years in lodgings. The boys are not required to pay them any respect or obedience anywhere but in school. They do not take part in what we designate calling absence; that is, calling over the names of the boys, which is a very strong mark of authority. The Head Master commits to one of his assistant classical masters the authority of calling over the names of the boys, but to a mathematical master never.

4271. Is it not the fact that, until lately, the mathematical masters were not allowed to wear gowns in chapel?—Yes; and even now the Fellows in residence will take notice if any mathematical master presumes to take a seat in chapel before the assistant classical master. The classical master has precedence and the right to retain seats in the chapel, which the mathematical master has not; that distinction still obtains.

4272. (*Mr. Thompson.*) Even if the mathematical assistant master happens to have a higher university degree than the assistant classical master?—I do not think that the degree makes any difference.

4273. Do you think that the want of authority and position in the school not only lowers the position of the assistant mathematical masters, but that the knowledge of the absence of that respect acts on the boys minds, and induces them not only to disregard the masters, but to pay no respect to the studies which those masters teach?—That certainly is the impression which I wish to convey.

4274. The mathematical masters are not looked up to by the boys?—Not so much as they should be. The boys respect those teachers most who can help them most, and the boys who are zealously learning mathematics respect their mathematical masters sufficiently; but they do not look upon them in the same light that they look upon the assistant classical masters.

4275. The authorities, so far as the matter depends upon them, seem to throw cold water on the study?—I think the study is fairly represented in the examinations of the school, but I think the authorities wish the men to be employed simply for the purpose of teaching mathematics and nothing else. They do not wish them to take any part in the discipline or the general affairs of the school.

4276. In your opinion, that feeling and mode of acting on the part of the superior authorities would tend to keep away the best men?—Yes, it keeps away the best men, or if they come they do not stay; a man may come and consent to fill an inferior appointment for the purpose of getting a subsequent one, for it is a feather in his cap to have been a mathematical master at Eton.

4277. Can you explain the reason of this. It seems to me incomprehensible. These gentlemen devote themselves very ardently to their work?—I can only explain it by saying that this is a class of men that was never contemplated originally, but who have gradually crept in in consequence of the enlargement of the system, and they have been regarded with more or less jealousy by the authorities.

4278. There would not be the same objection to a King's man taking a mathematical assistant mastership?—No, they ask them to come, but they will not. That is most clearly manifested.

4279. (*Lord Clarendon.*) What is clearly manifested?—That if a King's man, who had taken a high mathematical degree, is asked to fill the situation of assistant mathematical master at Eton, he will not take it; he says, "Why should I, I am eligible as an assistant classical master."

4280. (*Sir S. Northcote.*) Are there not any King's men among the assistant mathematical masters?—Not one; King's men have refused.

4281. (*Lord Lyttelton.*) With regard to the placing of the boys, is it not the case that after the examination, a boy who did very well in the classics and very little in mathematics, would appear below a boy who did fairly well in both?—Not often; I think it might happen.

4282. The suggestion was that great excellence in either branch, supposing there was the necessary amount of attainment in one, should appear conspicuously in the result of all the examinations, whereas now there must be a certain point of attain-

ment in both?—My own pupils make no complaint at all about mathematics being made too much or too little of.

4283. The boys have acquiesced in it?—Yes; they believe the examination to be perfectly honest.

4284. (*Sir S. Northcote.*) Do you think it would be advisable that the mathematical masters should be allowed to take private pupils in the same way as the classical masters are, and to deal with them in all matters precisely in the same manner, that is with respect to the religious teaching and so on?—I think that they ought to be allowed to take boarding-houses exactly on the same principles that the assistant classical masters take them; but the question really is could they fill them. I would not allow them to take houses at a lower rate of payment than is given by the classical master. I do not mean to recommend anything that might do them harm, but perhaps it might do them harm to say that they ought not to take a house at a lower rate of payment.

4285. The boy would be still obliged to have a classical tutor, would he not?—So long as you maintain the present system by which the exercises must be looked over by a classical tutor. I would not give up that.

4286. Then what he would have to pay the boarding-house master would be in addition to his payment to the classical tutor?—Yes, you would have to take off that 10*l.* 10*s.*

4287. And after taking off that, you say the terms should be the same?—Yes.

4288. You would, in fact, deduct whatever sum was charged by the classical tutor for tuition?—Yes.

4289. Would there be any objection to the boys in the mathematical masters' houses being constantly the private pupils of the master in whose houses they were for Sunday teaching?—Not the least. Indeed I should say that it would be in many cases possible to have mathematical teachers, who were also classical men, enough to guide classical students, and to do everything, in point of fact, but look over their exercises. No man, of course, would do that in addition to his other duties, but we could get what I may call double men, that is to say, the same men who were good in mathematics as well as classics.

4290. (*Lord Devon.*) Men who were good in both?—Yes, in classics as well as mathematics, and who would command the respect of the pupils. Such men could be easily obtained.

4291. You refer in your contemplated reconstruction of the college to the great advantage which would result from having rooms in which all the assistant masters of the school might have an opportunity of meeting as on common ground and associating together; may I ask whether there is at present any reading-room or library?—Nothing of the kind at all.

4292. Nothing in the nature of a common room?—No.

4293. How are the mathematical assistants looked on by the classical assistant masters. You spoke of the way in which they were regarded by the Fellows, and in a certain degree of the estimation in which they are held by the boys, in what manner are they looked upon by the assistant classical masters?—I associate with some of them who are of my own age, but generally speaking, they are much younger than I am. I cannot associate equally with all of them. Some of my friends also associate with them, but men in lodgings cannot give parties, and without giving parties there is no way of meeting. We walk together and we ride together in the same way as with other masters.

4294. You find that, generally speaking, among the elder ones?—Yes, we are more likely to associate with men who have been some time in the place; but I think you would find, perhaps, in almost every assistant classical master an undue jealousy of the mathematical assistant master's interfering with the pupil's time. Every one of them claims the right to dispose of the pupil's time, and to give the mathematical master only the leavings, if I may say so.

4295. (*Mr. Thompson.*) How many of the boys have private mathematical tutors?—Of my own pupils at the present time there are about 7 out of the 43 who are the private pupils of mathematical masters.

4296. And they pay 10*l.* 10*s.* a year?—Yes.

4297. How much teaching do they get for that?—Almost as much as they like. The mathematical masters, generally speaking, trust to the boys' own sense of honour to go to them when they have time.

4298. In the other cases where they only pay 4*l.* 4*s.* a year, is there any regular tariff of instruction. How many hours a week do they get for that?—They are obliged to go three times a week, and they are an hour each time. In addition to that there is the showing up of their exercises, which take them each time upon the average about three-quarters of an hour.

4299. Do those of the boys who have only that amount of mathematical instruction make satisfactory progress?—Some of them do, but I am not so good a judge upon that point as upon some others, perhaps.

4300. But the majority of those boys who are likely to excel, or who wish to excel in mathematics, find it necessary to have a private tutor?—I do not know whether the majority do or not. At this moment I have four boys going in for honorary examinations, only one of whom has had any private instruction, and he began since the commencement of 1860. The other three have all worked by themselves, and they will do very well. I believe that the boys can do extremely well in mathematics without any private instruction.

4301. Would it not be rather an evil if the practice were universal, and that boys, in addition to paying 20 guineas to their classical tutor, had to pay also 10 guineas to the mathematical master in addition to the ordinary 4*l.* 4*s.* charged in the school for mathematical instruction?—The reasonable thing would be that if a boy were doing extra mathematical lessons, and therefore doing less classics, he should pay his classical tutor less.

4302. It would be difficult to persuade the classical tutors of the advisability of the mathematical assistants taking any portion of the classical work?—Yes; that would not be a very easy thing to manage; the truth is that the private business has grown up and become so profitable that strong objections would be raised to anything that would be likely to interfere with it. Originally no such thing as private instruction was contemplated or given.

4303. (*Sir S. Northcote.*) Can you give us any explanation of how this sum of 20 guineas a year came to be paid for private instruction?—I can only give you an historical explanation of it. In the early part of the century, when there were a great number of pupils in the school, and very few masters, the assistant masters were only required to help them in construing their lessons for school, and in comparing and looking over their exercises. There were no Sunday instruction or extra reading at all, except for individual boys. We read in the Life of Lord Metcalfe that when he was at Eton he read extra lessons in Xenophon with his tutor, who was paid, I suppose, 10 guineas a year for that extra teaching. When it began to be seen that boys were required to be taught Attic Greek as well as Homeric Greek it was found not only necessary to teach one or two, such as Lord Metcalfe, but the whole of the upper classes, in matters which the school did not then teach, such as writing Greek iambics, and so on, consequently there grew up a class of private business, and extra lessons. It is not voluntary or, strictly speaking, private teaching, but still it is not what you would call the tutor's regular work; it is something in addition to the school work, and it was, generally speaking, thought that a boy ought to begin learning it when he got into the fifth form. Then men began to see that there was no reason why they should not give all the boys religious instruction on Sundays, whether they paid 20 guineas or 10. I was, myself,

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at Eton for three years without getting any religious teaching, but afterwards I had that advantage; and when I came to join the class which read Greek plays with my tutor, I had to pay 10 guineas extra. I should compel all the pupils to do what I considered was for their good. I never make any distinction between them.

4304. (*Lord Clarendon.*) Do all your pupils pay these 20 guineas?—No, not all my oppidan pupils.

4305. (*Lord Lyttelton.*) Why do they not?—I simply leave it to the parents. I do not know why Sir S. Northcote pays 20 guineas for his boy. I take simply what is given to me. I do not receive any directions as to the private tuition or extra payment from the parents. I leave that to the dame to settle with the parents. I make no charge whatever, but simply receive what is paid to me.

4306. (*Lord Clarendon.*) You remain in a state of ignorance why Sir S. Northcote pays you 20 guineas instead of 10?—I can only suppose that he thinks as I think, 10 guineas an inadequate remuneration. If I sent my son to Eton I should not think of paying only 10 guineas.

4307. The boys all learn alike, do they not, those who pay 10 and those who pay 20 guineas?—Yes. What they learn varies only with their own powers.

4308. But there is no distinction made by the tutor between those who pay 10 and those who pay 20 guineas?—No, I teach collegers much more than I do oppidans because they are more studious. I have several oppidan pupils from whom I receive 10*l.* 10*s.* a year.

4309. (*Mr. Thompson.*) It there any claim on you as a master to teach the collegers more than the oppidans?—None. I can easily understand why the College should insist upon no colleger paying more than 10 guineas, but I cannot see that it is at all equitable.

4310. It is not equitable according to your view of the case?—It is not equitable that the master should be obliged to give additional time and trouble to boys who pay only 10 guineas.

4311. I suppose therefore that the oppidans virtually pay for the education of the collegers?—I suppose they do.

4312. (*Lord Lyttelton.*) Supposing the general system of the school and the traditions of the school in favour of the preponderance of the classics to remain, should you feel any apprehension that the existence of that preponderance of the classics would have the effect of preventing the mathematical masters being put, as far as they can be put, on the same footing with the assistant classical masters?—I think there will be difficulties. I should like to see them both put exactly on the same footing. I would throw open the houses to them; but I do not think you would get any number of mathematical masters who would be able to fill the houses.

4313. Why not?—Because I conceive that the great majority of the boys would prefer the assistant classical masters, and would consequently go to them.

4314. (*Sir S. Northcote.*) Unless a boy was intended for Woolwich, I presume?—Yes.

4315. (*Lord Clarendon.*) There is a statement of yours of some importance, with respect to which I think we have had rather different evidence, and that is with regard to there being advantages common to other boys from which the scholars are excluded. You say, "Being asked whether there are any advantages common to the other boys from which the scholars are excluded, I reply that they are excluded from the chief good of an Eton education, social intercourse with the great body of their schoolfellows." I think it is the general opinion that there is no great social difference between the boys except in those sports, which would entail considerable expense, and which is rather the cause of the line being drawn. Do you consider that there is a great difference in their social positions?—Yes, I think very great.

4316. In what manner is that difference exhibited?—They do not associate together. You do not see them walking together. They do not go to each other's rooms. They join in the highest games in the school, that is to say in the first cricket club and in the first foot-ball club, on some days; but in the other clubs a separation is made, and even in the first foot-ball club one day they play a mixed game in which both oppidans and collegers take part; another day the oppidans play together, and another day the collegers. They do not mix freely in foot-ball.

4317. (*Lord Lyttelton.*) But in the mixed game there is no difference?—The distinction between them is not forgotten, there is only one cricket club in which they can mix.

4318. We have been told that the collegers are the principal members of the debating society?—No; there are very few of them in it at all; they never hold office in it; they are often elected into it as good foot-ball players, just before the match which the society plays with the school.

4319. Are they also able to make up a good foot-ball match with the rest of the school?—Yes.

4320. Does the fact of their belonging to that debating society put them into a new category?—Yes, quite a different one.

4321. (*Mr. Vaughan.*) Is it not rather a small football club which the collegers can muster? If they played two sides would not that be much smaller than the average?—No; they play 10 or 12 boys on each side, and that is quite enough.

4322. Do they prefer playing in that way?—Yes.

4323. (*Lord Clarendon.*) With reference to the dress of the collegers and the practice of wearing gowns, which keeps up the distinction between them and the oppidans, do you think it would be popular or otherwise with the collegers to give up the wearing of these gowns?—I think they would be glad to get rid of them on the whole, but I do not think that they are the best judges upon that point. I should rather ask those who have had time to reflect on the matter. I do not think the boys are the best judges as to whether it would be advantageous to them to give up the gowns or not.

4324. What is your own notion with regard to that point?—I am strongly in favour of giving them up. I think the effect of their wearing gowns is, that when an oppidan comes to school and sees a strange-looking fellow in the street with one of these gowns on, he does not believe he is a schoolfellow of his or belongs to the same college at all.

4325. You say that the oppidans do not recognize the collegers as schoolfellows, do you think that they recognize them as playfellows?—They admit that they are schoolfellows, but they do not feel them to be playfellows. I know they do not like bathing in the same places with them.

4326. Have they another bathing place?—No. They used to boat separately.

4327. Do they ever pull in the same boats now?—Never in the fours and eights; but they did begin, the other day, a sweepstakes in which the oppidans and collegers both joined. When a musical society was formed the other day, one had to take care that the collegers should join it, and so with regard to the volunteer corps.

4328. What was the object of the musical society?—It is a voluntary society for getting up concerts and so on.

4329. Have the masters anything to do with it?—Some few of them.

4330. (*Lord Devon.*) Do you observe any change in the collegers since the system of admission by competition came into operation?—I should say that a great part of the collegers are now far superior to what the collegers were formerly, and they are consequently looked upon with far less aversion by the oppidans. The great bulk of them are now looked on with respect, being much more gentlemanly boys, and much better bred than they were formerly.

4331. (*Lord Lyttelton.*) Do you think there is any increased desire on the part of the oppidans to keep

up the social distinction between themselves and the collegers with respect to joining in the games?—No, I do not think there is.

4332. (*Sir S. Northcote.*) Do you think that any measures could be taken which would abolish the distinction which you say now exists?—I think the abolition of the gown and of the separate foot-ball and cricket clubs would go a great way in that direction.

4333. Do you mean to say that you would prohibit the formation of these separate clubs?—Certainly.

4334. (*Lord Clarendon.*) By authority?—Yes.

4335. (*Lord Devon.*) Will you allow me to ask what you specially refer to when in the last sentence of page 60 you say—"I would advise that when the "college increases the number of scholars, or adds "to them exhibitioners, the new scholarships or the "exhibitions should be held by boys residing in the "same boarding houses as oppidans." Supposing the number of scholars is increased from 70 to 80, do you contemplate that the whole 70 should live in the long chamber, and the other ten should live in the boarding houses?—Yes.

4336. Which should you think most desirable, to create new scholarships at Eton or exhibitions for the oppidans?—Do you mean to be held whilst the boys are at the school?

4337. Yes, whilst the boys are at the school?—It is much the same thing. Oppidans are allowed to compete for the scholarships as they stand now, but they will not do so. They would compete if they could hold them without going into the building.

4338. A scholarship could be so far separated from the college that it might be an exhibition to be held by an oppidan?—Yes.

4339. You would not associate these scholars in any other way with the collegers than simply that the funds by which they are supported should be derived from the same source?—No; but when I speak of an exhibition for oppidans, I mean a very different thing.

4340. What do you mean by exhibitioner in your written evidence?—I mean in the passage just quoted exhibitioners similar to the Winchester exhibitioners, merely receiving aid from the college, and not residing in the college buildings.

4341. You do not refer to exhibitions which they might take with them to Oxford or Cambridge?—No, not in that passage.

4342. (*Mr. Vaughan.*) Are those points of difference which you have mentioned as existing and marking the distinction between collegers and oppidans such as the foot ball club and cricket club traditional differences which existed before the changes that have been made in respect to open scholarships. Are the differences with regard to them traditional?—Yes.

4343. In institutions of a more recent date are the same distinctions preserved?—I think they are.

4344. How lately have they been asserted?—The difference was rather remarkably shown the other day, when the musical society was formed by the oppidans themselves. They never thought of asking any collegers to be on the committee, which was rather a remarkable fact, considering that the collegers were in the habit of studying music, and would have been very valuable members.

4345. Should you say, on the whole, that the separation which exists between the two classes is rather a relic of something that is slowly going out, but has still a root in the present state of society at Eton?—Certainly, it still has a strong root.

4346. With regard to the scholarships, is there not a difficulty in oppidans or any boys obtaining scholarships after they have passed what may be called tender years?—The difficulty is that of unwillingness.

4347. As I understand the principle on which the competition is decided, there is a difficulty arising out of that; that is to say, that the boys, as they advance in years, have a much greater difficulty in succeeding against a boy of tender years. Are you aware of that circumstance?—I believe it is easier to be elected a scholar of the college under the age of 12 than over it.

4348. It is very much easier, according to the impression I derive from the statements of one of the witnesses?—I think the real reason why the oppidans are not elected is, that they will not work for it. When a boy comes to see the disadvantages of a colleger's position, he will not work for it, but will be idle on purpose to avoid it.

4349. You have mentioned one physical difference between the two classes their treatment and their diet. Do you still consider that that is of importance?—I think it is of great importance.

4350. Will you mention in what respect their treatment is inferior?—The really important thing, I think, is supper; they have not really a good supper. They may have a dinner, but the great bulk of the boys, taking so much exercise as they do, want a good supper at nine o'clock, and the collegers do not get it; that is to say, they do not get a liberal supper.

4351. (*Lord Clarendon.*) We were told that they had a pound of meat at dinner and half a pound at supper?—Very few eat meat at supper at all. They are tired of mutton; they have cold meat, the inferior parts of sheep, cold necks and breasts.

4352. (*Mr. Vaughan.*) With regard to their dinners, are there any observations that you wish to make upon that subject?—I think the uniformity of the diet is too great. I should think if they were fed like the boys at Marlborough or some of the other colleges, where there is more variety, it would be better. I do not think they adopt the same uniform system at Hurstpierpoint or Lancing.

4353. (*Mr. Thompson.*) And there is no reason, I suppose, why it should be adopted at Eton?—I suppose it was for the purpose of simplicity in the accounts. They have so many sheep, and they are able to cut them up and account for them with greater ease.

4354. They have, to some extent, broken the monotony of the old diet?—Yes, they have made some improvement.

4355. (*Mr. Vaughan.*) Do you think that with all the difference between the collegers and the oppidans, the fact of collegers being intellectual and studious, tends to put study out of fashion among the oppidans?—I think it did some time ago, but we have got over that ourselves. There was, no doubt, great justice in the remarks that have been made with regard to the idleness of the oppidans; but I think if the masters are vigilant and active they can get over that. Certainly, a few years ago it was much worse than it is now.

4356. Do you observe any appreciable difference between the working of those oppidans who have expectations, and those who have not?—Yes, I think so; and I believe that any little difficulty in that respect might be overcome by the tutor, to some extent.

4357. Does that at all point to the expectations of the oppidans as a class being one of the real and specific causes of their idleness?—I think it is a cause, but it has been exaggerated a little.

4358. (*A Commissioner.*) You consider, however, that it is an influence which exists, and one which ought to be counteracted?—Yes.

4359. (*Lord Clarendon.*) If there is a great difference between the oppidans and the collegers with respect to intellectual superiority and social distinctions, is there any course that you would propose, or any proposition that you would make for raising the oppidans to the level of the collegers?—I think it would be well to get some statistics of the number of oppidans who have certain expectations of inheriting property. I believe these expectations, as a general rule, are much exaggerated, and that there are many more oppidans at Eton than we suppose who ought to be working for their future success. Out of 43 pupils that I have, I find there are only about 13 who are sure to inherit property; and then taking away the collegers, it only leaves me 24 boys who are

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oppidans, but who ought to be working for their future success.

4360. (*Lord Lyttelton.*) And who are not doing so?—Some are.

4361. (*Lord Clarendon.*) Do you think there would be any difficulty in finding some means of making oppidans study, and consequently succeed in the same way as collegers?—There will always be some difficulty, because study is much promoted by the boys being together in one building, and forming as it were a studious class. It is said that there never was a studious body of oppidans except in two houses, those of Bishop Chapman and Mr. Coleridge. They had boys who when they were brought there kept up their education and habits of industry, but recollect there was a certain unpopularity attaching to the houses.

4362. (*Lord Lyttelton.*) What means would you suggest of providing for the special case of the oppidans?—I think we ought to give special prizes to oppidans. We should have exhibitions tenable by oppidans at the university.

4363. That would be exhibitions to be given specially and exclusively to the oppidans. What I wish to know is, why are not the more general scholarships more competed by them?—They make a calculation about the probability of such and such a colleger winning, and they say that he is sure, and they will not try; but with respect to the Tomline mathematical examination they will.

4364. That is, they feel that the collegers are superior to them?—Generally speaking, the collegers stand a much better chance of success.

4365. Do you attribute this to the fact, that the advantages of collegers living at Eton are so great, that they attract many of the ablest boys in the country?—Yes, many boys come now whom we should have seen in my time come as oppidans. There is a much larger number who come to try for college now than there used to be.

4366. If a parent has a very clever boy, he will often send him to the competitive examination at Eton?—Yes, and if there were no such institution as the college at Eton, they would send him to some other school.

4367. (*Sir S. Northcote.*) The boys come in by sharp competitive examinations, do they not?—Yes.

4368. Which renders it necessary that they should make some preparation before they come to the examination?—Yes.

4369. They have to work for it?—Yes; they are very often working for five or six years, and are well grounded at an age when the mass of our oppidans are only beginning to learn Greek.

4370. (*Lord Devon.*) Do you consider that instead of the establishment of an exhibition for oppidans, a more stringent examination on the admission of oppidans into the school would have a similar effect?—It might have some effect, but I think it would be a matter we could hardly carry out if we attempted to make the matriculation very severe. We might abolish the lower school, but we could not make the matriculation very severe, because it would exclude the class of boys for which Eton is supposed to exist.

4371. The upper classes?—Yes, the sons of people of rank. Generally speaking, they study French very much before they come, and when they do come they are turned over to Greek and Latin; I should not wish them to sacrifice everything to Latin and Greek, as those do who try for college.

4372. Taking a national view of the subject, is it desirable that any regulation should be made at Eton based on the assumption that it is a college adapted for only one class of society?—No; but I should hesitate to make a regulation that might exclude that class. I think we should repel a great many boys of delicate health if we had too strict a matriculation.

4373. At present you think that Eton is the best school for boys in delicate health?—Yes.

4374. (*Mr. Thompson.*) Will you explain how that is?—I think they are much less molested by their schoolfellows than they would be in other schools. They get more change of air; they have their private rooms; they have an immense amount of open ground; they have also river bathing, and are able to saunter up and down the river side, or stand about looking at other boys swimming or boating; they get into the boats and paddle about. In point of fact, they may be said to be out of the house six hours a day in summer.

4375. Do you not think that with respect to the majority of the collegers, it is very important that they should not learn any very expensive habits at school?—Yes.

4376. Would they not be in danger of acquiring these expensive habits if they were to mix more freely with the oppidans?—I think there are many oppidans sent to Eton whose parents do not intend that they should be extravagant, and with these the collegers might associate.

4377. But the mere fact of their inhabiting different buildings and wearing a different dress is some protection against their acquiring very extravagant habits?—Decidedly.

4378. Therefore the question of abolishing the difference in dress has two sides to it?—Yes. Besides this, there is some advantage in having a school as it were within a school, which may be termed a centre of instruction. It is a sort of little Rugby in the school.

4379. (*Lord Devon.*) Has that a tendency to encourage other boys to work?—No; I do not think it makes industry attractive, but it keeps up the standard of attainment.

4380. (*Sir S. Northcote.*) How many hours a day should you think a fairly industrious oppidan would work?—That depends a good deal on the time of the year. He might possibly work very hard for two days together to get over a copy of Greek iambics, or he might work hard in preparation for the Newcastle competition, in which case he would give up several hours of his play.

4381. How many hours a day would an ambitious boy, who was preparing for the "Newcastle," give up a day?—I should think for several days in the week he would read nine or ten hours a day; but he would not do that every day, and it would include the time that he is in school, that he is sitting still, and perhaps not actively employed.

4382. (*Lord Clarendon.*) You think, Mr. Johnson, that a strict examination for admission is a fallacy rather than otherwise?—No, I am not prepared to say that; I should be very glad to see the examination more strict than it is.

4383. You certainly gave us a notion that although there is at present a strict examination for admission to Eton, it is a fallacy?—Yes, it is a fallacy to think that it actually exists in full force; those who break down in it are admitted to the lower school.

4384. There is no amount of ignorance, you say, in consequence of which a boy might fear that he would not get admission?—Not so long as the lower school exists. It is not like the fourth form, a mere part of the school, but it is in point of fact a separate school.

4385. (*Mr. Thompson,*) Would you suggest any substitute for the lower school?—I would have a maximum age at which boys should enter it. I would not allow a boy to come to Eton very young. Supposing there was merely a third form, there should be no break, no separate establishment. The masters would belong to the same body. I think the lower school does serious harm, because assistant masters appointed to that school who are very competent to teach little boys, are afterwards allowed to take upper pupils. The lower master may appoint an assistant of inferior attainments who is fit enough to take little boys, but not upper ones; and the evil is, that when a man has ceased to be junior he is allowed to take pupils of the upper school, and as he finds his pupils rising in the school, he gets work to do in consequence of that for which he is not well qualified.

At present if the school was limited, and we only took 700 boys, a boy who wished to make sure of coming to Eton would go early into the lower school, because he would have a right to come out of it into the upper school some time or other.

4386. If he passes a certain examination?—Yes; I think there ought to be a restriction with respect to the age of the boys going into the upper school. I think that no boy above 14 years of age, should be admitted to the upper school out of the lower, and I believe that such a limitation with respect to age would be very beneficial.

4387. (*Lord Lyttelton.*) Have you any boys more than that in the lower school now?—I cannot say exactly. I am told that there is a rule now with respect to the maximum age for boys entering the lower school, but that the lower master dispenses with it.

4388. (*Mr. Thompson.*) What would be the effect of removing that school to some distance from Eton and making it a place of preparation for Eton boys?—I should be very sorry to give that school an advantage over any other in preparing boys for Eton, but I should not object to see the lower school a mile or two off. I would, however, examine them quite as strictly.

4389. And you would subject them to the same limitation with respect to age?—Yes.

4390. You would hardly get such a high class of masters for such a school as that you now have?—No; but I should be very glad to get men to go into the lower school, and stay there as teachers, and not change.

4391. (*Mr. Vaughan.*) To get into the lower school is one of the means by which the law with respect to the entrance into the upper school is evaded?—Yes.

4392. (*Lord Clarendon.*) The irregularity arising from the observance of Church festivals, and many other causes, you say, is so great as to make any normal statement of a week's work illusory?—Yes.

4393. You think this irregularity is objectionable?—Yes, I think our irregularity generally is a great evil.

4394. You would like to see the time table corrected?—Yes.

4395. (*Mr. Thompson.*) Have you any opinion as to the influence of these observances upon the boys?—I think the great thing, independently of actual devotion, is to get the boys little periods of repose during the holidays; and I have heard it urged by men whose opinion has been of great weight with respect to the devotion of the boys, that whether they are more devout or not, they at all events get certain periods of repose. I think, however, myself, that it is a bad thing to go to church in the middle of the day merely as a substitute for going to school.

4396. (*Lord Clarendon.*) You would let them go there on the half-holidays?—I think they might go once a day. I should like to alter the constitution of the holidays. At present they are very irregular. Perhaps to-day it might be a Church festival; to-morrow it might be some Royal anniversary. And inasmuch as we are not allowed to drop the exercises, the effect is that the work is compressed into that of other days.

4397. (*Mr. Vaughan.*) Are there any additional exercises by virtue of the holidays?—No, the exercises remain the same. The boys do them, and the men look them over. It does not give the tutors any work on that particular day, but it throws additional work upon them on other days.

4398. (*Lord Devon.*) In one of the portions of the evidence there is a passage to this effect: that the consequence of the irregularity is, that there is a heaping together of two days' work, and that little boys often get no play at all before dark in the winter?—Yes, that is true.

4399. Is that, as a matter of fact, of frequent occurrence?—Yes.

4400. (*Lord Clarendon.*) I see that "the Head "Master cannot change a book without the consent of "the Provost; but in practice the privileged publisher "of the Eton school books has great freedom in di- "recting new editions, and the publications are not "worthy of the school." Is it not the fact that the publishers cannot issue a new edition without the consent of the Head Master or the Provost of Eton has been first received?—I believe that in practice he issues a reprint as a matter of course, unless he is told not to do so. When the book falls out of print, I think the proper way would be that there should be somebody to watch over the matter, and that the question should be considered *de novo* whether that book is or is not to retain its place in the list of school books, and if it is, what revision it ought to undergo.

4401. Has not the Eton Latin grammar fallen very much into disfavour with the public generally, and is no longer used except at Eton?—I understand that more popular grammars have spoiled the sale which it had.

4402. Are you one of the committee of assistant classical masters with reference to the question of the choice of books for the school?—Yes, I was one of the committee, and took a great interest in the matter.

4403. That committee was formed for the purpose of advising the master, was it not?—Yes, we wanted to simplify the books, and adopt some scheme for their better revision.

4404. Has that committee taken any action in the matter?—The late Head Master gave us no support, and it has not been renewed.

4405. (*Lord Lyttelton.*) Had you any powers?—He limited us to such an extent that we had no encouragement to go on.

4406. Does the Head Master discourage it now?—He does not encourage it. We have not been able to obtain any opinion upon the matter from the Head Master. I think the whole matter is in abeyance.

4407. (*Mr. Vaughan.*) Is there anything of a peculiar nature in the contract between the publishers of the Eton books and the authors?—You mean the editors, I presume?

4408. Yes, the authors of the editions. Is there anything peculiar in the contract?—I do not know. I never had to edit one of the books. My impression is that the publisher gets them revised by any master who has an interest in the subject, and who does it for nothing, unless he adds notes, and he then issues a new edition.

4409. Is there any contract between the publisher and the college?—No.

4410. Under these circumstances, why should there be any difficulty in the school changing its books at any moment, if it be the case that the publisher gets the work done for nothing at all, and that there is no contract between the bookseller and the school?—He could make out a case with reference to the copies which lay upon hand in consequence of the changes that might be made. For instance, I went to the bookseller, to point out the shocking errata in a book, and he said "Here is a book that I have "printed sufficient copies of to last 10 years."

4411. (*A Commissioner.*) May I ask what was the name of that book?—Scriptores Romani. The publisher himself is a very public-spirited man, and gets out a large number of books.

4412. (*Mr. Vaughan.*) What is there in the bookseller's position which should operate to check the introduction of new books into the school?—It is merely that the publisher has an interest in getting the existing editions all into circulation before new editions are printed. You must give him notice with respect to the alterations which are necessary in the new editions, if you wish to secure correct and good Eton school books. Some time ago he got out a book of Greek exercises for the use of the scholars. I believe he thought he was getting a very good man to write it, but we thought it a very bad book, and

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asked the Head Master to cancel it, and it was withdrawn, the publisher standing all the loss.

4413. Should not that be the case if the publisher enters into an incautious contract, seeing that he has no absolute contract with the College, and that they are not responsible in a moral point of view. They cannot therefore be expected to adopt all the injudicious books which he may choose to publish as Eton school books?—I think if the College allows the Eton arms and name to be used, they ought to take some means of preventing the publisher making those great sacrifices.

4414. Does the publisher, as a matter of fact, take the advice of the College before entering into these contracts?—I believe that the Head Master and the Provost are the only persons invested with the responsible power of directing alterations to be made in the books; when we applied lately to the authorities for the Provost's sanction to form a committee for the revision of the books of the school, the question, I believe, was raised, and the Head Master and Provost would not part with the power. They have occasionally themselves directed the publication of a book. One in particular, I recollect they directed the publication of, several years ago, namely, Arrowsmith's Compendium. I think Mr. James could give you much more information upon this subject than I can. I think that if the school undertakes the publication of the books, or at least stamps them with its name and arms, it ought to take care to make them good. I think that if the school had been its own publisher, the profits would have paid for such things as new school buildings.

4415. You think on the whole that from the mode in which the publication of the books has been conducted, and the moral obligations in which the school is involved with respect to their publication, the education of the school has been affected injuriously by the introduction of bad books?—Yes.

4416. (*Mr. Thompson.*) Would you mention some of the books which you consider bad?—Both the Scriptores Romani and the Scriptores Græci are very unsatisfactory. The way in which the latter was got up I believe was this. In the last century the boys read in a book of selections from Lucian, and the men thought they would add a little to it, so they added a little of Herodotus and Thucydides, indeed they put in a good deal of the hardest parts of Thucydides, then some Plato, and so on; notwithstanding which the Scriptores Græci by no means represents the Attic writers.

4417. Do you think that Lucian is a good school book?—I should like to read a little of it. This book I think is carried on too far.

4418. It is not quite the top of the school who read it?—No, but I think it is carried a little too far.

4419. What would a boy who was reading Lucian and the Scriptores Græci in form be reading with his tutor?—Thucydides, or Sophocles, perhaps.

4420. Supposing a boy were going through a good course of private tuition, how long would it be before he began to read Euripides?—In private tuition, as soon as he reached the fifth form, in school when he reached the middle division of the fifth form. We have more books than we want in the lower part of the school both in Greek and Latin reading. We have a fresh reprint of Ovid's Metamorphoses for the younger boys, which I think was not wanted.

4421. Then in grammar?—In grammar, we have the old Eton books altered. We have Wordsworth's Syntax and Jelf's Appendix. We have a book called Farnaby's Epigrams, and we have been thinking of having a Greek reading book for some time back, made up of a little of the Odyssey, some of Euripides, and some of the epigrams instead of reading these selections. We went through the matter the other day, but it seemed to come to an end without much being done.

4422. What do you think of the Eton Latin grammar?—I think Dr. Kennedy's book is better.

4423. There has been an objection to the new books in consequence of their not being so arranged as to be fit for class purposes?—There is a certain clumsiness about Wordsworth's Syntax, not in Kennedy's.

4424. Is not the Eton Latin grammar easy to commit to memory?—It is a long time since I have had the teaching of it. The books I use are Arnold's Latin and Greek prose.

4425. (*Lord Lyttelton.*) What Latin grammar do you use?—I do not teach any.

4426. What manuals do you use?—The only manuals I refer to are Arnold's Latin prose and Greek prose.

4427. You do not refer to any Greek grammar?—Yes, I refer to the Eton Greek grammar for the accidence, but I get the syntax out of Arnold.

4428. You refer to the Eton Latin grammar in the same way?—Yes.

4429. Have you continued the Poetæ Græci?—That is a good book I think, but there is not enough of the Odyssey in it for the younger boys.

4430. (*Mr. Vaughan.*) I understand that it takes the boys two or three years to go through the fifth form, consisting of about 300 boys, in which the same books are used and the same composition set. Do you think that is a good arrangement of the work of the school?—Yes, but it is not the same composition for all.

4431. So far as I understand, a boy at the lower part of the fifth form would be doing the same work that a boy at the top of the fifth form would be doing?—Not quite.

4432. Supposing that it be so, that he is doing nearly the same work, do you regard that as a good arrangement?—I do not think it is a bad arrangement, because the boy exerts himself more being in a large class; he gets the lesson up before he goes into the school, and is able to do it very fairly. There are difficulties about it, but on the whole I think it is a good arrangement. I am inclined to defend the "construing" in large classes of pupils. I think it is a good institution.

4433. Construing with tutors?—Yes.

4434. But in any other point of view is it a necessary arrangement, or good in your opinion to keep the same boy pursuing the same work so long as that?—He never gets through the books.

4435. Do you not think it would be better to allow him to advance according to his progress to harder authors and also to gain the stimulus of variety at an earlier period than he now does?—The books themselves are of a mixed character, some parts of them being much harder than others, and he does in point of fact get a variety.

4436. Is it by a different treatment of the same authors in the different divisions that you get that variety?—Partly; we make allowance for the difference in the power of the boys. For instance, you would make more allowance for a little boy in a difficult lesson than you would for a more advanced boy.

4437. Do you not think it good that as a boy advances in his scholarship he should be compelled to a greater effort of his mind, and to encounter greater difficulties?—We obtain that in composition, and "private business" at all events. It is in the nature of literature that the difficulties will vary. Even Greek play will vary from day to day.

4438. But surely there may be said to be in Greek literature authors who, with respect to their difficulty of style advance one above another in a tolerably regular series. On the other hand, Xenophon and Thucydides, in respect to general style, could hardly be classed together, although there may be passages in Xenophon that may be difficult and passages in the other that are easy?—I think, on the whole, there is almost as much advantage in changing from one to the other as there is in a regular ascent. There is advantageous change for the elder boys in consequence of their going back occasionally.

4439. You do not set the compositions the same for all?—The same for the whole of one class or division only. We get plenty of change in it because the subjects vary so much.

4440. It is given in the table as the same for all?—Every master sets the exercise for his own class, and in setting the work they vary it according to their notion of the power of their own division.

4441. (*Lord Clarendon.*) You say that the assistant masters are a body very rarely consulted by the Head Master, that implies, I think, that he does consult them occasionally, does it not?—Yes.

4442. Would any assistant master have a difficulty in communicating or making any suggestion to the Head Master?—He would have no difficulty in writing to him and getting an answer.

4443. These meetings that you allude to as being held before school time in chambers are not for the purpose of conferring one with another, are they?—They are not so much for discussion as for arranging business, something in the same way that meetings are held by officials in a clearing house, for settling between ourselves. A man, for instance, wants to speak to the Head Master about getting leave for a boy, or he wants to bring some case of delicacy before him, or to speak to another tutor, or to make little arrangements, or suggestions. Any business of that kind is transacted at these meetings.

4444. Are we to understand that it would be considered an improper sort of liberty for an assistant master to take were he to ask to see the Provost?—Yes, on school business. On one occasion an assistant master did take the liberty of writing to the Provost and suggesting some important measures with respect to the introduction of modern history. He got a long answer in very polite terms, in which he was told that it was not his place to give any opinion upon any matter in the school without first going to the Head Master.

4445. You say, in page 61, "The study of French "cannot in reason be expected to prosper, except "with a few zealous boys, since no place is allowed "for it in the time-table. It ought to be enforced on "all, like Latin." Do you think there would be any real difficulty, if there were any disposition to encourage the study of modern languages in introducing them at Eton?—I do not think there is any difficulty, if you start right, so long as you give up the Eton notion of holidays and half-holidays. In school days you cannot put on any lessons anywhere. We have enough of teaching then. We must start fair altogether. I wish I had put my views on the subject a little more strongly than I have done. I mean not merely to have a language introduced, but a literature, and I think that through the medium of French the boys at Eton might learn all that is necessary for them to know with respect to things outside the classics, and indeed probably all that you could communicate to them in such things as modern history.

4446. That is rather a different question?—What I mean is that we might learn modern history and elements of general modern knowledge through French, the same as we do ancient history and literature through Greek and Latin.

4447. In the first place, French can be hardly said to be studied by anything like a majority of the school, can it?—Nothing like it.

4448. They do not even attempt to learn it?—Not more than about one-tenth do, I should say.

4449. There has only been one French master till very recently?—There have been assistants from time to time, several times. The French master has often had an assistant.

4450. (*Lord Lyttelton.*) And dropped him?—Yes.

4451. (*Lord Clarendon.*) There was an assistant French master appointed, I believe, in May 1860?—Yes.

4452. But he is no longer there?—No, because the pupils fell off last summer.

4453. Do you know why the pupils fell off. Was it because the French language is unpopular, or because its study is not encouraged?—It has fallen off because the boys do not attend regularly; and they do not attend regularly because there is no regular and proper place for it in the time-table.

4454. Even although it is voluntary there is no encouragement given by the masters to the study of French?—Yes, there is some encouragement given, so far as the giving of prizes is concerned.

4455. But I apprehend it is not encouraged either by the Head Master or the assistant masters. It is quite a voluntary study. It is not in the time-table, because there is no recognition of its necessity?—It is not in the time-table, certainly.

4456. (*Sir S. Northcote.*) Some of the masters, you say, give prizes?—Yes, but privately.

4457. (*Lord Lyttelton.*) What is the value of the prizes which are given?—The Prince Consort's prizes are believed to be 50*l.* for French and German. We hardly ever get any Italian.

4458. That is given once a year?—Yes; distributed in books.

4459. Is it given in a few prizes?—Yes. Prizes used to be given for the greatest proficiency in two languages.

4460. (*Lord Clarendon.*) You think the study of French ought to be encouraged like that of Latin; but that, I presume, would contemplate an entire re-modelling of the school?—Certainly.

4461. (*Sir S. Northcote.*) It counts in the examination on trials, does it not?—It was dropped in the last examination for the middle division.

4462. (*Mr. Vaughan.*) What was the cause of that?—I do not know.

4463. Do you know whether it was on the ground that the school had too much to do in the classical work to be able to supply anything for French. Was that the ground?—I do not know. It was merely pointed out to me that there was no French paper by the boys.

4464. Does your ignorance of the reason which led to the effecting of so great a change as that represent the average ignorance of the assistant masters of the school, as to the causes of the great changes that take place in the school from time to time?—I think it quite possible that a change like that may take place without its being told to any one.

4465. (*Sir S. Northcote.*) Has it been the case sometimes that boys have been looking forward to the French paper as one of the elements that would count in their examination?—Yes.

4466. And it is naturally thought that the boys will give some attention to it with a view to taking better places. Does it not, therefore, seem rather hard that it should have been dropped?—Yes. I think the introduction of French into the trials was an anomaly, as it is not school work.

4467. (*Mr. Thompson.*) Could that change have been made without the consent of the present Provost?—I do not know.

4468. (*Lord Clarendon.*) You say here "that as "the labour of working a class is undergone for an "extremely small stipend, we are tempted (though "I do not say that we yield to the temptation) to "think too much of our own pupils, and not enough "of the class"?—Yes.

4469. You think that temptation does exist for the masters to think too much of their own pupils?—Yes; I think one of the great causes of the decline of learning among the oppidans was, that men thought too much about keeping up their houses, and not enough about the instruction of the boys in class.

4470. (*Mr. Vaughan.*) You dropped something just now respecting your opinion of the construing system in the pupil rooms. Will you pursue that subject for a moment, and inform us what are the peculiar advantages of that system according to your views?—I think it would be advantageous, in the first place, that if we have pupils, we should bring them together. They do not know much of each other unless they

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are brought together, and it is a great advantage to the boys that they should construe lessons together. It requires special alacrity and punctuality. The boys are obliged to construe their lessons under pressure of time. In construing, there is a strong motive to get over the work quickly in order to get on with any other work, or to go away. At present, the fifth form boys go away as soon as they have construed their lessons; and it is considered an honour to a boy to be able to construe quickly. Then again it is thought to be of great utility for younger boys to be construing lessons whilst the others have to sit still, because it will bring the older boys back to a certain elementary knowledge, which they are too apt to pass over. I can ask a question of a younger boy, which I should not like to ask of the elder ones by themselves. The boys have to do 70 lines of Horace, and will get through the lesson in half an hour. It takes exactly that time. I do not think anything could be better for middling fifth-form boys than construing that lesson correctly in the presence of competent judges as to whether they are doing it well or not. They exert themselves as much as in the school afterwards, and there is this advantage, too, when you go into the school you know that the boys have been to the pupil room, and have had the lesson prepared by the tutor. You can, therefore, expect a much higher degree of accuracy. You do not have to take time for considering whether the boys have learnt their lessons sufficiently, but you can often come down on a boy who fails in the order of words, and make him sit down with something of an imposition on the ground that there is no excuse for his not knowing his lesson. It saves a great deal of time in school, and one is enabled to give more attention to the remarks on the lesson, and to those things that arise out of it.

4471. You say that it is the habit in the tutors' room at present to go through the construing as quickly and as well as possible?—Yes.

4472. Do you not think that the effect of that is to make the tutor in many cases choose the best construer rather than the worst?—Yes; that is the tendency, but it is one which we ought to resist.

4473. How many sets is your pupil room divided into with regard to fifth form work?—Only two.

4474. Is it not the practice for the tutors generally to call only on the head division to construe it first?—Certainly not with me.

4475. Is it exceptional with respect to you, but general with respect to the other masters?—I do not quite know. I have heard men talk about it, and their opinion has been to the effect that when they were pupils themselves, it was too much the custom to call out the elder boys only; but they have not adhered to the practice themselves. Many friends with whom I have conferred on the subject say, that they call up all, but I am not sure that that is universally the case.

4476. First, then, apart from the effect on the master in the school, you think that much is gained to the boy in consequence of his being able to construe a passage well as something in itself?—Yes.

4477. Do you not also think that the main advantage to the boy himself consists in the propriety of the method which has been adopted to enable him to construe a passage quickly in school?—Yes, the effort of learning is a great thing.

4478. Do not the advantages you have just enumerated confine themselves simply to the exhibition which a boy can make in school before his master, apart from the effort which it has cost him to make that exhibition?—My impression is that he could not do it well in school unless he had been very attentive to his tutor.

4479. But is the attention that he has paid to the construing at all comparable to the work he would have to undergo, and to the discipline of the mind which he would gain by working out the passage for himself?—He is supposed to have worked it out when he comes to the tutor.

4480. But when a boy has so worked it out, cannot the hearing the passage construed be dispensed with?—They can hardly know it so well as not to require correction. There are many important points of idiom which they require to have explained; they are almost sure to miss the best English word, and they bring bad English, which the tutor has to correct.

4481. Do most of the boys come to the pupil room of the tutor after having prepared themselves, independently by means of the grammar and dictionary, for construing?—I will not say that most of them have learnt their lessons with the grammar and dictionary, because they may have learnt it in some other way, but almost all the boys bring it well prepared in a rough kind of way, and they have it criticised and set right, touched up, and improved, and then they go into the school room quite ready to go through with it.

4482. (*A Commissioner.*) Is dishonesty, in the pupil room, associated in the minds of the boys with the idea of punishment?—Yes, I make it a point of honour with the boy to tell me if he has not learnt the lesson for construing, and more than that, he would render himself unpopular by making any attempt to stammer through it.

4483. (*Mr. Vaughan.*) You think again that it is an advantage which is ascribed to the tutors' construe that it has the effect of removing the work of the class room from the boy to the master, so far as to enable the master to spend his time in the class room, in conveying that knowledge to the pupils which he might not have leisure to do otherwise?—He is able in the class room to convey his own knowledge to them more at his ease.

4484. On consideration, do you think that there is at all a temptation to the master in class to convey the whole amount of knowledge which he can communicate to the boys, rather than to test the manner in which the boys have prepared themselves in their lessons?—We are not learned enough to show off.

4485. I have not imputed ostentation, but do you not teach the pupil rather by communicating knowledge than by seeing what he can do himself?—I always consider myself bound to do two things—to examine the boys as to what they are acquiring, and also to teach them myself.

4486. How do you test the state of the boy's mind by that which you draw out of it, as distinct from the work of imparting information?—By asking them questions. Whenever I lecture for any length of time, there is always some one on his legs talking and engaged with me. Then I give them something to put into Latin or Greek, which is suggested by the lesson we may be doing. I test them in geography, history, or in their recollection of any particular passage. I come constantly back to examination, particularly towards the end of the lesson, in order to see whether they are attending and know the lesson well.

4487. How long does the lesson last?—It varies. To do a lesson of Homer of 50 lines will require being in school till 12 o'clock, thus taking 50 minutes. Generally speaking, the lessons are not more than 35 lines.

4488. I thought they took from half-an-hour to three-quarters?—I am speaking of a 50 line lesson in Homer, or a 70 line lesson of Horace, which is the longest lesson. For a lesson in Cicero I take 40 minutes exactly, and for a lesson in Euripides 35 minutes. Sometimes some of the boys in the school stay a few minutes after the others for elementary work.

4489. (*Lord Lyttelton.*) Do you attach any importance to the boys' exercises being looked over by two masters?—Very great importance indeed. I think if you look over an exercise without a pen in your hand you do not attend much to it, or take notice of the obscurity of thought, but when you intend to alter it you are sure to find out what a boy means to say, and you compel him to make a clear statement.

4490. That relates to the tutor?—Yes, if the master in school looks over the exercises he will see whether there are any imperfections in it, and he will not only correct it, but he will see whether the boy has written correctly what his tutor put. The main use of the master in school is to estimate the value of the exercise, and to see whether the subject has been treated generally as it was intended it should be.

4491. Does not the tutor do that?—He would not know; he would not set it.

4492. Do you conceive that a tutor looks over the exercises and makes corrections under the feeling that they will be looked over again and the value of the corrections be tested?—Certainly, and that induces a man to keep up his scholarship more than anything besides. Nothing tends so much to keeping up the scholarship of the tutors as the correction of the exercises.

4493. Taking these considerations which you have stated into account, do you think that they counterbalance the obvious consumption of time?—I do not see how a tutor can spend his time better than in looking over the exercises; construing in school takes very little time, and the looking over the exercises perhaps one fourth of the time which the tutor spends on work.

4494. (*Mr. Vaughan.*) Do these advantages which you attach to a double overlooking of the exercises accrue where work is done on both occasions by the same man?—He would not correct his own exercises which he had already signed.

4495. In these cases, however, the exercise is both corrected and looked over by one and the same man?—Yes; when the tutor is also the boy's division-master. I have one exercise in Greek and one in English which we call the Sunday questions, which is composed of questions on the Bible and Prayer Book. These do not go to the tutor at all. I look over them by myself. There is sometimes a translation from Latin, which does not go to the tutor. The tutor looks over the theme and the verses. I see that the boy has copied them out correctly and that he understands the subject.

4496. Is there any reason why these exercises should not go to the tutor?—It was merely this, that it was not thought desirable to add to the tutor's work.

4497. So far as the exercises go, are they efficient; I am only speaking of these particular exercises?—Yes.

4498. Why, then, does the classical master of the form not in general do the tutor's work in respect to the exercises as well as his own work?—There would be no tutorial system left in such a case as that.

4499. Apart from that reason, is there any other reason?—The great reason of it is that a man would get so very weary of it. He would not be half so tired of going over 30 exercises on different subjects as he would be in going over the same subjects 30 different times. The tutor has not the direction of each particular subject. I was engaged yesterday all day and had to look over exercises on 15 different subjects. It was a pleasing variety to my mind. I was interested in looking to see what other men had set. It adds materially to the play of the mind and one is kept alive by it. We tell each other when the exercise is badly set, and it prevents us falling into all sorts of delusions.

4500. We were told yesterday that there was a difficulty attending the looking over of exercises when they were various, and that there was great advantage in having to look over a great many on the same subject, instead of looking over a great many exercises on different subjects. I should like to hear from you, whether going into new subjects, and considering how they ought to be treated, and having a great many different exercises to look over on various topics, would not tend seriously to embarrass the tutor?—I have heard men grumbling at its being too much work certainly.

4501. Do you think there is sufficient variety in the composition of the fifth form to allow of the tutors having that recreation?—Yes, there is a great variety.

4502. Do you think the variety will compensate for any additional labour it may be to the tutor to look them over?—Yes, I should feel ashamed if I did not find it so.

4503. (*Lord Clarendon.*) With respect to the limit of the number of private pupils as compared with that of the masters, you have told us that you always limited the number yourself to 40 pupils?—Yes, I always tried.

4504. That is the limit which will in future be enforced throughout the school, is it not?—Not with respect to the old assistant masters; only in regard to the new ones.

4505. It will be extended to the whole of the masters who may happen to be appointed after the regulation was signed?—Yes.

4506. Will there be any means of ascertaining whether that limitation is abided by or not?—I suppose that the Head Master will always know. In one or two cases an assistant master has found himself involved deeply in engagements in this respect, which he cannot get out of. I know that my friends cannot take an excessive number without getting leave of the Head Master. I am not limited in that way myself.

4507. Because, I presume, you were there before the regulation was made?—I came before the rule was made certainly.

4508. You consider yourself at liberty, as far as any restriction is concerned, to take what number you like?—Yes.

4509. (*Lord Lyttelton.*) Do you think that to have more than 40 would diminish your means of obtaining an intimate knowledge of their character. Would you limit the number of private pupils which any one master should take with respect to that consideration?—I should limit the number partly with respect to that. I think it would vary very much with the particular men. It depends very much on a man's powers and health.

4510. Do you think that supposing the tutors to be in full health and vigour, 40 would be the proper average number of pupils to each master?—I do not think it ought to be exceeded. As the number has been reduced, I would not like to see it increased again.

4511. You think that 40 pupils to one master is as many as it is desirable that he should have?—Yes.

4512. You have never found any difficulty yourself with that number?—No; I do not profess to be fully acquainted with all my pupils, but I know that I have never found myself overburdened with work.

4513. (*Lord Clarendon.*) You think that a boy ought to be competent after having been at Eton to pass an examination for the army without any special instruction?—I think he is generally, if he leaves when high in the school.

4514. Without the coaching that is resorted to in most cases?—Almost all of them do have some intermediate teaching, but I think that they need not.

4515. But they all do, because either their parents or those who know the nature of the examination, or the state of fitness or preparation which the boys are in, believe it is necessary for them to do so. Do you think that intermediate teaching is necessary in order that they should pass?—I do not think it is necessary, I know boys who have passed the examination without it.

4516. Going straight from you?—Some have, and others have had an interval of six months' private teaching, but they have afterwards told me that they have gained nothing from it. There are, however, cases of boys so stupid that they have to be removed from the school, because they cannot pass any of their examinations, and those boys of course require the assistance of a special teacher.

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4517. You say that Eton can and does give them the necessary instruction and extra teaching to enable them to pass at the military competitive examinations?—There is not any systematic teaching of chronology given. They have to get up that, but in point of fact, that does not require teaching; they can get it up by themselves. The fact is, that before leaving Eton, they like to have the pleasure of taking things easy for the last half year, and they pay the penalty of having to get up the necessary requirements from a special teacher.

4518. But if the parents were to tell the tutor that the boy were going up for examination, in six months or a year, for a commission, the tutor would have no difficulty, in your opinion, in rendering that boy fit for the examination?—I do not think that many of the tutors would undertake to give extra lessons for it. I have done so, but I found the pupil take very little interest in them, and they would rather put it off till they are gone.

4519. But extra lessons are necessary; a boy cannot go straight to Chelsea?—Extra reading may be necessary in modern geography, and just in the outlines of history.

4520. That is to say that he does not learn chronology and history, and French, which are among the ordinary requirements of an English gentleman's education, well at Eton?—He does not learn French unless he learns it out of school or at home, nor are the common outlines of history taught systematically at Eton. I think, in fact, they are too easy to form the subject of lessons, except for little boys. I should not think it worth while to go into school with my class of boys in the fourth division to go through mere outlines of history.

4521. (*Lord Lyttelton.*) You suggest that they might be added?—I do not wish to see them in the upper part of the school, but I should like to see history taught through French in my part of the school.

4522. But that is done already in the lower part of the school, is it not?—I should like to go back to chronology every now and then. If a boy is seen to be deficient in the outlines of history he should be brought back to the lower class and have a special course to get him through it.

4523. (*Lord Clarendon.*) Otherwise as it now stands he learns what is useful, and what you yourself acknowledge to be a necessary part of every English gentleman's education, and then he almost certainly forgets it when he comes into the upper part of the school, or when he leaves school, when he is almost sure to want those acquirements?—No; I think they are almost continually coming up again. It is like learning the elements of grammar. You forget all the steps by which you advanced, but still the acquirement remains. It is not by any means so neglected as many people imagine. We constantly refer to chronology and the elements of history in lessons and in setting composition. I think if we read the best French literature in the fifth form, which I should like to do, we should be constantly going back to the elementary analysis of modern history, chronology, and geography, and what was learnt in the lower part of the school would be constantly coming up again; but I should not like the elder boys to go into the school merely to do the outlines of history, except as a sort of punishment, as they now do with Greek accidence.

4524. But surely there ought to be some system to provide for the keeping up, or at all events, for not losing a branch of education, which is very important?—If we read French in the school everything else would in reality be drawn in with it.

4525. (*Mr. Vaughan.*) If you think it is necessary to read French in the school do you think that the desirable mode of prosecuting its study in any part of the school at Eton would be by instructions given by the assistant classical masters?—Yes.

4626. You would prefer that method of teaching French at Eton, on the whole, to the method of teaching it by the introduction of any Frenchmen, or any foreigners in general?—I should like to have one or two foreigners to teach the more advanced boys and the masters.

4527. At what period would you think it necessary to leave off teaching the boys French by means of instruction received through an assistant classical master?—I would set aside the two first divisions in the school; about 60 boys.

4528. With respect to the earlier stages of the instruction, in what way would you manage that. How would they gain the pronunciation?—I should assume that they had gone through all the earlier stages of instruction before they came.

4529. You think that French pronunciation should be always learnt before the boys come?—I believe that a really good pronunciation never would be learnt at Eton.

4530. Would it not be necessary for a boy to be passing through a great number of forms and hearing the pronunciation of the assistant masters in each?—Yes, no doubt, and we could not expect that it would be a good pronunciation.

4531. Do you think that passing through the various classes in that way, and hearing constantly imperfect pronunciation, they would get sufficiently pure French to prevent some injury being done to hem?—I do not think they would accept our pronunciation.

4532. Even if some injury were done, you think that with regard to the average of the boys it would be unimportant?—I should doubt whether they would acquire a good style of pronunciation, but I think it would make the school what it ought to be; it would make the boys as perfect in reading French as they are in reading Greek and Latin.

4533. And to that extent it could be done by the assistant classical masters?—Yes; and I may add, that it could only be done by them.

4534. You are assuming that the assistant classical masters would be perfectly good grammatical French scholars?—No doubt.

4535. Do you think that, taking into consideration the existing system at Eton, if it became thoroughly well known that in future no man would be competent to fill the position of an assistant master without adding a knowledge of the French language to his classical qualifications, that men who possessed the requisite classical qualifications could be found who possessed that qualification also?—I should think so. If it were made a *sine quâ non*, the men would soon conform to the rule, and qualify themselves to teach French. You might require them to take a degree in Paris before they came.

4536. Considering that the greater part of the qualifications for teaching classics are acquired by men at the age of 22 or 23, you do not think that requiring them to have the additional qualification of being a good French scholar in order to qualify themselves for assistant masters at Eton would be requiring too much?—No, I do not think it would be at all requiring too much.

4537. You think also that the character of the school is such that it would always command the services of perfectly good and sufficient men as assistant classical masters even although that qualification were required?—Certainly.

4538. (*Mr. Thompson.*) Would it not be a long time before you could get such men?—No; I should think we should soon get men capable of teaching French as well as the classics, and we should gain much in influence by employing Englishmen. At a meeting of the masters which was held some time ago, many of us said that we were quite willing to try if we could prepare ourselves in the holidays in French, to take French classes among the lower boys. We thought that there would be quite enough of the masters capable of doing that to teach all the lower boys, and then leave them after that to their French teachers.

4539. (*Lord Lyttelton.*) That was if you could find any means of introducing French into the regular work?—Yes. We must have a new time table.

4540. (*Mr Thompson.*) You would not introduce it as an additional branch of study, and teach it privately?—No, I do not hold with that. I think we ought not to do any more in that way.

4541. (*Lord Devon.*) How many hours a week do you teach now?—About 56 hours a week, including Sunday, I have put down here; but I think that is rather an over-statement when you have to consider the summer. In summer time I cannot keep up to that average.

4542. (*Lord Clarendon.*) You state that the boys are allowed plenty of time for optional studies, such as modern languages and so on; but did I not understand you to say just now that it would be impossible to do more in the way of modern languages than is already done?—That it would be impossible for the boys to do more?

4543. Yes, in the way of regular work?—As long as we kept up our present notions of regular work with half-holidays beginning at 12, there would not be found what we call regular school hours during the week for these lessons. If we do not add it to the regular classical hours, we should be sacrificing Latin and Greek. I think if we brought in French we should have to add to the number of hours we spend in class. Supposing we have 17 regular public lessons a week, I think we might add three to them for French.

4544. I perceive you say here that the assistant masters are of one mind in thinking that it is better to complete the routine by incorporating chronology, modern geography, and French, than to constitute a "modern department," or a professional or practical school, which you believe would be the refuge of the weak and idle. That is to say, you would not be in favour of what is called the system of bifurcation?—I should not.

4545. Do you think that the introduction of the system of bifurcation would be best, or that these subjects should be taught alongside of the old subjects. You think that to have a separate department for them would not work well?—No, I think that boys would want to go into that department who were almost professed idlers.

4546. Have you heard that opinion expressed elsewhere?—Yes, and I think it would be so, knowing the class of boys we have at Eton.

4547. Do you think that it would be impossible to incorporate those branches of study which are taught at special or separate schools with the present system of education pursued at Eton?—I am not prepared to say that you could read and teach French, Latin, and Greek all equally well all the year round; but I think that by having French, and giving it a place in the time table, you might keep the boys well up in it.

4548. But you could not do that without completely remodelling the time table?—No.

4549. If that was done carefully there would be no difficulty about introducing and keeping up those studies which you think necessary?—There would be no difficulty in introducing them, but I do not think that we could keep up all these studies concurrently all through the year.

4550. (*Lord Devon.*) Will you explain in a few words on what principle the time table would proceed, and what the result would be as regards the number of hours in each day that would be devoted to intellectual work. Would the result be that the boys would work harder?—They would be compelled to be longer with their class masters, as distinguished from their tutors; we have, every week, two half holidays, and I should like to see those half holidays begin later. At present, in summer, those are the times when idleness is most conspicuous; a boy can get away from school, on a half holiday, at 12 o'clock, and though we have exercises to look over he is almost certain to see nothing of his tutor or class master all day; he goes to church at three. What I should propose would be that we should stay at work until dinner time, and that the half holiday should begin at three o'clock.

4551. You would dispense with the rule that they should go to church at three?—I would not put it on at three, I should be inclined to take the late church service off. At present it takes place at a time when the lower boys have very often a great deal to do, but the 5th form boys go away at 12 and get two hours play; then they go to dinner. At three to chapel, then to play again. At six o'clock they come and have their names called over and then go out again and play till a quarter to nine o'clock in the summer.

4552. On the whole, by the alteration of the calendar, you would save a great many hours a week in the school?—Yes, but the difficulty is, that this is the only subject upon which I stand alone at Eton, I cannot get any one to agree with me in wishing to have more school hours, or in thinking that the half holidays ought to be altered. I should not object to have two half holidays in the week if they did not begin so early.

4553. You have two half holidays a week at present?—Yes, at least that in the hardest week. The holidays are supposed to enable the masters to have what we call private business, that is to say, extra duties; but in the season when holidays are most frequent there is not much private business.

4554. Should the alteration of the calendar, in your opinion, be based upon what additional amount of instruction it would be possible for the boys to receive?—Yes, I would give holidays occasionally, but the difficulty now is that the holidays come on the wrong days. I would alter the constitution of the half holidays altogether, and make them begin at three o'clock.

4555. (*Mr. Vaughan.*) You consider the drawing to be efficient?—Yes.

4556. Have you seen the work of the pupils?—Often.

4557. Have you been in the school and seen the work as it has been going on?—Yes.

4558. Do you think that the number of the boys who learn drawing is a very fair proportion out of so large a school?—I do not know what it ought to be.

4559. Taking them entirely as you say as optional students you have no means of knowing at all whether the proportion of the boys who learn drawing at Eton to the whole number of the school is as large as the number of boys who learn it at other public schools, in proportion to their whole number?—No.

4560. It is done in play hours?—Yes.

4561. I think this written answer (22) connected with something you have said in a former part of your examination seems to imply that you would not be sorry to see music more cultivated at Eton than it is at present?—I should be very glad to see it more cultivated at Eton.

4562. Do you think there are many boys who care (as volunteers) about learning music in the school?—No, there are not many who learn it.

4563. Do they learn chiefly as vocalists or as instrumentalists?—Chiefly as instrumentalists.

4564. From whom do they get their instruction?—A few from the organist at Windsor, a few from some of the singing men, and some practise the piano themselves.

4565. Does the instruction which they get include the general principles of music or simply the practical part sufficient to enable them to manage their voice and instrument?—I think the instruction is chiefly of a practical character.

4566. Do you think that that is a good way of teaching music?—I should be very glad of course if they could be instructed in the regular principles of music, but it would be very tedious for the boys to be kept in classes for that purpose.

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4567. (*A Commissioner.*) I presume it would be somewhat difficult to teach boys the principles of music in class?—I believe that the only way in which music could be taught in Eton is to have a musical society and school concerts, so as to get the frequent union of small music classes. They cannot work together in large classes.

4568. (*Mr. Vaughan.*) With respect to instrumental music how would you wish to bring in that?—You could get school concerts of instrumental music.

4569. Practically speaking have you ever known instruments to be used in order to give proper musical instruction?—I suppose the violin is. Some people object to wind instruments as being less safe to practice with regard to the health of the boys.

4570. Beside which they are less effective with respect to teaching the principles of music?—Certainly.

4571. (*Lord Devon.*) Did not Mr. Hullah once try to teach the boys at Eton?—Yes, and failed. It went on for a few weeks or months.

4572. Did it fail from a want of disposition on the part of the boys to be instructed in masses?—Yes; they got tired of it.

4573. (*Mr. Vaughan.*) Do you consider, bearing in mind the class of boys who receive their education at Eton, and their position in society, that it would be very desirable that more boys should learn one or the other of the arts of music, and drawing, in a solid manner than they do now?—I think it would be very desirable, but I believe that anyone could learn a great deal in the 14 weeks holiday, and I think the boys would do so if there was a society, and public displays in the school.

4574. Regularly countenanced by the school authorities?—Yes.

4575. (*Lord Clarendon.*) You say that in theory the ten first oppidans and the seven first collegers, or King's scholars, have monitorial powers. I do not understand to what extent the ten first oppidans and seven first collegers really have monitorial powers. There is conflicting evidence on the subject. It would appear that those powers used to exist, but were not found useful, and are now almost in abeyance. What monitorial powers are really in existence?—The seven first collegers have the power of setting punishment to their school fellows, for such things as behaving in a disorderly way, or for going to forbidden places. For instance, the dormitory of the 20 younger boys is forbidden ground to the fifth form, and if any of the fifth form boys go there they are punished by the præpostors or monitors.

4576. (*Mr. Vaughan.*) What sort of punishments do they set?—Written impositions are set, enforced by corporal punishment, as the *ultima ratio.*

4577. By the monitors?—Yes.

4578. (*Lord Lyttelton.*) Would a boy in the fifth form submit to that?—Yes, in college.

4579. There is a great distinction between the collegers and oppidans in that respect?—Yes.

4580. Would an oppidan come under the punishment of an imposition by a sixth form?—Yes; but it is, I believe, never done now.

4581. Do you remember whether it ever has been done?—Yes, even of late years.

4582. (*Lord Clarendon.*) Can an oppidan monitor exercise authority over a colleger?—No, except perhaps when keeping order in a school-room.

4583. And *vice versâ*, I suppose. A colleger who is a monitor cannot exercise authority over an oppidan?—Yes, a colleger can over an oppidan, but not in the fifth form. Formerly, oppidans were very often corporally punished by colleger præpostors, but some years ago the leading oppidans stopped that practice summarily. The oppidans are admitted to the præpostorship, as it is called, to keep order in the school, to help the Head Master, to collect the victims for punishment, and so on; the sixth form præpostor is, in fact, a sort of lictor to the Head Master.

4584. (*Lord Lyttelton.*) With regard to the general discipline, has a sixth form oppidan any distinct power of discipline out of the school?—He is expected to keep the boys away from Windsor Fair. He is expected to do as the masters do, and is supposed to be engaged in the cause, but he is really engaged for his own amusement. The boys make a joke of it.

4585. But in points of real difficulty the Head Master would rely a good deal on the sixth form?—Yes.

4586. In respect to the ordinary routine of the school, do the oppidans of the sixth form feel that there is any monitorial responsibility thrown upon them?—No, not more than as leading boys. The captain of the oppidans has considerable power, but it is not exactly a monitorial power.

4587. As captain of the boys he would be looked up to?—Yes, he has great influence.

4588. (*Lord Devon.*) Have they the power to inflict personal chastisement?—In college they have, and they constantly use it.

4589. The answers that we had from Dr. Goodford, I think, testified that that applied only to them?—I have had the very best reason for knowing that within the last few weeks.

4590. Is a boy liable to be punished for any offence he commits in the playground?—Yes, a colleger by collegers.

4591. (*Mr. Vaughan.*) By the monitor?—Yes, by the head boys of the sixth form. I doubt whether, properly speaking you can call them monitors.

4592. (*Lord Devon.*) Is there no regulation that requires the intervention of a certain time between the commission of the offence and the infliction of the punishment?—No, there is no great danger of any improper usage growing up in that way, because the punishments inflicted by the monitor are, I believe, inflicted in the presence of the other boys at supper time; the boy is sent for to be punished by the præpostor there and then in the presence of his schoolfellows.

4593. Is there any limit to that punishment, I mean with regard to the number of strokes?—There is no precise rule about it, and I have known old collegers of modern date talk of excessive chastisements.

4594. Of course they are controlled to some extent by the presence of the boy's schoolfellows?—Yes.

4595. (*Lord Clarendon.*) When a boy is sent for to have punishment inflicted in the presence of his schoolfellows, can he make any appeal?—No; it is supposed to be their joint act.

4596. (*Lord Devon.*) Were you on the foundation?—Yes.

4597. Did this practice exist in your time?—Yes.

4598. (*Mr. Vaughan.*) Can you call to mind the greatest age of a boy who has been called on to suffer this kind of punishment from the sixth form boys?—I cannot remember any particular case in detail.

4599. Might it occur when a boy had reached the age of 15 or 16?—Yes, 17 or 18, at the hands of boys of the same age.

4600. And of no more physical strength?—It would always be inflicted by a boy of adequate physical strength as compared with the boy who had to suffer the punishment.

4601. Do you think that the spirit in which it has been maintained by the monitors in the college is one in which a strong *esprit de corps* prevails?—Yes, I think there is a strong *esprit de corps* in favour of the monitorial authority.

4602. You do think that where a fifth form boy complained of the conduct of one of the monitors to the rest of them he would be likely to gain redress?—I think they would be sure to decide in favour of their brother monitor. If there was any appeal made it would be to the Head Master.

4603. They can appeal to the Head Master before the blow is struck?—Yes; but some boys would be afraid, and though other boys might not there would be no facility given them for doing so.

4604. Does this power produce anything like a separation between the monitors and all below them in the college ?—Yes, I think it does tend that way.

4605. Is the exercise of the power accompanied by anything like a vigilant control to prevent bullying on the part of the boys, or does bullying not exist more in those houses in which the monitorial power is not conceded ?—Not a bit more in the oppidans' houses. On the contrary, one of the worst cases of bullying within the last two or three years happened in the college, and went on systematically until it was checked, not by the sixth form, but by the master in college with whom the sufferer took refuge.

4606. In the houses of the oppidans, where the same monitorial authority is not confided to anybody, how is bullying suppressed ?—By means of the most influential persons in the houses. We do not require any person to exercise any special powers for that purpose.

4607. There is no charge given to any particular class with respect to it ?—No.

4608. There is a general feeling in the school against bullying, and in favour of the weaker boy against the stronger ?—Yes. If there was a boy who had acquired influence over the rest out of school from being a good cricketer or a good football player he would be expected to use his influence to prevent anything like bullying. It would not at all depend upon his being a sixth form boy.

4609. In such a case as that, would it not be necessary for him to have great physical strength ?—No ; I think such a boy would, generally speaking, have quite influence enough, even where he had no great physical strength. The spirit in which the oppidans are ruled is very different from the monitorial spirit. They are ruled entirely by those who get the natural ascendancy.

4610. And that ascendancy is obtained by the influence of their moral character ?—Quite as much as by physical power.

4611. By moral as much as by intellectual power ?—I do not think that the intellect has very much to do with it.

4612. Is superiority in the games always a cause of it ?—I think that is always mixed up with it. They do not succeed in the games unless they are possessed of fine moral qualities.

4613. Might there not be boys of a tyrannical and cruel disposition who were still good at games ?—They seldom become captains unless they are boys of good disposition.

4614. It is necessary, then, I suppose, that besides actually excelling in games, they should have some official pre-eminence in the games ?—I think that bullying is often prevented in the first instance by boys who have no official position in the school.

4615. Nor in the games ?—No, but of course the boys naturally look up to their leaders in the games.

4616. Do you think that that sort of pre-eminence which you have described in the games is apt to be accompanied as well as supported by intellectual pre-eminence in the school ?—Yes, supported, if accompanied, but not often accompanied.

4617. (*Lord Devon.*) Is the power of inflicting corporal punishments a power which many of the old Etonians connected with the institution feel strongly in favour of retaining ?—I do not know any person now who is strongly in favour of it.

4618. Has it been a matter of discussion among the masters ?—Not of discussion, I think, we have talked it over with one another.

4619. Which way have the opinions inclined. Are the assistant masters in favour of retaining it or not ?—I think that most of the men with whom I have spoken on the subject, consider that the less there is of it the better.

4620. (*Lord Lyttelton.*) Is not what you say now a little inconsistent with your written evidence. Have you not somewhat understated the case in your written evidence, that there is no real power in the sixth form collegers to exercise it ?—I think I have stated that they have the power to inflict punishments for petty offences.

4621. I think you have also stated that they are prefects or monitors more in shadow than in substance, whereas you now state that they do actually exercise a power of corporal punishment ?—It is very rarely exercised, compared with what it used to be. It is quite different now, because almost all the discipline out of school is carried on now by the master in college.

4622. You state that there is a little pressure put on a few collegers to make them play at cricket ?—Yes, I think that that is understated.

4623. Is that among the bigger boys who are able to play, are they actually required to play at cricket ?—I have lately discovered that they have been this last year or two. There were not some few years ago. I have known a monitor compel a boy to take part in the games of cricket.

4624. As well as football ?—In football there is very little difficulty. Many boys set up a right to boat, which is disputed.

4625. (*Mr. Vaughan.*) Do you think that the power to which you allude here is a fair instance of the exercise of monitorial power ?—No, I think not. It is not properly an exercise of a monitorial power.

4626. You think in this particular case it was rather an instance of the authority of a big boy compelling another to take part in the games of the school, than the exercise of authority by a monitor as such ?—Yes, I think so.

4627. (*Lord Lyttelton.*) Could he have ventured to have inflicted a punishment in that case under the plea that he had a right to do so, and which he would not have a right to do if he were not a monitor ?—I do not know. I think it was the coincidence of the monitorial with the cricketing power, which he had generally, that operated in that particular case.

4628. (*Mr. Vaughan.*) Do you not think that, although that power was not strictly the monitorial power, yet its exercise in that case intimates that there is a system of pressure existing in the school which has the effect of compelling boys to join in games who do not wish to do so ?—Yes, I think there is in college.

4629. (*Lord Clarendon.*) I will ask you one more question in respect to the monitors. You think that the prefect or monitor, by the nature of the case, is made harsh by "freshness of dominion," and leaves the school before he acquires enough experience; and you say that he has not, and cannot have, the tranquillity of mind or the charity needed for dealing with boys. He can hardly help provoking them to wrath. They do not feel his right to govern as they feel the right of one who teaches. Now that is so completely at variance with the opinions and the practice that we have found to exist at Harrow and other public schools, that I should like to know if it is your opinion, founded upon your own experience and observation ?—Yes, upon my Eton experience, and my indirect acquaintance with Rugby and Harrow. Some boys come to Eton whose parents would have sent them to Harrow but for the existence of the monitorial power and the monitorial system.

4630. What is your knowledge of Harrow : you say you have some experience of it ?—I have little save indirect or second-hand knowledge of it. I have heard a great deal in favour of it from the Head Master of Harrow.

4631. The present Head Master ?—Yes.

4632. Are the other masters of Harrow in favour of it ?—Mr. Farrar is certainly.

4633. In favour of it ?—Yes. I talked it over with the Head Master of Harrow. We differed very strongly on it. The Head Master of Winchester, I think, is rather in favour of it.

4634. (*Lord Lyttelton.*) Have you read his letter to Sir W. Heathcote upon it ?—Yes.

4635. (*Lord Clarendon.*) Will the experience you have of the effect of the modified monitorial system

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of Eton tend to confirm that opinion ?—I think it will tend to confirm the opinion I entertain.

4636. (*Lord Lyttelton.*) Would the abuses you refer to of the monitorial power apply to what you have seen at Eton ?—They apply chiefly to my own recollection of what the system used to be. I cannot say that I have heard so much of such things of late years. One does not get that kind of information quite fresh ; but I have heard quite enough to confirm my opinion.

4637. (*Mr. Vaughan.*) Have you ever talked to any persons who have had any actual personal experience of it from having been in the school, or lived near enough to watch it ?—I have talked with the Head Master of Harrow upon the subject, and with Rugby men.

4638. But all you heard from him was in favour of the monitorial system ?—Yes ; but it gave me no impression that it was a good one.

4639. Do you mean to say that the facts have all been at variance with the opinions you have heard expressed on this subject ?—My conversation with the Head Master rather confirmed me in the opinion I before entertained, that it was an evil.

4640. (*Mr. Thompson.*) You object to it as being injurious to the *morale* of the boys ?—Yes, of the monitors particularly.

4641. And your opinion is confirmed by what you have seen or heard of the monitorial system in other schools ?—Yes, I think that if the Eton boys are distinguished as being pleasanter boys to deal with than others it is in consequence of no strain being put upon them, and because they are under the guidance of natural influence almost entirely.

4642. Do you think that Harrow would be improved by the abolition of the monitorial system ?—I think it would, and I should suppose Winchester too.

4643. (*Lord Devon.*) Has the extent to which the power of fagging rests varied of late years very much ?—Within the last 30 years, certainly. It is very different now to what it was when I was a boy. Cricketing fagging was abolished entirely when Dr. Hawtrey became Head Master.

4644. What portions of the school exercise the right of fagging ?—All the fifth form, excepting the last 60 or 70 boys.

4645. And of course the sixth ?—Yes.

4646. You propose to limit the power to the sixth form and the upper division of the fifth ?—Yes, I should like to do that.

4647. Would you introduce any limit as to the nature of the services rendered ?—I would abolish menial service, and regular attendance at breakfast and tea, and leave the rest as it is.

4648. You think that there is a great deal of attendance on the part of little boys, which necessarily interferes with their getting their own breakfasts ?—Yes, it is very inconvenient to all boys who do not know how to manage their time well.

4649. Do you think it interferes with the school work ?—Yes.

4650. On the whole, however, you entertain the opinion that no serious evil exists in the system of fagging as it is now practised at Eton ?—No.

4651. Do you think any good results from it ?—Yes, I think it tends to acquaintance between the little boys and the bigger ones.

4652. Do you know instances in which the system has led to friendships in after life ?—Yes, to something like friendship.

4653. (*Lord Lyttelton.*) Do you think any benefit results from the sixth form and fifth form boys having the power of sending a boy on a message ?—I do not see how a big boy can do without it. If he has to send a boy a long way off, and has no servant who can go, I think he ought to be able to send one of the smaller boys.

4654. You think that there are really good reasons to be urged for keeping up the system ?—I think there is some good in it. The little boys in that way promote the general service of the school.

4655. There is no real inconvenience done to the little boys in consequence of their being sent on long messages. Is it not hard work for them ?—It is sometimes.

4656. (*Mr. Vaughan.*) The lower boys are those who are at present subjected to the power of fagging on the part of the sixth and fifth forms ?—Yes.

4657. Below the remove ?—The remove are fagged, which will give you about 400 of the boys in the school who are fagged at present.

4658. Then nearly half the school are fags ?—Yes, I think so, quite.

4659. You think that the proportion of the school, speaking from memory, who now have the power of fagging is nearly half ?—Yes.

4660. So that in point of fact there are nearly as many masters as fags ?—Yes.

4661. Are you sufficiently acquainted with the system of fagging as it exists at Rugby and Harrow, to be aware whether that is a very much larger proportion of faggers to fags than exists in those schools ?—I do not know.

4662. Do you not think that considering the number of boys that undergo fagging, it would be an advantage not only to diminish the number of boys who exercise the power, but at the same time to increase the number of those who are subject to it ?—No.

4663. Will you have the goodness to describe the attendance which a little boy has to give to a big boy, for instance at breakfast, both as to the time it lasts and as to the duties which he has to perform ?—Fifteen minutes would be about the average, I should think, but it would not exceed half an hour in any case.

4664. That is after the first lesson ?—Yes, and before the boys go to their tutor, just at the time in point of fact when they ought to be preparing their lessons. The fags are more likely to be detained in toasting bread than anything else, especially in the winter.

4665. In point of fact he is liable to be detained, and is detained, 20 minutes at a time, when he ought to be getting his own breakfast ?—It may either be then or after he has got his own breakfast, and when he ought to be learning his lesson.

4666. Is it sure either to interfere with one or the other ?—No ; with really sensible and prudent boys it would never interfere at all.

4667. Is their attendance required at any other time ?—In the afternoons, at tea-time. They are more likely to be detained preparing toast for their masters at that time than any other, and in point of fact they are very often detained there for more than half an hour.

4668. It would come to something like three quarters of a hour during the course of the day then ?—I should think it would.

4669. Does it pervade all the boarding houses ?—I have heard of one house, I believe, in which the system did not exist.

4670. Is it the case that one boy waits on three or four boys or does each of the fags wait upon his own master ?—Sometimes one boy waits on three or four of the masters who mess together, and who club their fags together.

4671. Does not that involve a great increase of the time during which the attendant boy has to fag ?—No.

4672. Would not every additional boy want additional toastmaking which would involve the expenditure by the attendant of an additional amount of time ?—It would be the case if the boy toasted for any other master besides his own, but that does not often happen.

4673. Commonly speaking each master has his own fag to wait upon him ?—He has other masters' fags sometimes. It depends very much upon each individual master how much work a fag has to do.

4674. If I understand rightly, about half the boys in the school are fagged, consequently there is one master to every fag, and he has to fag for his master every morning and evening, is not that the case ?—No, because so many of the boys in the fifth form have not the power of exacting regular services from the little boys although they have the power of sending them on messages. The fags are assigned by the captain of the boys in each house. The captain of the house looks at the list of the lower boys who are liable to service, considers who have a claim on him for servants to be assigned to them, and having taken fags himself, he assigns the rest in turn to those entitled to them. The captain always has several fags himself.

4675. Do you mean to say that the captain of the house has the power of stating who in that house, independent of the general constitution of the school, shall have fags ?—Yes, that is the system.

4676. (*Lord Lyttelton.*) It is confined to the fifth and sixth forms ?—Yes.

4677. (*Mr. Vaughan.*) Does he settle who amongst those, according to the constitution of the school liable to be fagged, shall be fags, and who on the other hand capable of fagging shall have the services of an individual fag ?—The captain settles where the line shall be drawn among his boys as to who shall have fags and who not.

4678. Does he consider himself at liberty to assign two fags to one boy ?—Yes.

4679. Does he consider himself at liberty to assign any number above two fags to himself, say three, four, or five ?—Yes, as many as he pleases.

4680. He gets as many as he pleases, and gives to the other boys in rotation ?—Yes ; he would be limited in assigning the fags by the seniority of those to whom they were assigned. He would not give two fags to one particular boy, and only one to a boy who was above him in seniority.

4681. Does it happen practically, according to that arrangement, that there are many boys who have the liberty of fagging, according to the school regulations, who have no individual fag at all ?—A good many have none at all.

4682. Is there any general mode adopted by the captain of a house in assigning fags apart from his own arbitrary discretion ?—Yes, I think he would go by seniority ; to a boy wanting a fag, and who had a considerable number of visitors or breakfast parties, probably he would give more fags than one.

4683. And, I presume, that a more studious boy, who did not give so many parties, would get fewer ?—Yes, and sometimes none at all.

4684. (*Lord Lyttelton.*) By that system some of the boys would get two fags and some none at all ?—Yes, the captain says sometimes that such and such a boy is not to have a fag.

4685. (*Mr. Vaughan.*) When a master has two or three fags assigned to him, does he take them for service by rotation, or how does he choose them ?—The captain helps himself first.

4686. Does he not only choose his own fags, but appoint also his own friends' fags ?—No ; he only appoints his own fags, and fixes the number of masters.

4687. Then the next chooses ?—Yes, the next then chooses his own fag.

4688. And so on to the third ?—Yes.

4689. And that goes on until all the fags in the house are chosen ?—Yes.

4690. Does not the circumstance of one boy having a great many fags necessarily exempt those fags from much of the labour which they would have to undergo if they were assigned singly to individual boys ?—No, not always.

4691. (*A Commissioner.*) It depends, I suppose, upon the work which the master has to give them ?—Yes.

4692. (*Mr. Vaughan.*) Is it the habit of the masters to take particular fags, and for the captain of the school to assign to himself a number of fags for the purpose, not of using them, but of excusing them from fagging altogether ?—No, I never heard of that.

4693. Nor for the purpose of giving them a less portion of work than they would otherwise have had from other masters ?—I think it might be done as a matter of favour.

4694. Is it a way of showing favour ?—Yes, it might be done in that way.

4695. Do you think the system of fagging, so exercised as it is throughout the whole school at present, and by so many persons, liable to less abuse than the monitorial system of discipline ?—Yes, I think it is liable to less abuse, and I think, on the whole, that the boys are very comfortable.

4696. Do you think that it inflicts a less amount of unjust suffering, in the course of the half year, to the little boys, than the monitorial power would probably cause if it were exercised ?—I dare say it is more inconvenient. The objection to the monitorial power was not on account of what the little boys suffered.

4697. I am only asking you for information on this point. Do you not think that there is a stronger objection to the power of fagging than there would be to the monitorial power ?—I am not prepared to say, but I should suppose there would be a much greater aggregate amount of mere inconvenience inflicted by fagging than by the exercise of monitorial power.

4698. (*Lord Lyttelton.*) I presume that a bully would be quite as much dreaded by those boys who were not his fags as by those who were, and probably he would have a good opportunity of exercising his bullying propensities upon boys who were not his fags ?—Yes, but a bully would be apt to direct his bullying against a fifth form boy or any one, whatever might be his rank in the school.

4699. (*Mr. Thompson.*) If a boy were a notorious bully would he be deprived of the power of having fags ?—It might be done, and no doubt in violent cases it would be done and approved of by the whole school.

4700. (*Mr. Vaughan.*) Is not the position of a boy who is captain of a house one which concentrates on him a great deal of influence and authority ?—I should not say authority unless he was specially empowered by the master to exercise it. He would have a great deal of influence no doubt, unless he were weak in character.

4701. Does not the present system place the other boys very much at his disposal ?—No ; the captain of a house is the natural head of the foot-ball club, and they think more of that than anything else. They think it is a great misfortune to have a bad captain of the club.

4702. (*Lord Lyttelton.*) I presume that a boy would much sooner be a fag among other boys than he would be the sole fag of one boy ?—Generally.

4703. (*Lord Devon.*) With respect to the games of the school you say that excellence at cricket is hardly compatible with first-rate scholarship. Do you say that upon the ground that it occupies so much time ?—It ought not to be so, but I think a boy loses so much time at cricket in the summer, and is so absorbed in it, that it altogether throws him out in his scholarship.

4704. You say, "The number of boys at Eton who "avowedly aim at intellectual distinction is pro- "bably smaller than elsewhere in proportion to the "number of those who work rather for approbation "than for honour and do their regular school work in "a modest spirit of dutifulness." To what is that owing. Is it owing to more time being spent in play ?—Yes, partly ; but we do less to stir up emulation, I believe.

4705. Do you think that more time is spent at play in the open air at Eton than is necessary for health ?—Yes.

4706. Do you think that it ought to be curtailed ?—Yes. I have expressed that opinion already in regard to the half holiday.

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4707. (*Mr. Thompson.*) Do you think that too much fuss is made about play?—I think that perhaps too much importance is attached to it everywhere.

4708. Are you inclined to say on the whole that games occupy rather too much time at Eton?—Not as compared with other schools, but I think we waste a good deal of time at Eton.

4709. In what way?—By the boys standing about doing nothing and talking to each other.

4710. Is it at all owing to the practice of going to school at short periods and several times a day. Do you think you would economise time more if you kept the boys in school for longer periods at one time than you do?—I should not recommend their being much longer in school than they are at present, because the boys get restless. I think it of great advantage in our system that we do not sit long in school. Two half-hours taken separately are better than one hour together.

4711. Your system differs in that respect from that pursued in any other public school?—I think it does.

4712. Do you mean that you should economise the time that is wasted by extra instruction out of school?—I would rather have more fresh lessons than sit longer in school.

4713. (*Mr. Vaughan.*) Do you think, at any rate, that games are the best mode of employing the time which is not devoted to study?—With respect to a great many of the boys, no doubt it is the best way of spending the time. A great many of them are better employed in playing their games than in any other way; but there are other boys who ought to be reading in their own rooms.

4714. Supposing the time not to be spent in study, are not games the second best mode in which a boy can employ his time between school times?—I hardly know in what other way he could employ the time, except in talking, unless you mean in taking a walk.

4715. I was thinking about walking in comparison with games?—I should wish some boys to walk. Some boys spend a great deal of their spare time in drawing.

4716. (*Lord Lyttelton.*) But is it not the fact that some boys take long walks?—Some of them do, especially on Sundays. The stupidest thing they do is spending their time looking at the shop windows in the town.

4717. (*Mr. Vaughan.*) Do you think that is a habit which is pretty general?—Yes; we have too many petty shops close to the place.

4718. And you are of opinion that that constitutes a regular source of idleness to the school in a certain degree?—Yes, I think it is unsatisfactory, on the whole, that they should be so much in the shops.

4719. (*Lord Lyttelton.*) Do you think that there would be any other inconvenience in the departmental system than that it would estrange one part of the school from the other?—Yes.

4720. It seems clear that all payments should be made on one uniform system at Eton. There is one charge which is rather distinct from the rest; that is, leaving money, whether it is paid to the tutor or the Head Master. Do you see any objection to the present system?—Yes, I think it is objectionable, certainly.

4721. Would it be better, in your opinion, that the charges should be made under one regular system, and not in the way of leaving money, as it exists at present?—Yes, it would be much better, I think.

4722. Have you any opinion whether it would be desirable that any limit should be fixed to the number of boys?—I think there is a natural physical limit which keeps us in.

4723. What is that?—The amount of accommodation, and of room in chapel.

4724. Would it not be possible, to extend that far more?—More houses could be built and more room could be found for playground. I think the river would be liable to be crowded.

4725. Looking at the social state of the boys, do you think that if more boys were allowed to come to Eton, that is to say, if the numbers were considerably increased, that there would not be a tendency to break up the school into coteries and parties?—No; I think the games would prevent that.

4726. I think it has been mentioned, that formerly the collegers and oppidans were never seen walking together?—That is not the case now. They are not quite on such terms as never to be seen together. The cricketing and boating bring them together. If there is any limitation of the number of boys in the school desired, I think it ought to be carried out in this way that the boys should not be allowed to go into the school at any age, however young.

4727. (*Lord Devon.*) Is there not some danger that in so large a school as that of Eton, the mind of the Head Master, who has to regulate the whole system can hardly embrace the whole extent of the school. He may know what is going on in a school of 450, but cannot very well do so in a school of 850?—Perhaps not.

4728. Can he exercise an influence over the different classes through the masters who teach them, can he be intimate with all?—No; I think there are at present infinitely too many to enable him to do that.

4729. Do you think that there is any objection, if this institution increased, that is to say, if the number of the boys went on increasing to an unlimited extent?—I do not see any inconvenience that now arises from having 700 boys in the upper school, which did not exist when there were only 500.

4730. (*Mr. Vaughan.*) Do you see no difficulty whatever, except a physical difficulty, in extending the school?—No, I am not prepared to point out any.

4731. Would any difficulty in providing space for games operate also to produce what may be termed a loitering kind of idleness, in contradistinction to strenuous idleness?—I suppose so.

4732. Would not their increase of numbers tend to make loitering a characteristic of the school?—I cannot say; we have a considerable number of boys now who are content to do nothing at all but look on at others playing.

4733. Do the numbers in the school operate unfavourably in this way, that the boys get to the top of the school without coming under the notice of the Head Master, and they might even leave the school without doing so?—Yes, I suppose that would be an evil if the Head Master differed very much from another class master. If Eton were presided over by a man who was appointed from his marked superiority over every one else, it would be a serious loss to the pupil. But the fact is that the Head Master at Eton is little more than *primus inter pares*. The difference is not nearly as great at Eton, between one of the senior masters and Head Master, as it is at some other schools, or as one not acquainted with the subject might expect.

4734. (*Lord Lyttelton.*) Do you know what is the difference between a Head Master at Eton, and a Head Master at Rugby or Harrow, in respect to the relative position which he occupies as compared with that of assistant masters?—No, I have no knowledge upon that point, except from what I have heard or have read in books.

4735. (*Lord Devon.*) With reference to the system of instruction, or upon any other point, do you wish to add anything to what you have stated in your written evidence?—No, I do not know that I can.

4736. If there are any details with respect to the school system, either in respect to instruction or general discipline, we shall be glad to have them added to your evidence at any convenient time?—I do wish to say somewhat more distinctly than I have here, that I think it is of great importance that we should study modern subjects through the French language, so as to put it, in some degree, upon the same footing as Greek and Latin.

4737. (*Mr. Thompson.*) Do you think that there is too much repetition?—Yes.

4738. You think that three repetitions in one day are too much?—Yes.

4739. (*Mr. Vaughan.*) Would you favour us with the reason which you have for being so desirous for the cultivation of the French language?—I think it is the only way of making sure that the boys know their own language. They cannot use up the English language—that is to say, they cannot practise the English language completely when they are translating from Latin and Greek. What I should wish to see done by the introduction of French is to secure a greater facility in the composition of English. You can use up the English language in translating French. You cannot express yourself on questions of natural philosophy, law, or political economy, very conveniently in Latin or Greek, whereas you might in French. How could you expect a boy to give an account of the construction of a barometer, or any popular information upon a particular science, in Latin? I should like to see these things done by means of writing French essays instead of Latin.

4740. You require some language in which modern ideas are conveyed, in order to enable the boys to exhaust the terminology of the English language in translation?—Yes; and, secondly, to express all sorts of modern thoughts. It is not merely the terminology of the English language that is to be considered, but the best mode of expressing thoughts about modern things.

4741. French, do you mean, is the best mode?—Yes; translating French into English, and English into French. If we wanted, for instance, to introduce a boy to the subject of the French revolution, we could get him to write an English essay out of a French book, or to translate into French from English books.

4742. (*Mr. Thompson.*) Is your opinion of the expediency of introducing French in that way founded on experience?—I find that it very much embarrasses the boys to have to express modern thoughts and ideas in the Latin language. We cannot set exercises on those subjects upon which we should wish to set them.

4743. (*Mr. Vaughan.*) Could they not write about these topics in English?—That would be simply to copy out from an English book.

4744. Are you not of opinion that it is very desirable to carry on education at Eton on the principle that the mind of the boys should be trained rather than on any other principle?—Yes.

4745. Do you think that to add to the Eton education only the knowledge of an additional language which as a language does not bestow an additional discipline on the mind, as other subjects might, would not be somewhat opposed to the principle to which you have referred?—I think that additional training could be given by studying the French language on high classical principles.

4746. Do you believe it would be possible so to apply your principle as to teach them through that language all which they could learn at Eton with respect to physical science?—I think that all the physical science which we can teach could be taught by means of reading and writing French. I do not think that we could teach physical science so regularly as to give them anything like a good practical knowledge of any particular science. We can only give them scientific information, and that in my opinion should be done in this way.

4747. You do not think that any systematic instruction in physical science directly in their own language by means of lectures and examinations combined could be given more effectually?—Some few of them take great interest in the lectures and experiments, but the great bulk of them do not.

4748. I am not speaking of what the case may be now, but do you not think that that may be achieved by an alteration of the present system?—I understand that all the attempts which have been hitherto made to discipline the minds of boys through teaching them physical science have failed.

4749. Do you think it has been sufficiently tried at public schools to give you a fair opportunity of arriving at a sound conclusion upon the subject?—Perhaps not.

4750. Do you think that there is any certainty that the experiment with regard to physical science has been made in the best manner, and that it has failed as a means of education?—I am not aware of any man of eminence having tried it.

With reference to the above Evidence, Mr. Johnson afterwards addressed the following Letter to the Secretary:—

King's College, Cambridge,
Nov. 20, 1862.

SIR,

WHEN I was examined before the Royal Commissioners on Public Schools, I was told by the Chairman that, if I had anything to say in correction or explanation of my evidence, I might write to the Secretary.

When questioned by Mr. Halford Vaughan on subjects which had not been indicated in my printed answers, that is to say, on the teaching of music, and on the teaching of physical science, I did not point out, and I therefore wish now to be allowed to suggest, what I conceive to be the most obvious difficulty that hinders the admission of these studies into a school course.

The difficulty is, that we cannot make either music or science a subject of universal examination; nor do I believe that we could allow certain boys to take up certain optional subjects for examination in lieu of other subjects without running the risk of unfairness. I would suggest that the studies, which alone can be expected permanently to flourish in a school like ours (in which the sense of obligation is far stronger than the love of knowledge, and the wish to satisfy a tutor and a father is far stronger than mere emulation), are those which can be, with infinite variation of degree, made common to all, or nearly all, boys.

It is not worth while to show that music cannot be practised universally.

But with regard to science, I should be very sorry to be misunderstood by Mr. Halford Vaughan. I conceive that there are two ways of approaching a branch of science. One may try to study a science so as to master it, or one may be content with a sort of literary appreciation of its leading theory, its history, and its relations to other departments of knowledge.

Botany is perhaps the most likely science to be introduced into a school.

I think it desirable, but I would trust to chance for it, that a school should contain a practical botanist; such a man would probably find out boys who had a turn for botanical observation, and would help them. But this would remain an optional pursuit, and the time required would be taken out of play hours.

On the other hand, it is possible, without going into the fields, to acquire some knowledge of the parts of a plant, the principles of classification, and the laws of vegetable physiology.

A standard book in English or French on this subject might with great advantage be introduced into the list of school books, and in this boys might be examined.

A similar distinction applies, I think, to chemistry. To become a chemist, one must attend laboratory lectures.

This can be done by hardly more than six or eight at a time; the expense is great, the loss of exercise and air would at Eton be thought very serious.

But a great number of boys might acquire, by attending a course of 12 lectures, and reading a manual, a view of the chemical constitution of the world which would be in the highest degree conducive to the enlargement of their minds.

I would go on to say much the same of geology, but that experience has convinced me that the theory

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of geology cannot be received by mere boys without a violent disturbance of their religious belief. Yet I should be inclined to make Cuvier's famous essay one of the French classics to be read and got up for examination.

My zeal for laying the general theories of the physical sciences before school boys is limited only by the wish to reserve something new for them to become acquainted with at the Universities.

But, whatever I attempted, I would keep steadily in view the distinction between science and scientific information ; and it is the latter only which I would incorporate in the system of compulsory school examinations.

I have one more point on which I wish to set myself right with Mr. Halford Vaughan. I was drawn into speaking of *Rugby*, and at the time I did not think of stating the source of such little knowledge as I had of that school.

I lived in great intimacy and very frequent communication with two Rugby men, one a Fellow of Brasenose, Oxford, the other a Fellow of Trinity College, Cambridge, who were private tutors at Eton in 1847–8.

From them I heard a great deal of Rugby as it was under Dr. Arnold, which they were constantly comparing with what they saw of Eton.

I formed in those years the opinion, which all experience and knowledge since acquired have confirmed, that the monitorial system at the best is bad ; a snare to the boys who are intrusted with power, and a miserable substitute for the action of schoolmasters.

I remain, Sir,

Your obedient servant,

Mountague Bernard, Esq. WILLIAM JOHNSON.

Adjourned.

Victoria Street, Saturday, 12th July 1862.

PRESENT :

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
H. HALFORD VAUGHAN, ESQ.

THE EARL OF CLARENDON IN THE CHAIR.

The Rev. CHARLES CALDECOTT JAMES, M.A., examined.

Rev. C. C. James.

12 July 1862.

4751. (*Lord Clarendon.*) You are an assistant classical master at Eton ?—Yes.

4752. How long have you been so ?—Seven years and a half.

4753. In your statement respecting the College, you say that you should see no reason why the number of collegers should not be augmented to 100, except that the Provost and Fellows ought better to fulfil their duties towards the present 70 by feeding them better and paying for their tuition ?—That is most decidedly my opinion.

4754. The evidence we have received is that their feeding has been very greatly improved, and their condition is in all respects ameliorated ?—Greatly ameliorated, but there is very great room for still further improvement, I think.

4755. Will you give us details about that ; how are they fed ?—I can only say what was in College in my time, which I believe was almost the same in point of diet as at the present time.

4756. I suppose that is 10 or 12 years ago ?—Twelve years ago.

4757. (*Lord Lyttelton.*) Are you sure that there has been no improvement since then ?—There is an improvement so far, that the College furnish bread and butter for breakfast and tea ; but what is provided is the same as before, I think.

4758. (*Lord Clarendon.*) Will you tell us exactly what it is ?—Briefly, then, I should describe it thus : there is plenty of food, and it is fit for strong and healthy boys, but it is my opinion that weak and unhealthy boys do not thrive in College, and that I think on the whole the condition of the collegers in physique is inferior to what it used to be when I was in College myself. I think that the physical power and physical strength of the 70 collegers, taken as a body, is inferior to the strength of the 70 collegers when I was there, and I attribute it to this ; they are a rather more select body than they used to be. When I first went into College we pretty nearly filled up the number of 70, having previously been very much below it. When my brother left, 22 years ago, I do not think there were many more than 35 in College. Those who left at the election then diminished in number to almost half. I will not be particular about the number, but that is my impression. When I went in I was two years in chamber before the establishment of the new buildings in 1846, which was a great era of improvement in the College. Before that time every colleger, as you are aware, had a room in the town. The College gave us dinner and supper, that is to say, there was a supper in hall, which some partook of and some did not. It was not at all of an appetising nature, and every boy in College, at least the sixth form and the liberty and the fifth form, had a supper in College as well, for which all except the sixth form and liberty had to send out. When the new buildings came in, this supper was done away with. It was merely a supper by ourselves then. That was done away with and the same supper provided for the collegers in the hall at eight o'clock went on, and now, to this day I believe, the same supper is provided for them at a quarter to nine. My opinion generally with regard to the diet in College is this : that a good strong boy, especially when he is nearly the top of the school, and gets good slices of leg and haunch, and gets nicely helped just as he pleases, will thrive; but I consider the smaller and more delicate boys, such as you are more likely to get a greater number of by the present system of competition, boys rather below par in bodily strength, certainly do not thrive. My opinion on that subject is thoroughly grounded on the fact that they have not competed with the oppidans on terms of equality in their games for several years past. In the annual matches at football and cricket the collegers have not competed with the oppidans on such terms of equality as when I was there myself.

4759. (*Lord Clarendon.*) Would you attribute that to the insufficient quantity or the inferior quality of the food they have ?—Not exactly either, but I think it is the monotony of it palls on a delicate boy. I am quite of opinion there is plenty for a strong healthy boy, especially if he is near the top of the school, and of course he can get as much as he likes. There is plenty of roast mutton for the smaller ones, but they do not like it five days in the week ; besides which you must consider this, the sixth form have a haunch. There is, I believe, about a sheep and a half served up every day, the sixth form have the haunch, and the upper boys at each table have the legs ; the loins and necks come next, that leaves the three shoulders, and the boys near the bottom never get

anything but the shoulders, the fattest part. I never think of putting the shoulder before the boys in my own house, I should never dream of such a thing, they would turn up their noses at it. When I was in College myself, and I believe it is the case now, the boys at the bottom used to get nothing but this. Then, in my time, we had on Sundays roast beef, on Wednesday boiled beef, and at present the boiled beef on Wednesday has been changed to roast beef, because they do not like the boiled beef very much. I find boys in my own house are very fond of boiled beef, but certainly we did not like it much in College at that time. That is my general opinion respecting the diet in College; that there is plenty of good sufficient diet for a stomach which is a good strong healthy stomach; but that as the College by competition of course get a number of boys rather inferior in physique, I do not consider that they do thrive so much as they used to. I was talking to one of the Fellows about that the other day. He seemed rather astonished at my view, but I am quite sure it is a view shared in by others, and who are of the same opinion as myself.

4760. (*Lord Lyttelton.*) It is a fault easily remedied, and without any additional expense?—I should think so. Then, you see, they have no pudding at dinner, except on Sundays. The dinner is nothing but meat; the dinner merely consists of a helping of mutton, and there is plenty of bread, more bread, in fact, than you want. There is half a pound of bread to each at dinner and supper. Boys do not consume that quantity. There is plenty of beer, and the beer is very good, but there is nothing to eat except bread and meat, and if you do not like your helping of meat, there is nothing for you.

4761. Only once a week pudding?—That is all, there is a plum pudding on Sundays; but, I believe the College have now and then given them some tarts, but that is quite recent.

4762. (*Lord Clarendon.*) There was a sum of money left by Godolphin, it was for the purpose of giving them such things?—That I do not know anything about. That is a College secret. I never heard of the thing before till I saw it in this evidence. Everything with respect to the College is as secret as it possibly can be. We never heard a single syllable about any one of these matters until we saw them printed yesterday in this evidence.

4763. How long have puddings been allowed; were they allowed in your time?—Yes; but only on Sunday.

4764. (*Mr. Vaughan.*) How often, in your opinion, ought it to be given in the week?—My idea of a boy's dinner is meat and pudding every day, and at supper too.

4765. At least three times a week you think it ought to be given?—In my own house I should never think of giving a boy dinner without pudding as well as meat, nor supper without either pudding or bread and cheese, besides meat. With respect to the monotony of the diet, I find in my own house that boys do not like mutton, we will say, five times a week.

4766. I suppose it is a confessed thing among persons who have attended to diet, that some variety is almost necessary to a perfect state of health?—Yes. You understand quite what I said about the physique of collegers. I do not think that the diet is insufficient. I think there is plenty of it. The fact is this: it is commonly believed that the statutes say the College is to give a sufficient quantity of good mutton, and there was never any departure from that, until I think it was when Provost Hodgson first became Provost, they introduced the beef twice a week, and it is now mutton five days in the week, and beef twice; Mr. Paul states, occasionally poultry. On Founder's day there are turkeys given, which I believe were given them by the then King George III. I rather think it is provided for them by the Crown; that was the tradition about it in my time. We also had fowls on June 4, and Election Monday.

4767. But even in the days when mutton is served to them, and supposing the system of the legs and shoulders being served on one day was still preserved, I suppose it would be no real hardship on the upper boys a little to invert the order, so that the different parts of the sheep might go a little more changeably to different parts of the school on different days?—It would be no great hardship, but you would not get it done, because the upper boys would be certain to get the best joints.

4768. Is it not carved for them?—The sixth form carve their own meat.

4769. Could not the joint be put on the table as it is at College tables. In my time, at Christ Church, the joint was put on the table, and we were restricted to the joint that actually was put on the table?—I think where there is a certain amount of self-government, as there is in College by the sixth form, it would very soon get back to the old plan.

4770. There appears no remedy for that but to serve the prime joint to the whole school?—Precisely, that is just the very thing.

4771. (*Lord Devon.*) There is a medical attendant to the College, I suppose?—That is left to each parent; each parent employs whatever medical man he likes.

4772. Is there no medical man who regularly looks over the College at certain times?—No; I think if a boy is ill they send for the medical man who attends him. If not, I suppose most likely Mr. Ellison would go if his parents had not expressed any preference.

4773. (*Lord Lyttelton.*) They are just like the oppidans in that respect?—Precisely.

4774. (*Lord Devon.*) Is Mr. Ellison a surgeon at Eton?—At Windsor.

4775. Practically, is it the case that he does attend or is there a variety of medical men?—There is a matron in College, a woman whose business it is to look after the boys who are ill. I should not wish to express much of an opinion about it, because I do not know much about it.

4776. My question went merely to this, whether the view you take as to the want of adaptation of the diet to the weaker boys is shared by the medical man; I mean whether you have conferred on this point with any medical man and found a concurrence of opinion on his part?—No, I have not mentioned it to any medical man.

4777. You do not know whether the view you have now expressed is taken by any medical man?—No.

4778. Supposing we wished to have an opinion on the subject, to what medical man should you refer us?—Dr. Ellison is the man who knows most about Eton. He has the largest share of practice, and I think his opinion would be worth taking.

4779. (*Lord Lyttelton.*) The College pays for medical attendance, I think, does it not?—I do not know at all; I should suspect it would not; it is not the custom in the school generally.

4780. (*Lord Clarendon.*) I think they pay for them in the sanatorium?—The sanatorium is not "in College;" they have two or three rooms fitted up for their use; there is a sanatorium for the whole school, only for fever cases.

4781. Do you mean nothing but fever cases are put into the sanatorium?—No; it is only for scarlatina and diphtheria.

4782. And yet each oppidan pays 1*l.* 4*s.* towards it?—Yes. You probably know the history of the sanatorium?

4783. There is no objection to your telling us anything you think proper on the subject?—About 20 years ago if a boy had a fever or anything of that sort he either had to be kept in the house where he was, or the tutor had to run about Windsor or Slough to find some lodging-house to take him in, and in consequence of that there was little check to the spread of fever, and if it got into the school it spread very much directly; but since the sanatorium has been erected it has very wonderfully checked fever, because most cases of fever we have had at Eton since I have

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been there as master have been brought from home. Hardly any cases were literally bred and engendered in the place. In almost every case where there has been scarlet fever, it has been begun by somebody who has been in contact with fever at home. That probably has not been mentioned to the tutor or master of the house, and about a fortnight after he comes back it begins to show itself. If you send him off to the sanatorium it is checked at once. I do not think the sanatorium has ever been full since it was built. It will accommodate about 24. Nothing is sent there except fever cases. In a case of small pox I remember a boy being sent there, and the Head Master spoke very severely to the tutor who sent him there, and now there are one or two little houses adjoining the sanatorium for that purpose; and if there should be any other case of infectious disease, not scarlet fever, they would be sent there. I think it is a most admirable institution. With regard to the payment of 1*l.* 4*s.* for it, the history is this: It was built, and I do not think the accounts were kept very accurately for a long time. Since Dr. Goodford was Head Master he has kept it very carefully indeed, and under him the debt upon it has been reduced from 6,000*l.*, the expense of building it, of which not a farthing was paid before, to 3,000*l.* I think when he gave up the Head Mastership the debt on the sanatorium was 3,000*l.*

4784. Was the building undertaken without any funds for it then?—The building was undertaken on the consent of the Provost and Head Master to tax the school 1*l.* 4*s.* every boy every year. The consent of the parent of every boy then at Eton was gained to that arrangement by a letter from the Head Master at the time.

4785. How long has that payment been made?—About 20 years.

4786. That is nearly 1,000*l.* a year?—When the school was very full it would be so. When Dr. Goodford became Head Master he audited and carried the accounts on regularly. No published statement has ever been printed or circulated among the masters of the accounts at all.

4787. I suppose there must have been 10,000*l.* or 12,000*l.* raised from the parents of the boys to pay for this building which cost 6,000*l.*, and of which 3,000*l.* is still unpaid?—Yes; that is literally the case.

4788. What has become of the money?—I have nothing to do with it; I know nothing about it. I I have never seen a single report or balance sheet, or anything of the sort. My opinion is, that any persons who undertake funds of that sort ought to circulate printed statements of them every year. It never has been done; Dr. Goodford is the only man who knows anything about it. He is the only person in the world who can tell you anything about it.

4789. (*Lord Devon.*) When was the building completed?—I should say, speaking from memory, somewhere about 1845.

4790. That was in Dr. Hawtrey's time?—Yes, but I may not be accurate about the year. I cannot undertake to say, but it was when I was a small boy at Eton—about 1845, or it may be 1843. Dr. Goodford cannot give you a statement of it; he can only give it you in his time. I am not saying things which I know from my personal knowledge, because the balance sheet never has been circulated among us. I have often suggested that it ought to be, but it never has been, and a little time ago when the proposition was made about the new buildings that was just the very thing many men spoke about. We were called together by the Head Master to ask our consent to taxation for the new building. We said at once we should like to know the state of affairs of the sanatorium, and he said, "When I came I found a debt of 6,000*l.* upon "it, and of course the interest had been paid to the "builder to this time, 5*l.* per cent. on the 6,000*l.*, "and I have kept the accounts very accurately, and "now 3,000*l.* of the principal has been paid off, and I "am in hopes very soon of reducing the charge to "about half,—from 1*l.* 4*s.* to 12*s.*" That was with reference to a proposition which was, I believe, at first consented to, but afterwards rescinded, with respect to taxing the school to defray part of the expense of the new school buildings.

4791. What was that proposal?—It was proposed, but it was dropped afterwards. It was found that men were not willing to come forward with handsome subscriptions to support what the masters considered a very objectionable plan. The first plan did not meet with the sympathy of the residents of the place, and therefore the tutors did not seem to take it up much. The public found the tutors did not think much of it, and therefore the subscriptions came forward very slowly indeed. Then the Head Master called us together, and said to us that it appeared the thing was likely to fall to the ground unless we did something ourselves.

4792. You are speaking of the new buildings for the schools?—Yes, which are now in progress and nearly finished. He said the public did not come forward in the manner he hoped. The fact was, the first plan was a very objectionable one, and we did not want to see it carried out at all, and would much rather go on as we were. Then he proposed we should give up our salaries for five years, and said, for his part he was willing to do so. We said we would rather talk about it. We said, in the first place, we should like to know about the sanatorium money, and then he made that statement which I have just made to you, that when he became Head Master (he could give no account of it before), there was a debt of 6,000*l.* owing on the building, and during his Head Mastership he had paid off half of it, and there were still the standing expenses of the building to be met, and the interest on the remainder, and he was in hopes of very soon being able (probably at once, if the extra tax had been laid on the school for the school buildings) to diminish the payment to one half. I imagine the current expenses would be met by fees of 3*s.* 6*d.* or 5*s.*, or something of that sort. When a boy is in the sanatorium he pays besides. Then there are expenses—the rates and taxes and all that sort of thing. I should think 400*l.* would cover everything; then there is the interest of the 3,000*l.*,—150*l.*, which is 550*l.* Ten years ought to extinguish it altogether.

4793. (*Lord Clarendon.*) What answers did the masters give with reference to their salaries. Did they give them up?—Almost all of us felt it was a matter of necessity, and we were willing to do it. We said we would give up our salaries on condition we had a voice in the erection of the building, and a committee, appointed of ourselves, were consulted about the building, and about the site. We said we did not wish to give up our houses for a hideously ugly building, and a very inconvenient one on the site they proposed, and the first thing we hoped would be, that the College would reconsider the site, and have fresh plans, which was done. We nominated a committee, with whom the College conferred once or twice about it, and as we were to be the body to contribute to the taxes, we thought we had a right to be consulted about it. One of the masters very generously gave up his garden for the purpose. Mr. Wayte said he was willing to give up his garden for the building if they would build him a new house further at the back, which is being done.

4794. (*Lord Lyttelton.*) For how long were the salaries to be given up?—For four or five years; I will not be certain which.

4795. (*Lord Devon.*) Four years are stated in the evidence?—Yes, that raises altogether, I think, the amount of 4,000*l.* from the Head Master, lower masters, and assistants.

4796. (*Lord Clarendon.*) Do you know in what proportion the Provost and Fellows contributed to that?—They gave 1,000*l.*

4797. £1,000 between them?—Yes, and they gave individually as well. They have come forward hand-

somely about it, and the general Eton public have come forward as well now. The Queen and the late Prince Consort gave subscriptions.

4798. (*Lord Devon.*) Does the present site meet the views of the great body of the masters?—Quite.

4799. As to the arrangements of the building, are you satisfied with them?—Yes, as far as we could judge, looking over them.

4800. As to the size and position?—Yes, they are handsome rooms.

4801. (*Mr. Vaughan.*) Do you know the system of examination under which they are elected to the scholarships, or rather the system under which the scholarship is awarded?—The scholarship is awarded by competition. It is open to boys from 8 to 16.

4802. We have understood that, but we have learned that there is something a little peculiar in the mode in which the examination is conducted, and in the mode in which the scholarship is awarded; that is to say, that it is an easier thing for a boy of a very tender age to succeed than it is for a boy of a more advanced age?—The statutes say first of all, that boys are to be admitted between 8 and 12; and then, in another place they say, between 8 and 16, and the interpretation the electors put on that is, that preference is to be given to a boy under 12 rather than above.

4803. Is it not a consequence of that that there is a great struggle amongst the lesser boys, under 12 years old or about 12 years old, for the scholarship?—Boys at Eton do not try for these scholarships really at heart. A boy who is once an oppidan will generally not go into College if he can possibly help it.

4804. I meant that there is a great competition amongst boys of a tender age independently of their connexion with Eton?—Yes, they are urged on closely.

4805. I wished to know whether the effect of that was that they came there in a rather debilitated state?—I should say it was so to a certain extent.

4806. Have you had your attention drawn to consider how far that is salutary, that competitive examination at a very early period?—It is the only way of giving the thing fairly. You must give it by competition. It will not do to make these things matters of private patronage.

4807. Certainly not, but by arranging it so that the competition is rather deferred to a later age, do you think anything would be gained?—So that boys should not be admitted to the foundation till they were after 12?

4808. Till they were past 12, and were near 14 or 15, do you think anything would be gained by allowing them to establish their health, before they encountered severe work?—No doubt it is much better a boy should work for a thing of that sort when he is 12 or 13, than when he is 9 or 10. Then, on the other hand, boys are often more willing to work when 9 or 10, than when 12 or 14. The examination is conducted very justly and fairly; but I consider the standard set is too high.

4809. It is your opinion, that for every age at which they offer themselves, the standard is rather too high?—Yes.

4810. Is it not a necessary consequence of that there is an undesirable strain put upon them to meet it?—I think it is. I think the standard is this: from $10\frac{1}{2}$ till 12, the boys are examined for fourth form work; at the age of 12, in remove work; and at the age of 13 and above, in fifth form work. I am of opinion myself that these ages might be lowered a full year with advantage.

4811. (*Lord Lyttelton.*) Some boys of no great physical strength come to the College, do you think that they often impair their health at Eton by overwork?—You get by competition now from the schools a boy who has been crammed up, and worked up very often tremendously, and he will very likely be a delicate boy, of a nervous temperament, and the probability is he will be urged to distinguish himself as much as possible, as all his chances in life depend on what he does, and as a matter of fact, I think most decidedly that the smaller half of the collegers are inferior to their schoolfellows among the oppidans in *physique*.

4812. And you attribute it partly to that that they are rather tempted to overwork themselves?—Partly. They are boys of active minds, and their minds are more active than their bodies.

4813. Taking all the combined cases to which you allude, of the physical inferiority that you think may be observed in the collegers, has that any effect on the social condition of the school. Does the fact that the one class is less apt for physical exertion tend to keep the collegers and the oppidans apart at all?—They do not play cricket so well as they used.

4814. The collegers?—Yes; and in consequence of that, fewer collegers play in the upper club than formerly.

4815. And the consequence of that is, there is less practical communication between them?—To that extent there would be.

4816. Are you acquainted with the general system of life and discipline in the College?—I was in College myself about six years.

4817. As peculiar to the College, and distinct from the system in the boarding-houses?—Yes.

4818. Have you any opinion as to the relative merits of the two systems?—I most unhesitatingly give my opinion in favour of the system in our own houses.

4819. Will you explain the system in College?—As matters go at present, I do not think any great tyranny is or can be exercised by the sixth form or liberty, as in College. I was in College before there was an assistant master in College. I was in College two years before that, and then the sixth form and liberty had ten times the power they have now; but besides this there was a regularly organized system of the bigger fifth form, who had been in College some time, taking advantage of the smaller fifth form, who had only just entered. There then was a regular system of bullying of the new collegers, who were called "Jews," by the old boys, who had been in two or three years; that not applying to the sixth form and liberty, but, at the same time, the sixth form and liberty did many acts which now would never be heard of. The effect of the presence of the masters among them has been immense. Many ways in which discipline was kept up in those days are now unheard of.

4820. Has not the monitorial system been dying out in College of late years?—Certainly.

4821. And has that been owing to the presence of the master?—Completely.

4822. Has the presence of the master brought him so near to them as that he touches them at all points of their life as it were?—Yes, I think he is very much in the position to the boys in the College that I am with regard to the boys in my house.

4823. Not more?—No, it is impossible to be much more.

4824. He does not stand in that near and close relation to the whole school that the monitor stands to the rest of the school by any means?—Who do you mean by "he"?

4825. The master in College?—He is in the position of an assistant master. He is held responsible for the discipline of the collegers.

4826. Has his presence had two effects, one on the usurped power of the fifth form and one on the legitimate power of the sixth form?—Yes, it is very questionable whether what was exercised in College in my time by the sixth form could be called legitimate power under any circumstances. It was merely this, if any flagrant cases of vice or immorality came before the master, the sixth form would be held responsible, and, therefore, to prevent that among the fifth form they simply indulged themselves in whatever they pleased, and did not allow the fifth form to do so without their permission; that was the nature of the legitimate authority.

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4827. Are we to understand, therefore, that whatever tyranny was exercised by the sixth form was not exercised by them in harsh or excessive discharge of their monitorial functions simply as sixth form, but in excess of that, as the strongest boys there?—The instances of tyranny I have known exercised by the sixth form in College have generally been not matters of discipline, but matters in which they fancy their personal pride was at stake.

4828. As a class or as individuals?—As individuals; but that I believe, I cannot say for certain, has almost entirely died out in College now. Before the new buildings, if a boy had offended a sixth-form boy, he was had down to the sixth-form table, and thrashed by the boy whom he had offended.

4829. Did the presence of the whole class, as a class, act as a check on the individual, or did the *esprit de corps* on this and other occasions prevent this?—Some would say the effect of his being in the presence of others would be a check for his not doing it severely. My opinion is that it was rather an incentive to him to acquit himself well on a big boy, and after that he was what is called "kept," which was that his life was made a burden to him as far as possible by the sixth form, by more severe punishments set on any occasion whenever he was late for a moment at lock-up or hall, and little things of that sort. From the fact of the hall not being entirely under the sixth form, as it used to be, but of the master of the College, it is now no affair of the sixth form if a boy is late or not. Again, with regard to the sitting in the rooms, part of the "keeping" used to consist of making you sit in chamber after two on Sunday. That is now made impossible, from the fact of each boy having separate rooms. I think that has died out now. I believe the collegers do not understand the meaning of the word "keeping" now.

4830. Should you regard that the tyranny which you impute to them as naturally incident to the monitorial authority which they had?—I should say so. I should say the monitorial authority is exceedingly likely to degenerate into something of that.

4831. We have heard in our inquiry into other schools different reports as to the effect of the monitorial authority. Do you trace the abuse of the monitorial authority as it existed in College to anything that was peculiar to the College; or do you think it is such as would manifest itself wherever it existed, in all schools?—I think it such as is exceedingly likely to manifest itself under similar circumstances, which are simply these,—the collegers were left entirely to themselves, completely and entirely. There was their dinner provided in hall at two, and supper at eight, and the Head Master came in to call absence and to read prayers in the evening, and perhaps he came into long chamber and called absence there in the course of the evening, but that was all. The collegers were left entirely to themselves, and I am of opinion that under similar circumstances similar results probably will follow. No doubt the present improved state of society in questions of drinking and other habits of that sort would render it less flagrant than it used to be, but still I think it is exceedingly likely.

4832. (*Lord Clarendon.*) You state that the Fellows can hardly be said to fulfil their duties by not paying for the tuition. Do you think they are charged more than statutably they ought to be?—I think the founder intended the 70 foundation scholars to have their education entirely gratis; no doubt.

4833. What do you conceive to be the expense of a scholar now?—The necessary expense, putting aside clothes and money?

4834. Not including clothes and money?—I should say 25*l.* might cover it with a very economical boy. A boy in College cannot be in College without paying his tutor 10*l.* 10*s.*, and I apprehend the founder intended the collegers to receive their education and pay nothing for tuition. They pay 5*l.* 5*s.* to the College for various matters, for which I think they used to pay 15*l.* to the dames. Till quite recently, till within the last four or five years, every colleger belonged to some dame's house, to which he went if he was ill, and he had a right to a room there when he was ill. There was a charge for it, but still the dame was compelled to have the room whenever he wanted it. That was the principal item charged under the head of battels, and a certain amount of the washing and various little matters which must be done by somebody; the boy used to pay the dame, I think it was 15 guineas. But now the College do all that for him, and find a room for him to go to when he is ill, and they do a certain amount of washing, for which they charge 5*l.* 5*s.*

4835. (*Lord Lyttelton.*) Are you sure that it is in the statutes that there shall be a certain amount of mutton: I cannot find it?—I will not undertake to say. I think it says the diet shall consist of the best mutton that can be got. I think so; but I will not be certain. I dare say I could find it.

4836. (*Mr. Vaughan.*) Have you studied the statutes?—No; I cannot say I have very much. It is stated how much is to be allowed for their commons.

4837. (*Lord Lyttelton.*) That is in money?—Yes. I cannot find it; but that is the common idea on the subject.

4838. (*Sir Stafford Northcote.*) There is an earlier part of your answer to No. 2, on which no questions have been put. I see you say that, with a view to providing superannuation, you would give assistant masters a paramount claim to the fellowships, increasing the number?—That is pretty nearly as in practice.

4839. And that you would relieve the Fellows from all duties and responsibilities, and make the fellowships entirely sinecures. Have you considered the question of trying to make the fellowships more useful for the working of the school; making the Fellows take any part in the duties of the school?—I consider it rather in this light, that as it has operated hitherto, it is the only superannuation fund. I do not think a man ought to be elected Fellow until he has done a thorough amount of work, and then it is a provision for his old age; and they would naturally be a body of old men, and I cannot think what good they would do in taking part in the school.

4840. Would you prefer to make them more useful as retiring pensions, and give up all idea of making use of them for the work of the school?—I think if you do not have some provision for retiring pensions you will be sure to get several men sticking on to their work when they are past it.

4841. I entirely see the one object which you have, which is to provide for the proper retirement and superannuation of the masters; but then I want to look to the other side of the question, and to consider what the effect of turning the fellowships into pure sinecures would be. Do you contemplate that the Provost and Fellows should still be the governing body of the school?—I really have not considered that question sufficiently deeply. I think there are objections to the present way in which the school is governed, certainly.

4842. Then you merely give this answer with reference to the advantage of providing for the superannuation of the assistant masters?—As I said, looking at it as a superannuation fund.

4843. Then you have reserved as an open question whether the fellowships might not be used in some other way?—Yes.

4844. You are aware, for instance, that a proposal has been made that some of the assistant masters should hold fellowships while they themselves are engaged in the work of teaching?—Yes.

4845. Do you express an opinion on that one way or the other?—I do not see any particular advantage in it. I should rather be against it. I should like to see the assistants recognized as a body and their opinions recognized as a body, and I should like to see them consulted as a body.

4846. But you would not make them supreme at all?—No, I do not think I would.

4847. Then I see you take no notice here of the College revenues; would you propose that that these College revenues should be given to the assistants without fellowships, or would you still, as at present, keep the revenues in the hands of the Fellows?—I think the fellowship is too much for a retiring pension. Suppose a man has been working steadily, say for 20 years of his life, I think that a fellowship of 800*l.* a year and a living of 800*l.* a year more, is rather more, perhaps, than the ratio of retiring pensions provided in other professions would suggest. It sometimes happens a man is elected a Fellow before he has done very much work.

4848. I suppose a successful master is able to lay by usually?—I should think he ought to. I do not think he is able to lay by anything like so much as the world fancies. I went fully into the question at No. 10, because of the observations made in a review by the "Cornhill."

4849. After 20 years' service, and with a fellowship somewhat reduced in value, you think there would be a sufficient provision for retirement?—I should think myself that a fellowship of 500*l.* a year, with a living, ought to tempt men to give up their work when they feel it begin to be a burden to them.

4850. With a living?—I think myself that parochial work is the sort of thing that a man in Holy Orders looks forward to for the closing part of his life.

4851. How would you proceed in the case of men who might have entered as assistant masters, and who find, after a short period of service, that they have mistaken their vocation?—I think that where a living passes the body of Fellows without being taken by any of them, it ought to be offered to an assistant master.

4852. (*Lord Lyttelton.*) Do you think that with reference to the state of public opinion, a professed sinecure to the extent of 500*l.* a year would be practicable?—What do you mean by a professed sinecure?

4853. I am taking your own words, "I would make "the fellowships entirely sinecures," — a retiring pension would be understood?—Well I call it a retiring pension.

4854. Do you think it could be as high as 500*l.* a year?—I look upon fellowships now as acting as sinecure retirements. I do not see that seven sermons a year can be looked upon as the work which the fellowship remunerates.

4855. (*Mr. Vaughan.*) You speak of them as retiring pensions. Are you aware whether, taking the public schools generally, there is any provision at all for masters?—I do not think there is.

4856. Has it ever entered your mind to consider which is the preferable system, the having retiring pensions or not, as exists in the other public schools?—I think that we at Eton feel our position is somewhat more certain to us, by the prospect of a fellowship at the end of a long vista of years.

4857. Supposing it to be the case that a provision of this sort were made, and that masters could generally look for it at Eton, it not being the case at other schools, would it not be a necessary consequence of that, that the stipend of the masters while assistant masters, should be somewhat less than at other schools; that their profits, while holding the mastership, should be something less?—I think the profits of an assistant master are nothing like what is generally imagined.

4858. You do not think that at present, and considering the length of time in which in ordinary cases an assistant master would hold his office, that he could be fairly expected to save for himself what would virtually amount to a retiring pension in any way?—As matters go at present, there is no certainty. Each assistant master has felt that in all probability if he conducts himself well, and so forth, he will most likely succeed to a fellowship in course of time. I do not mean to say that every master stays for it, because I know many instances of men going off to other occupations, and thereby leaving the regiment, as it were. Perhaps that may have led to greater extravagance in living at a certain period; but now almost all the masters are men with families, and some of them say they cannot afford to take a fellowship.

4859. You still think, speaking generally, that the salary of the assistant masters at Eton is such, that they may fairly expect, when their work is over, to have a retiring pension?—I should think so. I should think that if the College livings were offered to the masters, very often a man would take a living of 400*l.* or 500*l.* a year, when he is getting about 40 or 45, and would be very glad to retire on that.

4860. Have you been speaking of the fellowships, or of the College livings before?—When I said I should make the fellowships entirely sinecures, I say, supposing the Fellows to be elected, as at present; and in no case do I think an alien ought to be introduced. That was rather my view when I said, "If "length of service as an assistant were always "acknowledged as the paramount claim." I did not think a person should be introduced *ab extra.*

4861. I believe you mentioned it as one of the evils incident to masterships without retiring pensions that masters might be apt to stay a little too long?—I think so.

4862. Has not the prospect of a pension dependent upon limited vacancies also a tendency to do that in this way. Would it not become, in the first place, habitual for masters to look to that form of retiring?—Perhaps so.

4863. Would it not follow from that that it would become a regular thing that a man would not retire until a vacancy occurred?—I think that it may be so in the present state of things; of course if any legislation should alter the whole system it would be different; but in the present state of things Eton is looked upon by the world as providing for itself and self-sufficient in all things, and I think that supposing the Eton master wished, for instance, to get a living to retire upon, people would hardly consider his claims. Other patrons would consider that they had other claims on their patronage, and that this man was quite sufficiently provided for by his prospects in the College.

4864. Do you or do you not think you would escape out of that particular difficulty which exists at present where they have no retiring pensions, of their hanging on a little too long?—Of course I cannot say. We are under a system which has grown up, and there the system is, and if any alterations were made in it, it would require time to set right again.

4865. (*Lord Devon.*) In reference to one of your answers in which you speak of livings of 800*l.* a year as if it was the normal character of Eton livings, I am not sure whether you are aware that in point of fact, according to the returns here, there are only two livings above 600*l.*?—What does the return mean?

4866. I mean the return which has a column which is headed "value"?—What is the authority for the value? For instance, there has been a great deal of talk about those two livings, which were vacant a little time ago, Worplesdon and Mapledurham; in the *Times* they were spoken of as livings of 900*l.* a year. I do not know where the *Times* got the information from.

4867. When you speak of 800*l.* a year, you do not mean to imply they were all of them so much?—I said fellowships of 800*l.* a year. I can assure you that not a soul at Eton, perhaps, had an accurate notion of the value of the fellowships before these returns were printed.

4868. (*Mr. Vaughan.*) Is it a matter of fact that those masters who are elected to the fellowships are generally elected from the mastership direct to the fellowships, or that they have previously resigned?—Always from the mastership direct.

4869. But still they are not prevented by the statutes at all from being elected after they resign?—Not in

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the least. The statutes give freedom of election. According to the former lawsuit there was between Eton and Queen's, it was ruled that five must be King's men.

4870. They wait for the certainty?—Yes; the ordinary state of things is, the fellowship becomes vacant; two or three senior assistants send in their names as candidates; then we hear of two or three others, King's men, who also send in their names as candidates, and, generally speaking, the result is that the senior assistant is elected.

4871. Such is the system generally?—I will not say it is always so; but there is a sort of feeling generally that it ought to be so.

4872. (*Lord Clarendon.*) How many boarders have you in your house at this moment?—I have now 28.

4873. (*Lord Lyttelton.*) You say 22 in the evidence?—I had 22 last autumn.

4874. (*Lord Clarendon.*) And you do not receive payment for any number above 32?—I am not authorized to do so.

4875. Is that rule adhered to?—I cannot say, because I do not know anything about others.

4876. It is considered to be the rule?—When I first took a house I wrote to the Head Master to ask him what was the limit. He never told me anything about it, and I was making additions to my house. When I took it, it was half tumbled down. I was obliged to rebuild half of it. I thought I might as well make it hold as many boys as I was authorized to take. This was about a year after I was in the house. I wrote to him to ask him how many boys I was authorized to take, and he wrote in answer that I was authorized to take 30 boys, or 32, provided there were two pairs of brothers, and that I was not authorized to receive payment for more than 30, but if I liked to take more without payment, I might with his permission.

4877. (*Lord Lyttelton.*) How many would your house hold?—I made my house accordingly; I made it to hold 32. One might want to take a relative, and one might not mind taking him for nothing. It would not do to interfere with each boy having a single room, and I have constructed two pairs of rooms so that brothers can occupy them together.

4878. (*Lord Clarendon.*) Do you consider that the amount you receive for your boarders is the indirect way of remunerating you for your tuition?—I suppose so. One must consider it so.

4879. That makes it important to know the actual cost of boarding the pupils, in order to arrive at a tolerably correct estimate of what is paid at Eton for tuition?—I went into the question very closely as to what could be considered the amount that a boy costs in the house. It is almost impossible to make it out, because you are living with your wife and children and servants. The question would be how many servants would you have otherwise; what sort of a house would you be living in, and so forth. I went over all my accounts once as a matter of curiosity, and making deductions of what would be the probable cost of one's establishment, if it was not full of boys, I thought I made out that a boy costs 73*l.* or 74*l.* a year; 75*l.* would probably cover it.

4880. That is something like 2*l.* a week?—About that.

4881. Other masters at other schools have had the same difficulty that you have in making this calculation, but I think they arrive at a different result from yours. We will take Mr. Butler, at Harrow. I think he puts the charge at 48*l.*?—I believe at Rugby that is the charge for board and lodging, but I think we feed them much better at Eton than at other schools.

4882. The diet I think is exactly the same as at Harrow?—We have a great many servants to look after them.

4883. In Dr. Butler's house he includes washing and furniture?—Then he has a larger number of boys. It makes a great difference. Of course one cannot be perfectly certain of always having a house full. This time last year my house was full; the next half it was 22.

4884. What would you consider your profit per boy?—The income tax commissioners fix it at 49*l.* or 50*l.* I believe some say 45*l.* I always reckon mine 50*l.* In making my returns for the income tax I have gone on that calculation; I have put down 50*l.* for each boy in the house, but I am really not prepared to say that I consider myself in the position of a man who has got the amount of private income represented by that sum.

4885. You think it would be a better arrangement if tutors were paid a certain regular salary. They could more rely upon such a remuneration for their work than the 45*l.* or 50*l.*?—I think that is rather an objection in this way. I do not think it makes much difference with a man who has got fully into harness, but I think when a man first comes there he has got to do with the small boys, out of whom he can get very little work, and he is rather tempted perhaps not to try to get so much from them as he might from the consideration that he is paid a mere nothing for them.

4886. When you made up that amount of 75*l.* per boy, how many boys had you in your house?—I took the accounts of a year when the house was full. That makes a great difference; accidents may happen; one may find it necessary to get rid of some boys. A parent is perfectly at liberty to take away a boy to-morrow if he likes; there need be no notice given of it.

4887. That is withdrawing altogether from the school; he could not change a private tutor?—No.

4888. Is no notice required; have you not a quarter's notice?—Not the least; not a minute's. In point of custom, one always expects to know as soon as one can conveniently. But if a parent gives notice that he wishes a boy to leave to-morrow, or comes and takes him away at once, he is at liberty to do so.

4889. In what manner do you think it would be practicable now to give the assistant masters a fixed stipend?—First of all you ask me the question whether it is desirable; I rather think it is from this circumstance: A man comes to Eton fresh from King's. He is asked, perhaps, in the middle of the summer half. He has, perhaps, no pupils for some time; perhaps he may have one pupil or two. Perhaps during the half year he may have three or four. He is paid only this 44*l.* Perhaps for the first year or two he is at Eton he is out of pocket decidedly. Very often it may happen. I do not know that it does happen now, because the school is very full.

4890. (*Lord Lyttelton.*) It applies to all the masters if they give up their salaries for the next four years?—Yes. One looks upon the whole mass of income as remuneration for the whole mass of one's work. It would be very unfair, and nobody who has had any experience would try to separate the work in school from the work in pupil room in that sense.

4891. (*Lord Clarendon.*) Practically does it not so work?—I do not think it does, except when men first come. I think when a man first comes he is rather tempted to look upon it so.

4892. You have not said what you would suggest?—I have made a suggestion here. In the second paragraph of my answer to question 10: "I should "propose that in lieu of some boys paying 21*l.* and "others 10*l.* 10*s.* to the tutor (the difference between "private and school pupils), 6*l.* 6*s.* to the Head "master, and 4*l.* 18*s.* to the mathematical fund, "every oppidan should pay (and the College should "pay for every colleger) 15*l.* 15*s.* to the tutor, and "15*l.* 15*s.* to the Head Master; of which 5*l.* 5*s.* "should be the Head Master's own, and the other "10*l.* 10*s.* should go to a fund out of which the "Head Master should pay to every classical and "mathematical assistant salaries averaging 250*l.* "apiece." It would come to very much the same thing, and if a man had 40 pupils, almost exactly the same thing; and it would come to exactly the same

thing with those who pay—the parents—except that the distinction between private and half pupils would be done away with.

4893. (*Lord Lyttelton.*) Have you what is called private business with all your pupils?—Yes; everybody is treated the same. There is not the slightest difference whether they pay me as private pupils or not.

4894. And whether they are in the fifth form or lower boys?—I do not do weekly private business with the lower boys. I have tried to introduce it, and I have found in the remove the boys have not time for it.

4895. Do you not consider that your pupils who are lower boys are private pupils?—Yes.

4896. If you do not do private business with them, in what sense do you mean that?—I do private business with them on Sundays. He comes to me for an hour on Sunday. I set him a good long copy of verses to do, and I look them over carefully. In fact, there used to be a master in Eton, who, if a boy brought a long exercise, would draw through his pen beyond 10 or 12 lines, or whatever the number was, and say, "not paid to go any further."

4897. You treat them all alike. All your boys are private pupils as far as you think desirable, and as far as they can be?—Yes. Three or four times I have tried to introduce private business for the lower form and remove, and I think the remove have such an amount of work to do, that they cannot do it. I have tried it after the election holidays, and I have tried it several years, and have always found that result. The boys say they really have not time to do it.

4898. How many pupils have you out of your house?—About 14 or 15, I think.

4899. All the pupils in your house pay the same sum?—Yes.

4900. You have 14 pupils out of your house. Can you say how many are fifth form, and how many below?—Thirteen fifth form, and two lower boys.

4901. Do I understand that the 13 fifth form boys, who are out of your house, are all private pupils, and do they all pay 20 guineas a year?—No.

4902. How many of those 13 who are out of the house, and who are fifth form boys, do not pay the 20 guineas; they all do the same work?—Yes.

4903. How many of them pay only 10 guineas?—I should think about 10 of them; all the collegers to begin with.

4904. Have you the right to demand the 10 guineas extra from the collegers?—No.

4905. How many of the 13 are oppidans?—If I had brought my list of pupils with me I could have told you accurately. I think I stated it in my written answers.

4906. I wish to know how many are oppidans of the fifth form?—I think I have 13 fifth form pupils out of the house, and I think I have got at this moment eight collegers.

4907. You have five oppidan fifth form pupils out of your house?—Yes.

4908. How many of these pay you 20 guineas, and how many 10 guineas?—Two pay 10 guineas and three pay 20 guineas.

4909. And the work is the same; you have a right to demand the 20 guineas from all, then?—No, I have no right to demand 20 guineas from any of them. I have no right to demand more than 10 guineas.

4910. But being on the footing of private pupils according to which they would pay the 20 guineas, on what ground do you remit it in the case of two of them?—I never say a word about it.

4911. Do you leave it to the parents to do as they please?—Precisely; I am asked to take a boy as a pupil and I do so. He comes to my private business as any other boy. If a parent sends me 7*l.* or 3*l.* 10*s.* a term, I say nothing about it.

4912. You do not send in those bills, it is left to the dame?—Yes.

4913. Does not the dame, in sending the bill, charge so much for tuition?—Yes.

4914. On what principle does she charge 10 guineas for one and 20 guineas for another?—I should say she would probably ask the parent or the private tutor. One dame has always asked me, "Am I to charge so "and so as a private pupil or a half pupil?" In that case I have generally said as a private pupil, unless I have known him to be the son of poor parents.

4915. As far as it comes under you, you determine it by whether the parents are able to afford it?—Yes.

4916. With regard to boys below the fifth form, do you always charge them the 10 guineas only below the fifth form?—No; I understand they are on the same footing. In fact, I think a fair remuneration for what I do with the pupils is certainly 20 guineas, at the very lowest.

4917. So you take that as the regular charge, and make an abatement below it in some cases according to the circumstances of the parents?—Those who do pay only 10 guineas I know to be sons of parents who could not very well afford more.

4918. Do you leave it entirely to the dame?—I never say a syllable about it.

4919. You only tell them to put down something for tuition?—Yes.

4920. And that you leave entirely to the dame?—Yes. If the dame consults me about it, I say "he "pays as a private pupil," but if not, I leave it entirely to the dame, and whatever is sent me I take.

4921. With regard to your colleger pupils, are you compelled to take them?—I am not compelled to take them at all.

4922. The Head Master would find a tutor for a colleger just the same as he would for an oppidan when he is requested to do so?—Probably he would.

4923. But the parents of a colleger have come to you and have selected you, just as the parents of an oppidan?—Yes.

4924. In no case do you receive more than 10 guineas for them?—In no case.

4925. Collegers cannot in that sense be private pupils?—Not in a paying sense. We are obliged to give them private business. To any of my oppidan pupils who do not pay me 20 guineas I might say "I will not give you any private business," but I might not say that to a colleger.

4926. (*Lord Devon.*) Under the present system the payments for tuition, classical and mathematical, are 31*l.* 18*s.*?—Yes.

4927. You propose to substitute for that two fixed payments of 15*l.* 15*s.* each?—Yes.

4928. 15*l.* 15*s.* to the tutor, and 15*l.* 15*s.* to the Head Master?—Yes.

4929. Making 31*l.* 10*s.*?—Yes.

4930. As regards therefore the payment, the sums to be paid by them under your system would be pretty nearly identical?—Yes.

4931. As regards the income of the classical or mathematical assistant, am I correct in supposing that the increase, in your judgment, which he would derive from the augmentation of his salary would be compensated for, and to be set against the diminution which he would suffer from the reduction of that paid for tutorial fees?—Clearly. Supposing him to have 40 pupils, which we look upon as the normal state of things at Eton, it would just balance it.

4932. What advantage should you consider would result from the change in respect of the classical or mathematical assistant himself?—When a man first comes he would not probably be at Eton for a year or two without receiving enough to meet his necessary expenses.

4933. You do not contemplate in this proposed alteration the drawing on the funds of the College for any other purposes than for the fees paid on account of fellowships?—No; I do not know enough about the funds of the College to enter into that question at all.

4934. As regards your present proposition; you do not contemplate it?—Not the least. I proposed

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simply that the funds should be made for the Head Master and the assistants similar to the funds which are made for the mathematical assistants. All the money paid on account of mathematics goes to one fund and then is divided into certain proportions. I mentioned there 15*l.* 15*s.* for this reason. It is, perhaps, rather hard to compel those who have hitherto paid only 10*l.* for their sons to pay 20*l.*; but I consider 20 guineas is not an overpayment for the services. In the lower school 15 guineas is now the authorized charge, and 20 guineas if a boy is a private pupil. In point of practice we treat every boy as a private pupil, and in fact the collegers are inclined to work more than anybody else.

4935. (*Mr. Vaughan.*) Are you in the habit, under any circumstances, of abating any part of the 120 guineas which you receive from boarders in your house, as you are in the habit of abating the 10 guineas or 20 guineas?—I am only in the habit of doing it in this way, if a boy has been absent from illness during a greater part of the school time.

4936. That is in consideration of the less benefit he has received?—If a boy has been absent during half the school time.

4937. Not referring to that at all, but supposing a boy to have been there the whole time, are you in the habit of making any abatement under any circumstances?—Not the least.

4938. Are the boys who go to the dames' houses generally of a class less rich than those who go to the tutors' houses?—I should say they were, possibly.

4939. Is it not the main result of the arrangement as you have stated it, that a boy who goes to the dame's house has virtually two sources of economy which are not open to a boy who goes to a tutor's house. In the first place, his boarding out of doors is cheaper; and, in the second place, he can, if he pleases, evade half the tutorial fee; so that in all points of view the dame's house is the cheaper of the two?—Certainly.

4940. Is it the consequence of the whole arrangement as you have stated it, that the boys who are in the tutor's house, considering that those who are in the other houses are not obliged to pay and yet receive the benefit, are virtually paying for a part of the education not only of the collegers but also of a considerable portion of those in the dames' houses?—I do not think they would make that calculation at all in that way. I think there is a general feeling among the boys in the tutor's house that they are rather superior.

4941. I am simply asking a fact, quite apart from the feeling connected with it; whether it is not the case that if collegers necessarily evade, and boys in dames' houses may evade, a great part of the payment for private tuition, while they receive exactly the same benefit as those in the tutors' houses; that those in the tutors' houses are virtually paying a part of the tuition of those in College, and also those in dames' houses?—I do not think the boys think so in any way.

4942. I am simply speaking of what is a matter of fact. If all receive equal benefit, and some pay more than others, is not the class that are paying in full virtually paying for the education of the others?—I do not think so, for this reason; I have already stated that I consider a boy in the house costs something like 70*l.* or 75*l.* a year, literal cost of his maintenance; if you board and lodge a boy, and he costs you 75*l.*, I do not think 100*l.* is an out of the way payment for it.

4943. Do you not consider that a boy in the tutor's house absolutely pays the 20 guineas a year just as much as a boy who is in the dame's house, and does pay it?—Yes; I was dividing the 120*l.* I get 100*l.* from a boy in the house for boarding and lodging, and 20*l.* for his tuition.

4494. All the boys in the tutor's house pay virtually 20 guineas for their tutorial instruction, while boys in the dame's house may be receiving all the same benefit and paying only 10 guineas, and collegers also paying only 10 guineas; is it not the case that they are paying in very different proportions for the same benefit?—I look upon it in this light: we have got a certain number of pupils; they pay 20 guineas a year each, and in the case of those who only pay 10 I am simply making a present to the parents of the other 10.

4945. Considering the whole support of the master, and supposing he is properly supported as a master, the one class contributes to that support to a degree in which the others do not?—Any person may look upon it in that light if he likes.

4946. Is not that the effect simply of the outward arrangement?—It may be to some people.

4947. (*Lord Lyttelton.*) Do all the assistant masters follow the same course as you do with regard to this 20 guineas?—I should think so. When I first went to Eton as assistant master, the number of pupils was unlimited. With the next man who came junior to myself, the late Head Master limited the number, and it has been so with everyone ever since; and when a man is limited by his agreement on coming not to take more than 40, a great many men have said, and when parents have asked my to take their sons, I have said, "I am limited to a very "small portion of private pupils, and I do not wish "to take any who are not private pupils." The late Provost was very angry about it indeed. He said nobody had any business to refuse a pupil unless he had as many as he could hold.

4948. You have a small number of boys out of the house who pay the lesser amount?—Yes; it is the exception for an oppidan to pay less.

4949. Do you think that the proportion of them which you have, about represents the ordinary proportion in the houses of the masters?—I have got eight collegers, and 15 boys out of the house, that leaves seven. Three of these pay me 10 guineas, that will leave four—one-half. I should think one-half was too high. I should say that, as a rule, an oppidan pays the 20 guineas.

4950. You do not ask the question; you leave it to the dame; but in the event of the proportion considerably increasing or having a tendency to increase, would it not be a matter of inquiry with you?—I take for granted a boy is a private pupil when he is brought to me, and he has generally turned out to be so.

4951. I mean as to payment?—When I am asked to take a boy as a matter of friendship, I should probably not expect the 20*l.*

4952. I thought you said you would not ask the question at all, and if you found yourself receiving 10 guineas only, it was in fact settled by the dame with the boy's parent?—The cases are not numerous in which we have received 10 guineas from the dame.

4953. But those three boys you have now got are with dames?—No, they are not. They board in the town.

4954. With their friends?—Yes.

4955. In that case you come to an understanding with the parents?—Nothing was said about it; but I assume that people who come to Eton for the purpose of educating their children would not wish to pay more.

4956. You have had cases, I understand, in which the dame has arranged it?—Yes.

4957. If the number of pupils not paying the full amount was to increase it would be a matter of inquiry with you?—Perhaps it might. Once I wrote to ask how it was that a boy in the fifth form did not pay as a private pupil. The dame wrote to the parent, and the parent wrote and said he did not wish to pay.

4958. And it continued so?—Yes.

4959. That made no difference?—No; we have no legal demand for more than 10 guineas. There is one dame at Eton who writes to me when there is a new pupil, "Am I to charge so-and-so as a full "pupil, or as a half pupil?" I say, "Charge him as "a full pupil;" but I never say anything about it beforehand. Another case was that of a boy in my house, and his mother wrote to me and said she really could not afford the expenses of tutor's houses,

would I mind his removing to a dame's. He removed to a dame's, and, of course, I took it for granted he would pay the smaller sum.

4960. As a rule, as far as there is any difference, the parents of boys in the dames' houses are the least rich, because they are charged much less for board?—That makes a difference, no doubt.

4961. (*Mr. Vaughan.*) Have you anywhere explained the cause of that considerable outlay you mentioned, in taking a house, of from 3,000*l.* to 6,000*l.*?—I have merely stated my own experience.

4962. Can you tell the Commission shortly how that sum is made up?—I have not the slightest objection to telling the Commission what were the circumstances under which I took my house. The house was in a very ruinous state.

4963. You say here, "It should be remembered "that a man cannot set up a tutor's house at Eton "without very considerable outlay, perhaps from "3,000*l.* to 6,000*l.*;" naturally I regard that as a general system, and so far as it is a general system, I ask you to have the kindness to explain it?—A man sometimes has to build a house. Sometimes he has to repair it very extensively. In my own case, I rebuilt half my house, including almost all the boys' part. Of course, I did not have to pay a high rent for that house, but with the interest of what I had to lay out on it, it raises it to about the amount that a high-rented house in Eton would cost, and then there is the furnishing the house.

4964. Is it the habit of persons who have boarding-houses, tutors and others, if they contemplate retiring, to allow the house to fall into decay for three or four years before they retire?—I should say not at all.

4965. If it is not the habit, what would be the sources of expense that would fall on the incoming master to take a boarding-house, finding his house of the usual size, and in tolerably tenantable repair?—I can answer that best by supposing I give up my own house, and another man comes into it; I should expect him to repay me a certain proportion, according to the value of the remainder of the lease, of what I have laid out upon it.

4966. What is called a premium usually?—It is not exactly a premium. Many houses are in the hands of the College. Many houses have been rebuilt, or built by individuals, and those in the hands of the College, of course, pay the full value of the house.

4967. But as your case involved peculiar outlay of capital for building, I would limit the question still further, in order to exclude that case. Supposing a master to receive a boarding-house, not only in a state of repair, and of the usual size, but to receive it from a person who had himself received it in a good state of repair, and of the usual size, what expenses would he have to pay?—I cannot say, because that case would be a matter of private arrangement between the gentleman going out and the gentleman coming in.

4968. If that is so, must we not limit your proposition to this, that in some cases, owing to peculiar circumstances in the case, it may happen that a master at Eton cannot set up a house without the expense which you have mentioned?—I have never heard less than 3,000*l.* spoken of as the sum required to set up a full-sized boarding-house.

4969. As a remuneration for repairs that have been made by the master who goes out, or on the ground of repairs made actually by the master who was coming in, or does it comprise generally these two amounts?—Yes. One of those houses at Eton is a very considerable matter, as to the furniture.

4970. Do not the boys pay for that furniture at all?—A certain portion of it they pay for. Besides furnishing your own private part of it, the boys would turn up their noses if you did not give them silver forks and spoons. Everything must be silver. With regard to this, from 3,000*l.* to 6,000*l.*, I merely mentioned it as a sort of rough idea of what was actually talked of at Eton, and as far as my actual experience goes, it is not overstated.

4971. (*Lord Clarendon.*) With reference to page 79, at the bottom of the page you made a proposition to some of your colleagues with respect to an average amount; was that agreed to by them, and is it in operation now?—I believe one of them does it, the one with whom I drew it up.

4972. Do you do it with the parents of your boys?—I have done it with those who have entered my house since the date there mentioned.

4973. And you think it works equitably and satisfactorily?—I think so, quite fairly. My object in doing it is to prevent perquisites to servants, because I felt that servants looking to boys for perquisites, actually looked upon themselves as almost bound not to report things which they ought to report.

4974. Do you know why the others do not agree to the system?—I think, in many cases, it was a sort of feeling that they would have to dismiss all their present servants if they did.

4975. (*Lord Lyttelton.*) I do not understand that perquisites are a recognized thing?—No, but a boy does not want to lug a great bureau across the country, and there is no one to leave it to but the servant.

4976. (*Sir Stafford Northcote.*) With regard to what you say of the council of assistants, a plan has been suggested to us to this effect: that instead of giving the senior assistant master charge of the second division, and the third master the charge of the next division, and so on, that there should be a system of viceroys, as it were; that the first master should take the fifth form, the next the remove, and the next the fourth form, and that the others should be under them, and that the three or four viceroys should act as a sort of council to the Head Master. What do you think of such a plan as that?—I think there is a very great deal to recommend it. There may be some difficulties in its working just at present, because we have been accustomed hitherto to look upon ourselves as equal in every respect, except as to seniority, and the Head Master I know is very much against such a plan; but perhaps it might have the effect of dividing the school too much into departments. At present I think one considerable evil in the school, which prevents improvement, is the fact that the Head Master, as Head Master, in virtue of his office, knows literally nothing of the work in the lower part of the school; I do not think he is acquainted with it in the least. I think it would do the school a world of good if the Head Master took the lower part of the school.

4977. (*Lord Lyttelton.*) Would that be a part of your plan?—I would not go so far as that. I have not suggested anything of the sort. It has been suggested by others.

4978. (*Sir Stafford Northcote.*) The plan which has been suggested is a plan by which the viceroy for the fourth form, for instance, would take any division in the fourth form for a week or a fortnight, as it might be, and that he would be the channel through whom the difficulties or complaints of the fourth form would be brought before the Head Master?—I think it is a very bad thing to move boys about from one master to another more than necessary. Boys are appointed to a certain division, and I think it is very undesirable, if it can be helped, to interfere with that arrangement. If a man goes away from ill health, I look upon that as an evil thing for the division. I think it is a very good thing if a boy comes in contact with a fresh mind certainly twice a year, but I think when he is once settled in his work for the school time, that he should not be "up to" anybody but that master.

4979. It would be quite possible for one master having special charge of the fourth form, and himself usually teaching the first division of the fourth form, to get a general knowledge of what work in the fourth form was?—I am not prepared to say that I have sufficiently considered that scheme to form an opinion

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about it; but I think it is one which would recommend itself at first sight.

4980. Do you think the senior masters would object, after having been teaching fifth form boys, to go down and take the fourth form class?—I think they would; when the Head Master asks them to, I suppose they must.

4981. You must consider that they would be in the position of councillors to the Head Master, which they had not previously been?—Yes.

4982. Do you think that the school in its present size is really manageable, without some system of the kind?—I think that something of that sort would be a very good thing. I am not prepared to say I have sufficiently considered the question, to recommend it entirely in the form in which it has been brought before me; but I think one evil of the school would be met by it, which is this, that all the lower boys are under the junior masters, and they naturally scarcely like to come forward and press things which they feel ought to be done. There are three or four fourth form masters, who have not been there a year or a year and a half apiece. They hardly like to come forward, and to press those things on the Head Master with the same amount of weight that a senior man, who is put in charge of the fourth form, under the circumstances, would be able to go to the Head Master, and say, "I, having 15 or 20 years' ex- "perience, considered this change ought to be made."

4983. Are you aware that it is one of the complaints of the present working at Eton that the grounding is not sufficiently attended to, or at all events that boys who leave Eton leave it insufficiently grounded?—I am aware that is often said.

4984. Is not the fourth form just the place in which the grounding ought mainly to be done?—Yes, I think the real meaning of that generally is, that they have forgotten their elementary knowledge when they get high up. For instance, Oxford men are constantly saying they know nothing of grammar and cannot parse, and the remedy for that, I consider to be, that parsing should be more strictly attended to in the higher divisions of the school.

4985. Supposing a master had got to a certain stage and was one of the three or four senior masters and went down to the fourth form, and then gradually worked up in charge of the fourth form, and then of the remove, and then of the fifth form, would he not have his attention called both to the importance of enforcing the grounding at the beginning and enforcing it all through?—Yes, I think it is a scheme which *primâ facie* has a great deal to be said in favour of it.

4986. Then you do not see any insuperable objections to it?—No.

4987. (*Lord Clarendon.*) I would ask whether on the whole you consider the teaching power at Eton sufficient?—Yes, I think the teaching power is sufficient; but I think there is an enormous waste of power at Eton.

4988. Do you think a better distribution of that power would produce greater results?—That I am not prepared to say, because I do not know how far you must expect power to be lost.

4989. (*Mr. Vaughan.*) Perhaps you could point out where the waste is?—I believe that we as a body of assistants, take the whole of our work together, are considerably harder worked than the assistants of any other school in the kingdom. I believe that to be the case; I believe the results we produce in the shape of good scholarship among the best boys to be equal to that produced in any other school, and I believe the result produced on the average, as far as intellectual attainment goes, may be fairly taken as equal to the average of other schools. I consider at the same time that we are enormously overworked.

4990. (*A Commissioner.*) And yet you consider that that does not render necessary any addition to the teaching power which would appear to be the means of relieving it?—I think there is a great deal of power wasted.

4991. (*Sir S. Northcote.*) In what way?—For instance, as the most glaring, I should instance the careful way in which the tutor is required to look over every theme of every pupil. Every boy is required to do an original theme every week, and, as it seems to me, it is an exercise the boys take very little interest in themselves. They do not take half the pains with their themes that they do with their verses, and the tutor is expected and required, by the custom of the place to look them over carefully and to make it correct Latin; of course, if it is very bad, you point out the mistake, tear it up, and make the boy do a fresh one, but otherwise you do not. That particular exercise takes the tutor, we will say, six or eight hours in the week to look over.

4992. Would your notion be to suppress that theme?—My notion would be to have it occasionally.

4993. (*Lord Lyttelton.*) Are they ever sent up for themes?—Very seldom. At one time Dr. Hawtrey took a great fancy to themes; we used to do very long themes on subjects that he set.

9944. (*Lord Clarendon.*) Would you reduce the time devoted to verses?—No.

4995. Do you attach great importance to verses?—Yes; I think it is an exercise boys take a great deal of interest in, even average boys. Good, clever boys will find an opportunity of showing off, and making a nice display, and I think even an average boy has more pride in producing a decent and passable copy of verses than he has in a theme. At the same time I suppose prose exercises might teach him to express his thoughts better, but I do not think they do in point of fact.

4996. (*Lord Lyttelton.*) Do you think there is enough translation at Eton?—I do not.

4997. Not enough translation into English?—No; I would have more.

4998. With a view to the knowledge of their own language, do you think there is enough?—Certainly not. I think Eton has increased very much in the habit of writing English within the last 10 years. Sunday questions were introduced by Dr. Goodford, first of all, when he became Head Master. A boy has to write perhaps three or four pages of English every week, and I think the spelling and language used in writing is better than it used to be.

4999. (*Sir S. Northcote.*) Do you think that boys look on the translation with the same respect that they do on the original exercise?—That depends on how they are treated by the master; if the master looks it over carefully, perhaps they will, but if not they most decidedly will not.

5000. (*Lord Clarendon.*) Do you not think that the giving of 40 boys to one master in school is too much?—I do not think that a division of 40 boys is at all unmanageable. Practically there are not more than 36 generally present; there are generally some ill and some away. I think that the boys take more interest in their work than if they were in little bits of 20.

5001. That is as to the classical school, then comes the private tuition; is it not more than one man can undertake for a length of time together?—The real fact is it makes very little difference to a man whether he has a division of 40 or 60 in school; it only makes a difference in looking over the extra number of exercises. He can be pretty sure that all the faults have been pointed out, and that is not a very laborious thing.

5002. He can call the boys up?—Of course he can.

5003. I am speaking as to the disadvantage to the boys?—I thought the question was put to me as to the overwhelming amount of work on the tutor; I consider that 40 should be quite the outside of a division certainly; but I think a division of 40 is not at all unmanageable in respect to keeping discipline, you can have them all under your eye at once. With respect to the number you call up, I can manage to call up a good number, from six to eight, generally speaking, each lesson.

5004. From six to eight out of 40?—That would get through the whole twice a week. If a boy is

called up twice a week besides his tutor's construing, he is pretty sure not to take the liberty of trusting to chance, instead of learning his lessons.

5005. Do not a great many take that liberty?—Not so many as in my time.

5006. (*Mr. Vaughan.*) What is the penalty if a boy is found thoroughly ignorant?—He would have to write it out and translate it twice, or perhaps do 50 words, derivations. If I found him repeating the offence within a short time, I should give him a warning that I should, if his idleness continued, report him to the Head Master.

5007. (*Lord Clarendon.*) You say "It may be "questioned whether it," the tutorial system, "has "not been carried too far in the first department, that "of school work, the tutor being responsible for "every exercise being shown up without faults in "school, and for every pupil having heard the lesson "accurately construed in pupil room before he goes "into school. The amount of work exacted from the "tutor leaves him very little time for private business "or for preparing his work, and none for his own "reading, and, perhaps, some men may be tempted "to consider their work in school of inferior impor- "tance to that in pupil room"?—The fact is this: a man goes to Eton and takes a fourth form division; in that division the looking over the exercises is merely nothing, because the exercises are not for the most part exercises in which it is possible to show any merit. They are simply full sense verses and a translation of a simple bit of Latin with the tutor and Arnold's Exercises. They are merely things in which there is only one way of doing them—either right or wrong, and the tutor has looked them over carefully and corrected them. You have only to see that it is written fairly. That is very little work, of course, to a man, and the lessons are exceedingly short. When a man first comes to Eton, I think he is a little tempted. I have heard men express an opinion that it did not much matter about the work in the school; that if you put the screw on to a boy who seemed to be a little idle, perhaps his tutor might object to your overworking him. I have had divisions of 60, and I have known men who have had divisions of 90. In a division of 40, if I find a boy twice idle, and unprepared with his lesson, I say, "If this occurs again within a reasonable period "I must report you to the master," and perhaps I shall call that boy up every single time for three or four days, or perhaps a week. If I had a division of 50 or 60, I could not do that, because I should feel that unless I called up a certain number every school-time I should not be doing justice to the rest, but with a division of 40 I think I can do it very comfortably.

5008. (*Mr. Vaughan.*) You spoke about the correcting of the exercises; did you make a distinction between the fact of the tutor's correcting the verse exercises and the prose exercises?—Simply this, that I think the boys themselves take more interest in the verse exercises. Each costs almost equal time; the prose exercise is a less elaborate performance generally. I look upon the looking over of themes as the most disagreeable part of my work, and the work which I feel to be the least productive of any result.

5009. Am I to understand that as the tutor corrects the verses the boy goes along with the tutor and appropriates the effect of those corrections to his own mind, but in the themes he does not do so; so that, in point of fact, it comes to this, that the boy is almost setting a sort of task to the master in which he does not take part himself?—Yes.

5010. What view do you take as to the utility of the correction by the tutor rather than by the master of the form?—I do not think it is possible for the master of the form to correct. I suppose I have now 30 boys in the fifth form. Each of those boys' themes take me on an average 10 or 12 minutes; about five in an hour, quite that, and the upper boys more. Thus it costs me, perhaps, six or seven hours' work in the week to look over their themes, and the same time again to look over their verses. I think that our system of their being corrected by somebody is an exceedingly important one, because if the boy puts a grammatical fault, I mark it.

5011. Are you speaking as tutor or master?—I am speaking as tutor. If I see that faults are rather plentiful in the exercise, I merely mark them, and give it back to him to correct; if I see one or two, the result of inattention, and not of idleness, I correct them myself. I try to work up the exercise to what I think is the boy's average merit, and, perhaps, I may re-write a part, which he appropriates and writes in a fair copy to be shown up with the other copy in the school. I do not think it is possible for a master in school to do that. It would give him the whole amount of his 40 boys to go over in that way every week. It would simply come to this: if you gave the master in school two hours for the purpose, he might go over all the exercises and point out the faults. Instead of the weekly themes and verses, I would have one original exercise every week. I should like to see a school time of two hours appropriated for each division, which should be arranged in this way: it should be for translation into Latin prose, Latin verse, Greek prose, or Greek verse, and the master should set it at the beginning, and then the boys should do it at their desks in school. While they are doing it, he might be carefully looking over the one they had done the week before. Then when they have done it, let him read out to them a good translation of the passage, and let him call their attention to the superior way of turning it, and the nice way of expressing it in Latin.

5012. Your objections hitherto have pointed only to the difficulty arising from want of time; but must it not be admitted that no less time would be at the disposal of the master of the form than of the tutor if he were relieved from the correction of those exercises of his pupils throughout the school which now fall to his share in his capacity as tutor. Do you dissent from that view so far?—The master in school, you would find, would not look it over in the same careful way.

5013. Precisely; you think that all the real gain lies in this,—the exercises are carefully looked over in the long run, whereas they all would not be carefully looked over otherwise. But do you mean to say the masters would defer looking over and correcting indefinitely?—No. I mean to say the master would look them over, and would merely mark faults, and perhaps give them to the boy to correct; but the tutor looks them over carefully, and not only marks the faults, but re-writes any line which he does not like.

5014. It has been represented by some at Eton, that the tutor, knowing that the master of the form comes after him, has a perpetual stimulus in the anticipation; whereas, if the class master did it, and there were no one who reviewed his work, he would do it in a more slovenly manner?—Yes; I think that is a most important thing. You feel yourself stimulated to do your best with the exercises, especially if he is up to a clever man. The sort of standard I set myself to, is to try to work the exercise up to what the boy's best ought to be. I do not wish the exercise to be below his own average merit.

5015. (*Lord Lyttelton.*) The master in class feels no embarrassment or scruple at all in criticising any corrections, does he?—Not the least. I do not in the least. I look over the exercise in class, and I say, "Here is a false quantity." "Please, sir, my tutor "put it." You cannot help that sometimes.

5016. (*Mr. Vaughan.*) With regard to the construing; you point out the advantage of that, saying, "the lesson having been construed beforehand to "the tutor, the master in school is able to insist "on a much higher standard of knowledge of the "lesson than would be possible otherwise;" but at page 83 you say, "I am not prepared to say "it might not be judiciously modified." In what way would you modify it?—At the time, that was felt by a great many of our body to be one of the

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points on which relief was most possible at Eton; therefore, I did not wish to express an opinion contrary to what I imagined to be expressed by a great many others, that it was possible to reconsider or reconstruct the arrangement of construing in some way. It differs according to the different mode each man adopts. One man only hurries through the lesson; another man goes thoroughly through it.

5017. You say further, "The principal disadvantage attending it is that it makes it necessary for "all the fifth form to do the same lesson, as it would "be utterly impossible for the tutors to add a fourth "set of construings to their work." Is it not one consequence of that uniformity of work that one boy does the same work for three years together?—Yes, I think that one weak point about our arrangements at Eton is this fact; it is not quite so glaring now as it was. When I was at Eton I got to the fifth form at the age of 12; I left Eton at the age of $18\frac{1}{2}$ to go to King's: during the interval between 12 and $18\frac{1}{2}$ I was doing the same work all the time. That is not the case now. The first two divisions do different work, but the remainder of the fifth form do the same.

5018. (*Lord Lyttelton.*) That, you think, is an evil?—Yes; if I was fit to do it at 12, I was fit to do something better at 18.

5019. (*Mr. Vaughan.*) Do you not think, considering the proper speed at which a boy might master one author, that the same objection equally applies to doing the same work for three years?—I should think two years, or one year and a half is quite enough.

5020. Do you think that if different divisions read the same authors and the same quantity, it is, practically speaking, the case that masters will treat those authors in such a different manner in each division as that boys in each division will get a scholarly discipline proportionate to their advancement?—I do not think it is likely to be done.

5021. Since a very large number, amounting to 300 boys, are doing the same work, will it not be the result that if such work is beneficial for the central part it will be too hard for the beginners?—Yes, I think so, if the work is sufficiently advanced for a boy in the upper division. The lessons in which the work is hardest are "long Horace" and Scriptores Romani. For instance, take Horace. We go through that at 70 lines a week. The fifth form go through it entirely in two years. At the present moment I have got a division of the fifth form; it is perfectly impossible to take that division through the lesson in the time; I defy any man to take a division of new fifth form properly through 70 lines of Horace in three-quarters of an hour. I would not object to a lesson of 40 lines, but a lesson of 70 lines is beyond all reason, I think, for those boys; perhaps for the sixth form it is not too long, but for boys who have only just got into the fifth form, you feel bound to go through with it thoroughly. Yesterday we had nominally an hour for this lesson, which is practically 50 minutes, and I certainly did not get beyond 50 lines.

5022. If you take the division at the other end, I suppose there would be the converse objection that they were satiated with this book, and ceased to work on it with vigour?—I do not know that. Horace is an author that is always interesting; I think the older one gets the more one likes him, but I think the effect on the sixth form was, that it was not thought necessary to learn the lesson because they had gone through it once. In my case, which was perhaps an extreme case, I was six years working at Horace, and I went through the whole of it three times, and I am not prepared to say that I did not get something from it each time; but certainly the effect was rather palling on one's mind, and if you had gone through it once, especially if you had your book written through with the English, you thought you need not learn the lesson quite so carefully.

5023. It may be said that under that arrangement the two ends are sacrificed to the middle?—Yes.

5024. You think that there should be a greater change?—Yes.

5025. And a better gradation of the work for those forms?—Yes; I think there ought to be a gradation in the work of the fifth form; from the third division down to the bottom of the 11th, they are doing exactly the same work. One little modification has been introduced quite recently, which, I think, works well. Instead of two Homer lessons as it used to be of 35 lines each, one Homer lesson is set of 50 lines for the middle division and lower part of the upper division, and for the lower division that lesson is divided into two lessons of 25 lines each.

5026. Do you think that through the forms generally in this vast school, the mere prospect of promotion as they move up now in whole divisions from one form to another, acts as a stumulus to the boys?—I think the trials they go through on each subject act as a very strong stimulus.

5027. But not the promotion in itself?—It is rather a great disgrace to lose a promotion than an honour to get it.

5028. (*Sir Stafford Northcote.*) Do you think that the necessity of communicating with a boy's tutor before he can be flogged, at all injuriously affects the power of the master in school to keep his class up to the work?—Not in the least.

5029. I think I understood you to say that you thought the master in the fourth form would say that a boy's tutor might not like his being pressed hardly, and so forth; you made use of an expression something like that?—The fourth form masters sometimes happen to be a set of very young men who have just come, and they do not like to do anything older men might not like; I think that the regulation introduced by the Head Master about three or four years ago is an enormous advantage to the school.

5030. It does not happen that there is any favouritism?—I think that in dealing with boys there is nothing you have so jealously to guard against as the notion of there being any favouritism. There is nothing boys are so keen to seize upon as any notion of the sort. I think that is the first thing which a man feels it a matter of necessity to guard against.

5031. (*Mr. Vaughan.*) With regard to the books which are used, they are generally revised by Eton masters, are they not?—They used to be. I am merely mentioning what I have heard, but I believe that, before Mr. Johnson, every master conducted some work through the press.

5032. Has that ceased?—It has to a great extent.

5033. Was it an acknowledged part of the profit of an Eton master?—No, it had nothing to do with the profit at all.

5034. Was the profit solely with the publisher?—Solely. I have heard Mr. Johnson say, that shortly after he came to Eton, he was told that every master was expected to conduct some book through the press, and he was told to do Cicero's Orations, I think; he distinctly refused to do it.

5035. The publisher had all the benefit of the profit arising from the book?—I believe so, entirely; I am not prepared to say that the writer of the book got no profit. I do not know what arrangement he might have made. The publisher at Eton has two or three times applied to me to revise a book, or to publish it. I have considered the matter over in my own mind, and it has resulted in my not doing it, but he expressed himself perfectly willing to pay a proper price.

5036. You are not then able to say that no pecuniary benefit, arising out of the sale of the book, went to the master or editor of the book?—I am not prepared to say that at all. Mr. Williams was very anxious that I should undertake a re-edition of the "Eton Compendium of Geography," a subject in which I am rather interested. I considered the subject in my mind, but I found it was so admirably done in Dr. Smith's new publication, that I said this is the book we ought to have, what is the use of doing it ourselves?

5037. Supposing you had undertaken it, when it had once been published there would have been a

a sort of understanding on the part of the school that it should be used?—Yes.

5038. You refused to interfere with the books in the open market?—Yes, and I am very happy to say the Head Master has now adopted it.

5039. Perhaps, having declined, you would not object to state what the publisher offered you?—He did not offer me any definite sum. The matter did not go further than the opening of negotiations, as it were. He expressed himself willing to pay a proper price, and if I had undertaken it, I should have consulted some friends well informed on the subject as to what I ought to take.

5040. According to the custom of the school, or the custom of the open market?—No, as to the custom of the market.

5041. (*Lord Clarendon.*) As to the army class, do you consider that that has so entirely failed, that you would not wish anything of the sort?—No.

5042. In what way would you consider it failed?—I consider it failed in this way, when the army class came up to me, it was composed of the very idlest and most worthless boys that could be picked out, and they had joined it for the purpose of shirking the work.

5043. Were they really going into the army?—I believe they were, but they were not intending to prepare for the army at Eton; almost every one of them intended to go to private tutors.

5044. They did not go into this army class without the knowledge and consent of their parents?—No; they persuaded their parents to consent to it.

5045. You consider that it has had a sufficient trial for you to have had evidence as to its value?—Certainly. The first week that I had the army class, you would suppose that they would be interested in getting up particular subjects which they had undertaken, such as history and geography. One particular boy, a boy most notorious in the school for idleness, had done none of the work required specially for the army class, having got off the other. I sent his name to the Head Master at once. As I mentioned in my written answers, the Head Master had made an alteration with respect to the army class:—"That "no boy should join the army class who was not in "the fifth form, and 16 years of age, and intended to "remain at Eton until he goes up for his exami-"nation," and the result of that has been that there have been only one or two boys in the army class since. I think at present there are three.

5046. There was only one boy in it at one time?—Yes; for the first half of the October school time last year I had one boy. The army class was supposed to be in my hands for a considerable time, and for two school times there was none in it. The only point in which it presses on the work is this: the Head Master at the time proposed to hand over all preparation for the army to the mathematical master; we felt that in many points, especially history and geography, the boy ought to be taught in school instead, and my notion is that those subjects ought to form part of the regular school business. That plan was proposed in order that these few boys might have it specially. The work presses on the Head Master in this way: that whereas, every man gets off three school times a week by his division going to mathematics, the Head Master loses two of these times, by having to take the division of the master who has the army class.

5047. (*Lord Lyttelton.*) At present there is no particular plan in operation?—It is simply the one I have described. I believe there are three boys this school time who go to Mr. Warre. The regulation the Head Master made when I made that representation to him, quite put an end to what had become the case of the army class, being simply the refuge for those boys who would not work at all.

5048. (*Lord Devon.*) Your suggestion would be that history and geography should form part of the system of the school?—I am most decidedly of opinion that it should.

5049. In order to carry that out, would it be necessary to curtail any portion of the time now devoted to classical and mathematical education?—I think we hardly require so much repetition. I think three lessons a week would be sufficient.

5050. How many hours do you consider that a boy of studious habits and of fair average abilities is employed intellectually in the whole school day?—That is a difficult question to answer. My notion of an Eton boy would be this, that in the two winter halves, the Lent and Michaelmas school times, he has no difficulty whatever in getting his after 12 and after 4 to himself. He ought to be at work in the evening, but a lower boy would perhaps get one of those times to himself, and not the other.

5051. What number of hours would that be?—After 12 is as soon as whatever he has to do at 11 is over. He generally begins, on an average, at a quarter to 12.

5052. Could you engraft history and geography on such a boy as that without overtasking him?—The amount of work given to geography has been more than doubled within the last two years by the lower division of the fifth form now doing a map every week. That is shown up in school, and a geography lesson is given upon it. By sacrificing one of the repetition lessons, I think having a history lesson would be a good thing. I should like to see this carried into the middle division as well as the lower division.

5053. What would be your view as to French?—My view is, that the public think that French ought to be taught, and that a gentleman is scarcely educated unless he knows French.

5054. How would you teach it?—That is another question.

5055. (*Lord Lyttelton.*) You have not prepared any plan for it?—I think it might be taught by the masters in their divisions. I do not see why it should not.

5056. Grammatically?—Yes; you cannot be certain of a good pronunciation unless you get Frenchmen to teach, and Frenchmen cannot manage boys at all.

5057. Do you see any way out of that difficulty?—I do not, except our having one or two French lessons a week in school. The composition might be looked over by a French master.

5058. Do you see any way of overcoming the difficulty as to pronunciation?—I do not exactly. I do not see why the French master with one assistant should not look over the composition while the master in school did the lesson. I do not look upon the pronunciation as a matter of such paramount importance.

5059. (*Lord Clarendon.*) Have you ever thought about what the effect would be of a master attending a French lesson, so as to keep order and respect towards the French teacher?—I think it would be the only way to make the French master's lesson efficient.

5060. (*Lord Lyttelton.*) Would it not be rather a waste of power?—Yes; and it would be an insult to the French master at the same time.

5061. (*Lord Clarendon.*) But as the French master is an Englishman, there would not be this difficulty in keeping order?—He is an Englishman, but I do not think he keeps the boys in order.

5062. That is not in consequence of his not being a Frenchman?—He is the son of a Frenchman.

5063. The fact is, that French is looked down upon by the authorities throughout the school, and by the boys?—I do not think it is looked down upon. My experience with regard to boys learning French has been this: that many parents on first bringing a boy to Eton, are anxious that he should learn French, and the boy learns it for a little time. He gets irregular in his attendance, and he is reported to the tutor; the tutor punishes him for irregularity, and he asks the parent to let him leave off learning. I think it ought to be taught, and I believe we are the only school where it is not taught.

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5064. Do you not think it important that some reform should be made in that respect?—I think so, certainly.

5065. There is a statement at page 85, under the number (4), in which you say, "Those who are evil "disposed often spend the Sunday, 'after four,' in "drinking, &c., at inns;" is that a state of things which is prevalent now?—I should say, that whatever does go on in the school in the way of drinking, is aggravated on the Sunday, after four.

5066. And without any check having been yet put upon them?—It is an enormous question to enter upon.

5067. Which question; the drinking question, or the Sunday afternoon question?—The whole drinking question, but the Sunday afternoon question in particular.

5068. Without perhaps going into it at any very great length, could you give us the outlines of the drinking question?—I have heard of boys who have been pulled up by a master for being, we will say, at Botham's Gardens, at Slough; they have said that they thought it was allowed.

5069. Do you consider that there is much drinking at Eton?—I consider it is rather more looked down upon now than it used to be, and that the feeling of the upper and better part of the boys is decidedly against it. I think the principal way of checking it and putting it down, is not by making raids on a particular house, but by trying to influence your upper pupils to discountenance it.

5070. I suppose it is a very uncommon thing to see a boy the worse for drink?—It is rather uncommon; one does have cases now and then.

5071. That a boy gets drunk?—Sometimes.

5072. Frequenting public-houses is strictly forbidden, is it not?—It is strictly forbidden; but there is one public-house in Eton which is supposed to be for the accommodation of Eton boys; that is the Tap, and in point of practice, they do look upon the Christopher as standing in very much the same sort of position. I have known times at Eton when the Christopher has been perfectly full of boys on a Sunday, after four; from my own experience as a boy at Eton, I have known periods of the school, when it has been a regular thing that that house should be full on a Sunday after four.

5073. (*Lord Lyttelton.*) Was that before it was removed?—No, after. I know the boys go in great numbers to Botham's on Sundays after four.

5074. (*Lord Clarendon.*) And there is a great deal of drinking going on there?—There is more than I wish for, at any rate.

5075. (*Lord Lyttelton.*) Are there any classes or sets in the school that go there?—No doubt; perhaps it will get into one house and not into another. You generally find that the leaders of it are some boys who do not take much share in other games.

5076. Is it among the boaters more than among the cricketers?—I do not think it is so now. I think there is a much more wholesome tone in the school now than there was five or six years ago.

5077. (*Lord Clarendon.*) There is no such thing, is there, as a boy drinking spirits in the boarding-houses?—Since I have been assistant I have never known of spirits being brought in. I have known instances both in my own house and in other houses of beer being brought in.

5078. That is prohibited?—Strictly.

5079. And would be punished if detected?—Yes, and is punished.

5080. Is smoking strictly prohibited?—Yes.

5081. And is the infringement of the rule strictly watched?—I do not profess to keep spies on the boys. If I smell a boy of smoking I should report him to the Head Master.

5082. What would be the punishment?—He would flog him. The principal thing that leads one to suspect it would be from the quantity of scent a boy would have about him. When I wrote that sentence what I meant was this that whatever of drinking there is in the school is aggravated, in my opinion, on a Sunday after four; the small minority of the school who are forming such habits indulge them at that time, I think. As I said, I am not inclined to think that they form any considerable portion among the boys. I think the tone of the upper boys is against it. Cases of intoxication that have occurred are, generally speaking, among little boys; on such occasions as on the election Saturday I have known cases of boys who have several times been observed intoxicated.

5083. (*Sir Stafford Northcote.*) Check nights are done away with?—Yes.

5084. (*Lord Devon.*) Are you of opinion that the Eton school in this respect has materially improved within the last half dozen years?—Very much. I have spoken to a boy in my own house who was in the eight, and he says, "I do not believe there is a boy "in the eight who smokes or drinks, or who would "not do what he could to put it down." That is the only way you can check it, by the influence on the smaller boys of those who are the leaders of public opinion.

5085. (*Mr. Vaughan.*) There is another vice which may prevail in the upper part of a public school like Eton, and I should like to know whether the masters find that they have much trouble in contending against the disposition towards it,—I mean with women?—Cases occasionally occur in which it comes to the ears of the authorities, and the boy is generally packed off at once, because if a boy has formed any habit of that sort he is clearly not fit to be among other boys; he is getting beyond the stage of boyhood.

5086. Can you say at all what the state of the school is in that respect, compared with what it may have been in past times?—I do not know. One does not know of anything of that sort among one's own schoolfellows. Boys are very careful to conceal anything of that sort.

5087. They were very careful in your day?—I never knew of any such instance among my schoolfellows in my own time.

5088. (*Lord Lyttelton.*) Was not that a very great improvement as compared with some 15 years before your time?—I have heard that it is.

5089. (*Mr. Vaughan.*) If a boy is sent away on that account, is it known only to the boy's tutor?—Most likely it would be.

5090. So that it would be very difficult for any other master to state the number of boys, in the course of the year, sent away for that?—It would be impossible. Nobody would know it at all. You cannot prove that sort of thing probably. We may imagine the case, that one of the clergy of Windsor had reported to me that he had seen one of my boys speaking to a woman. I should make out what I could of it, but I might find that there was scarcely sufficient evidence to prove an act of immorality, and I should most likely say to the parent that I had heard this of the boy, and I would rather he should leave. He would probably leave at the end of the half, and nothing more would be said about it. There was a case not long ago in which two boys drove through Eton in the most open manner in a gig or tandem, or something of that sort, with a couple of women, and that was reported to the Head Master, and they were expelled in the most public manner. I have heard it stated by some men that it is rather on the increase now to what it was a few years ago, but I do not know that that is so.

5091. I suppose that the regulations made with regard to bounds and so forth are framed specially, to a certain degree, in order to keep boys from temptation of that sort?—Perhaps that may have been so theoretically; but I have expressed myself in my written answers against the present system of bounds. I consider that the present arrangements, as to bounds, prevent our finding out a great deal which we otherwise should find out, because it is

supposed to be a boy's duty, supposing he sees a master, and is out of bounds, to shirk him. Supposing you see a boy and go near him, he bolts, and he says he is shirking you; but I should like to be able to say that the fact of their trying to avoid me, shows they know they are doing wrong; and that you cannot say while the present system of shirking exists.

5092. (*Lord Devon.*) Do you mean that if a boy shirks, he thereby becomes exempt from punishment?—Yes; you cannot get near enough to him to be sure it is him. You cannot punish the being out of bounds as a punishment. It would be absurd to do so. Some masters expect to be shirked, and some do not. I have given it up entirely now. By the theory of the school it is supposed to be a boy's duty to run away from the master when he sees him. If you see a boy out of bounds, and you have a sort of suspicion in your mind and would like to get nearer to be sure about him, he bolts. Suppose you see him walking with some disreputable female, you cannot be sure half a street off whether he is walking with her at all. You would wish to get nearer to be certain about it, and the moment he gets sight of you it is his duty to bolt and run away as hard as he can, or hide himself in a shop. I should like to be able to say, "the fact of your trying to avoid me "is a proof of your being in mischief."

5093. (*Sir Stafford Northcote.*) You would not follow a boy into a shop, unless you had seen him doing anything wrong?—Certainly not.

5094. Suppose you saw him with a pistol?—If I thought a boy was committing a major offence, I should consider it my duty to catch him, if possible, at all hazards.

5095. (*Lord Lyttelton.*) Do you think that the disciplinary powers of the sixth form are better exercised in the present sort of undefined way, than with certain specific powers attached to them?—I think so, decidedly.

5096. (*Lord Clarendon.*) There is one question on which I believe you have a strong opinion; as to the inconvenience of the time-table?—Yes, that is a great grievance.

5097. You propose a certain reform of it. Will you allow me to ask you whether others agree with you on that. It has been a matter, I think, of frequent discussion among the masters?—Yes; but I do not think that anybody is exactly prepared to endorse what another man has said. I think we are all agreed that one of the principal things we want is a reform of our almanac.

5098. And nobody, I suppose, considers there is any insurmountable difficulty in doing it?—I should think not; except the conservative spirit of the College.

5099. The irregularity of it is not considered conducive to the well-doing of the College?—I have heard one or two men say, that they considered the irregularity itself as part of the education, in the habit thus engendered of adapting your work to the different day.

5100. (*Lord Devon.*) As regards the conservative spirit of the College; it is owing to that, you state in the lower part of the page, that the College would not allow the shirking system to be abolished?—The late Provost would not consent to it. The late Head Master and present Provost was anxious to abolish it, when he was Head Master; the present Head Master I remember speaking up for it.

5101. (*Sir Stafford Northcote.*) It could not be abolished unless the present Head Master was favourable?—It would be difficult for us to pull together; just at present a boy does not exactly know what to do. Some masters require shirking, and some do not.

5102. Do you think it produces any practical evil?—I think the existence of the system gives a boy an excuse for running away from a master, and especially preventing a master getting up to him to see what he is after.

5103. (*Lord Devon.*) Supposing a boy was met out of bounds by a master, and he was some 20 yards off, and on seeing the master he bolts round a house, is that considered an admission on the part of the boy that he is wrong, unless there is some suspicious place in the neighbourhood of the house. Suppose that boy, instead of running round the house, went straight on?—I should say nothing to him myself, and, perhaps, three-fourths of the masters would say nothing to him.

5104. It would be a breach of regulation?—It would. Another master would say, "What do you "mean by this impertinence in not shirking me?"

5105. It would have been treated in former times as a mark of disrespect?—Yes; a boy was punished not for being out of bounds, but for not showing respect to the master by shirking. In fact, when a man goes up to the university, he begins to shirk the proctors, and then he gets caught by the "bull-dogs," and his attempted escape is considered a grave offence.

5106. (*Lord Clarendon.*) With respect to the results of the education at Eton, you say you consider the results satisfactory, but at the same time you teach a boy little or nothing?—I do not say that; I say we have given him as much mental training as can well have been done at a public school.

5107. That is to say, you have made him aware of his ignorance?—Yes; and that, I think, is a great point. We have given him the habit of using his mind.

5108. For what purpose have you given him that habit?—For the purpose of getting knowledge for himself, if he chooses.

5109. How do you know, if you pronounce him to be ignorant, whether he will use this power?—Boys are of infinitely different mental calibre; a great many leave us knowing nothing whatever, and a great many knowing very much. I believe an Eton man acquires as much habit and ability to turn his mind to whatever he may wish to take up as any other man.

5110. I am not disputing the facts, but I want to know what are the practical results. You say, "By "the time a boy leaves Eton we have probably done "as much towards training and developing his mental "power, and teach him how to set about learning for "himself, as could well have been done at any other "place of education; but I consider that we send "him out lamentably ignorant in many branches of "knowledge, which, if he does not speedily acquire "for himself, he can scarcely be said to be an "educated gentleman." Then you proceed to describe what he is ignorant in. May I ask you whether from the results of your own experience, or from what you have been able to trace afterwards, I mean in a boy's after life, either in the university or elsewhere, you have found he was so conscious of the ignorance in which he left Eton as to speedily set to work to qualify himself to be considered an educated gentleman?—I do not know; I can only speak of my own case. I left Eton with a considerable reputation for scholarship, I went to King's, and worked there for my degree. At the time I left Eton I knew not a syllable of English history, I felt I had been in ignorance on the subject, and I have done something since to remedy it, but that is the state in which I left Eton.

5111. You chalked out a particular line of life for yourself in which you felt it necessary to get out of that state of ignorance, but you see many who do not propose to themselves, or are not obliged to adopt any particular profession; is there not a fear that they will remain in that state of ignorance; do you not think it is desirable if possible while they are *in statu pupillari* that something more ought to be done to cultivate the mind while you have power to do so, and during the best years for imbibing knowledge?—Certainly; I consider a gentleman ought to be well acquainted with geography; I do not mean all the little details of it; and I consider that every gentleman ought to be acquainted with the history of his own country.

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5112. (*Lord Lyttelton.*) You said, without any break-up of the system, you might introduce much more of these studies than is now the case?—I think so, decidedly.

5113. (*Lord Clarendon.*) If there was a recognition of the want, and the goodwill to repair it, I cannot conceive that there could be any difficulty?—I do not at all see why there should be.

5114. (*Lord Devon.*) Would it render it necessary to curtail any portion of the present classical or mathematical work?—I think, as I said before, that one or two repetition lessons might be given up. I do not think it is necessary that a boy should have five repetition lessons in the week, I think three would be sufficient; I should not like to give them all up as some people would; I think three a week would be a very good number.

5115. (*Sir Stafford Northcote.*) It would be necessary to curtail the work, but you think it might be done without reducing the standard to which boys are ultimately brought in classics?—I think it might.

5116. There may be no objection to curtailing the hours of work, and yet there would be an objection to turning out boys less well instructed in classics?—I look upon classics and mathematics as being the paramount staple, the beefsteaks of training; I consider the knowledge of facts which a person carries away with him is important as well, although I do not consider it in any way as important as the other. I consider it is essential that a gentleman should be acquainted with a great many facts as to the configuration of the globe and other things.

5117. (*Lord Clarendon.*) Do you not think that the inferior social and academical position of the mathematical masters at Eton must be more or less prejudicial to the study?—No doubt; I think everybody thinks that.

5118. (*Sir Stafford Northcote.*) Do you happen to have any pupils who are boarding in mathematical masters' houses?—Yes.

5119. Should you feel any jealousy if those boys did their Sunday work with the mathematical assistants?—I think I should as things go now.

5120. But supposing things were altered?—If it was part of the system that it was done I do not know that I should, but at present all the religious instruction of a boy comes from the tutor. He comes to my private business, and I prepare him for confirmation.

5121. Would you see any objection to the mathematical assistants having houses on those terms, that a boy might be sent to them to be their pupil for all moral and religious training, going only to a classical master for purely classical work?—I do not think the tutor would like it as matters go at present.

5122. I am assuming that all the boys who were sent to the mathematical master's house were sent for the sake of mathematics?—Then you must secure that every person appointed to teach mathematics is competent also to teach theology, because he has not only got to prepare the boy for confirmation, but the boy may remain till he is in the sixth form, and he might have to help him in the Sunday questions on the Epistles of St. Paul perhaps, or any other theological subject.

The witness withdrew.

O. Browning, Esq.

OSCAR BROWNING, Esq., B.A., examined.

5123. (*Lord Clarendon.*) I believe, Mr. Browning, you are an assistant classical master at Eton?—I am.

5124. How long have you been so?—Rather more than two years.

5125. Did you come from King's College?—Yes.

5126. Were you on the foundation?—Yes; I am a Fellow of King's College.

5127. You are a Fellow of King's College now?—Yes.

5128. I will first ask your opinion with respect to the chapel services and the manner in which they are conducted at Eton, and whether you think any alteration could be made?—I think the chapel services generally are not satisfactory. At the services on the Sunday the boys are generally attentive, and I think they behave as well as you can expect. We always have two chapel services on a whole holiday, and one on a half-holiday, and generally, during those services, there is no actual bad behaviour; the boys are generally inattentive, and very anxious to get out. There are no masters there but those who are absolutely bound to be there. Three masters are bound to be in desk. The Head Master is present and some of the Fellows and residents, but the services do not produce a satisfactory effect on the boys, they are regarded merely as "absences."

5129. And they are not productive of any reverential feeling?—I should say not; the boys' object is certainly to get out as soon as they can. There are certain rules by which they are restrained from going out in a hurry, but as soon as the signal is given by the master they go out in a very different way from what they do on Sundays, evidently thinking that it is less a religious service than a piece of school discipline. On certain days we have the Windsor choristers down, who, also, are paid by Eton.

5130. Is that on Saints' days?—Yes, and on eves of Sundays and Saturday afternoons.

5131. How long do these services last?—On those days the service lasts about three quarters of an hour; on the other days about half an hour.

5132. (*Lord Lyttelton.*) The choral service, I suppose is popular with the boys?—I do not think they mind it much. They look out for the length of the anthem a good deal. I think it is popular, perhaps.

5133. You do not think they would prefer to have it?—Now, I think, they would not, because they have got so much in the habit of regarding chapel as so much time taken out of their play.

5134. Is that a new feeling, do you think?—I think it is a feeling in which I used to participate to a certain extent. The chapel, from what I have heard, is very much better than it used to be; certainly decent order is preserved.

5135. (*Lord Clarendon.*) What change would you like to see in that respect?—I should like to see a short daily service at some convenient time in the morning. I think you could get a choir among the boys,—there seems to be some hope of that now. There is a musical society lately started among the boys, and I think it would be advisable to have a choral, but short daily service, not necessarily beginning the day.

5136. You would not have it before breakfast?—No, after breakfast I think it would be better attended to; there is some objection to having it the first thing in the day.

5137. Then what is your opinion as to the preaching?—I should say that that was not satisfactory at all. I am sure from my own recollections as a boy, which is not so very long ago, it was not regarded as satisfactory. I think there were very few of the Fellows whose sermons produced any effect.

5138. Were not they addressed to the boys in general?—Perhaps the author might prove out of them that they were intended to be addressed to the boys, but it was not evident to the boys themselves. It is difficult to say about that, but I should say they were not. There were of course some few exceptions. Then again, from the extreme age of the Fellows their voices were not heard in the chapel. Many Fellows used to preach long after they were past preaching.

5139. The Head Master very rarely preaches, I believe?—Very seldom indeed. When I was a boy the Head Master's sermons used to produce more

effect than any other sermons. Since I have heard them as a master I have not thought so much of them, but as a boy I can remember their having a great effect.

5140. Because he was Head Master?—I should fancy so, and because he knew what to preach about, being engaged with the boys.

5141. And he knew more about what the public opinion of the school was, and was more respected because he was in more constant relation with them?—He knew more particularly what was wanted to be said. We never have sermons like those which I have seen published of Butler's or Temple's, or Vaughan's. We never have sermons which can be at all compared with those in style. I think a few of them would be desirable. I have read them out to my pupils.

5142. Of course no assistant master is ever asked to preach?—No, never.

5143. Do you think that would have a good effect or not?—I think it would, both on the boys and on the masters.

5144. (*Lord Lyttelton.*) Do you not think they would value such a concession?—I think they would.

5145. (*Lord Clarendon.*) The next point which we wish to advert to is your opinion respecting the work of the oppidans. I suppose you mean by that as distinct from the work of the collegers?—Yes. At page 101 I have given a further extension of that.

5146. (*Sir Stafford Northcote.*) Were you an oppidan yourself?—No, I was a colleger.

5147. (*Lord Clarendon.*) Is there anything you would like to add to what you have said? It does appear to us that the collegers are worked harder?—I do not think there is anything I would add; but in the upper part of the school there is little or no inducement for an oppidan to work. There is nothing that makes work fashionable among the oppidans. A boy has no chance of becoming one of the leading boys of the school by work. The leading boys of the school, who are a very defined body indeed, are generally composed of those who are in the eight or in the eleven. I should say that it was impossible for a boy to obtain any general influence in the school, merely by intellectual distinction.

5148. Why do you think there is no incentive to an upper boy to distinguish himself intellectually?—After upper division trials, the only prizes open to a boy are, in the first place, the Newcastle, which has of late years been monopolised by the collegers, and the oppidans have got to think it rather beyond them. There is a scholar, and a medallist, and a varying number of select. I think last year there were two or three oppidans in the select; consequently, the oppidans have gradually got to think it beyond their reach, and if you said to an oppidan that he must try for the select and the Newcastle, he would rather regard it as beyond him; so it has not very much influence on the work of the oppidans.

5149. (*Lord Clarendon.*) To what would you attribute this recent excelling of the collegers, because it did not use to be so?—I think, in a great measure, the collegers are better educated; that they are a better class to begin with; that they are selected by examination, and that, therefore, more scholars carry off the prizes. I should not say that the oppidans have got worse, but the collegers have got better. I should say there is not so much private reading among the oppidans as there used to be, when the school work was less than it is now, although I do not think that is at all a desirable thing; still the oppidans who cared for reading at all, used to read a great deal privately, and I should say the school work having been increased, that we have lost the private reading of classics, and have not yet altogether got the corresponding advantage. I fancy there used to be some among the oppidans, with whom the school work used to be of very little account, but who did a great deal of private classical reading. It was the case in my time, but it is not so now, I think.

5150. (*Lord Lyttelton.*) But there is still a great deal of time for private reading?—I should think so. In the two first divisions, the work is very hard. It is as hard as it ought to be.

5151. (*Lord Clarendon.*) Has there been any attempt made, or is there any contemplated, towards raising the oppidans more to the standard of the collegers than they now are?—I have not heard of any direct attempt. I fancy there is not enough reward open to them; there are a great many school prizes, but they are confined to the Head Master's division. They are decided solely by the Head Master, and nobody ever knows who gets them. They are got in a great measure by collegers, but the exercise is not recited or printed, and no pains is taken to make the school generally acquainted with who are distinguished in that way.

5152. The consequence is that not much value or importance is attached to those prizes?—I should say not.

5153. Do you think that if there was a better devised scheme of prizes or rewards that that would be a stimulus to the oppidans to do better?—I think if the prizes were made more of, if there was some way of making known to the school who got them, if they were given out publicly, if special examiners were had for them, if they were printed, and the same kind of *éclat* given to them as is given to the games by the public exhibitions, they would be more generally cared for in the school; and I think that is what is found in other schools where that has been done. If you asked an ordinary oppidan, I should think he generally would not know who was the Newcastle scholar. If I asked oppidans of 16 and 17,—of course I do not mean literary boys, but fair boys,—I do not think they would have a very clear idea of who had got it. It differs immensely, of course, with certain boys. The interest as to who gets the Newcastle is not to be compared with the interest of who is in the eight, or who is in the eleven, or anything of that kind. It is not a matter of general interest in the school. If you ask them, they generally answer "Some colleger or other."

5154. (*Lord Lyttelton.*) With regard to intellectual distinction, do you not think, supposing a boy is of popular character, that he gets more respect from the school, if he is a clever boy who gets prizes and distinctions in the school?—There are so few oppidans who really are distinguished in that way, that it is difficult to tell. With my own pupils, I have known two cases of boys of refined minds, and very gentlemanly manners, and fond of literature. Both of them went in for the Newcastle. One of them was very nearly select—just first out of the select; the other somewhere near it, and they certainly did not have the influence among their schoolfellows which they ought to have.

5155. (*Mr. Vaughan.*) Where a less systematic course of working is required, such, for instance, as in Latin verses and composition, are the oppidans as much behind as they are in the prizes for scholarships generally?—I do not think I could tell you exactly, because I have not the data to go upon. You could tell by who gets the verse prize in the Head Master's division. Up to a certain point in the school, they go on pretty equally; in the lower parts of the school you find at the head of the division as many oppidans as collegers. It is after that that the oppidans fall off; up to a certain point they are pretty equal.

5156. I believe Latin verse is considered a great object of cultivation at Eton?—Yes.

5157. Does it not strike you that there is a want of some very distinguished prize for Latin verses?—There is a verse prize, which, if given in a different way, might answer that purpose.

5158. What is the verse prize to which you allude?—There is a prize given to the best verses done in the half year.

5159. Do you think that such a plan as that pursued in the Universities, of giving out some subject

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for competition, and awarding a great prize for the best poem on that particular subject, does not stimulate much more than a general prize for the whole half year?—Yes, I think so. There has been a prize lately instituted for Greek Iambics, which is open to the two first divisions, but that has hardly had time enough to work yet.

5160. Is not there something necessarily obscure in a prize given in that way to the best in the course of the half year as compared with single prizes for which all are to compete?—I suppose there is.

5161. (*Lord Lyttelton.*) As to the inferiority of the oppidans, do you believe that the parents of the collegers care more, and that the boys care more, for getting on in the school than do the parents of the oppidans?—I have often heard that remark made, but I have not found it within my own experience. I have never known any parent of an oppidan who has not shown great anxiety about his son getting on. I think a better example at home would be very valuable, but as to the anxiety expressed by the parent, and the manner in which that is expressed to the boy, I should say there is nothing to be wished for. I may mention one case where the father did not care how his son did. He was a very hard-working boy, and we were afraid he would overwork himself.

5162. (*Lord Devon.*) At the bottom of page 101, you mention as a remedy for the comparative indisposition to exertion on the part of the oppidans, the giving them inducements similar to those which the Collegers possess, and among others, you specify founding some exhibitions,—to be held at the University, I presume?—No, at school.

5163. Looking at the social position of the parents of many of the oppidans, do you consider that that would be considered as holding out much inducement?—I think it would be got very often indeed by those who wanted it. I fancy there are many parents who send their sons to Eton, who do not wish to send them to College, but who would be glad of a little help.

5164. Still, probably, there would be a certain number to whom the possession of an exhibition would be of no pecuniary importance. To them, do you think it would become an object of competition?—I should fancy that it would.

5165. (*Sir Stafford Northcote.*) You say you think there is less of private classical reading, do you think there is more private reading of another kind, such as history?—I should say there is very little private reading altogether.

5166. Do you know anything of the condition of the debating society?—Yes, I was a member of it for some time before I left Eton.

5167. Do you think that exercises any influence in inducing boys to read up subjects for debate?—Not very much, I think. It is not merely a debating society.

5168. It is becoming more of a club than a debating society?—Yes; papers are taken in, and it is a pleasant thing for boys to belong to, and although some few of the boys are let in because they are able to speak, the majority of elections take place because the boy is popular.

5169. (*Lord Lyttelton.*) Do not the debates excite a great deal of interest?—When I was at Eton I belonged to three debating societies; one was a private one belonging to my tutor, which I think did excite a great deal of interest, and induced a great deal of reading.

5170. (*Sir Stafford Northcote.*) In which he himself took part?—It was in his house. Another one was in college, and it excited a great deal of interest; but I do not think there was very much excitement in the debates.

5171. (*Lord Lyttelton.*) Do you not think that during the winter half the average number of speakers must be at least 10?—Everybody who signs the question must speak.

5172. But they are not bound to sign the question?—They must sign one or the other. They might say nothing, but that they agreed with the previous speaker.

5173. Do you not think that as many as 10 boys, in an average debate in the winter half, would not only speak on the question but would have read something with a view to qualify themselves for it?—In my time I should say not. I have not attended lately.

5174. (*Lord Devon.*) Do you know whether the junior masters take part in "Pop," as it is called?—No.

5175. (*Sir Stafford Northcote.*) Are collegers elected freely at "Pop" now?—There are generally about five.

5176. (*Lord Devon.*) As to the use of the gown in College. You were a colleger, I think?—Yes.

5177. Opinions we are told somewhat differ as to the advantage of retaining the gown or of discontinuing it, what is your opinion?—I have expressed an opinion that I think it should be discontinued. The fact is, of course, that the collegers are the working part of the school, more so than the oppidans. I think it is good that the collegers should participate more in the general school feeling, and the abolishing of the gown would tend to bring them together, and to make them act more together than they do now. I never knew a colleger have any wide influence over the school. There is a great friendly feeling between them.

5178. (*Lord Clarendon.*) We have had very conflicting evidence on the subject of the gown, and some have told us that nothing would be more annoying to the collegers than to give up the gown?—I believe that is perfectly true of the present collegers. In fact, I think that the collegers keep away from the oppidans more than the oppidans do from the collegers on the whole. The oppidans are anxious that the collegers should join in their games, but they will not.

5179. (*Sir Stafford Northcote.*) Are you inclined to think that any part of the inferiority of the oppidans arises from their coming badly prepared to school in comparison with the collegers?—I should think so.

5180. I mean badly prepared at other schools?—Oppidans merely have a pass examination for entrance. Among the collegers there is an examination to see who shall get in.

5181. Do you consider that the boys who come to school, other than those who have been training for College, come badly prepared?—I have not had so much experience as others have had; but in certain special subjects they were not badly prepared.

5182. What position do you take in the school?—I have now the lower remove; I had the fourth form before.

5183. Do you think that the boys in the fourth form who came were generally prepared in grammar?—I cannot say I found much difference between those who came from the lower school and those who came from elsewhere.

5184. The boys who are placed in the remove of course are boys of rather superior attainments?—Yes.

5185. Do you think the superiority of attainments generally involves a better grounding in grammar, or is it that they are weak in grammar, but that they are forwarder in their power of writing verses and so forth?—The Head Master's examination is a test of the accuracy of the grammar. Within the last two or three days a pupil of mine has not been allowed to go into the remove because he was deficient in the very elements of Latin grammar, although his verses were tolerable.

5186. (*Lord Clarendon.*) Have you a boarding-house?—No, I have not.

5187. I suppose you intend to have a boarding-house when you can?—Next half I shall have one. There is a vacancy, because of Mr. Eliot's election to a fellowship.

5188. With respect to the work of the masters, do you consider that the masters are greatly overworked?—I think they are.

5189. Do you think that each master has too much to do, or that some have too much to do in consequence of an inconvenient distribution of the work?—Pretty nearly all the masters have the same kind of work; there is no difference of kind. There is no time for society, for meeting each other, very little time for relaxation, and no time, I may say, for private reading; I think that is prejudicial to the school.

5190. About how many hours a day do you consider your work lasts?—With my full number of pupils in the winter halves I am occupied nine or ten hours a day.

5191. (*Lord Lyttelton.*) How many pupils have you?—Forty; I have not now 40, but I had last half; that is the limit assigned. A man who has the knack of making verses can get through his work easier, but that is what many of the masters have put it at, nine or ten hours.

5192. (*Lord Clarendon.*) Will that include those pupils who come for private business?—Yes. I think the reason a great deal is that there is too much responsibility of teaching on the tutors. I think that the tutorial influence ought by no means to be diminished, but at present there is hardly any work a boy does in school that is not first done by the tutor. His mathematics, of course, his tutor has nothing to do with, but that is about all. There is no subject which is definitely taught in the school, and allowed to be taught in the school, for which the tutor considers that he is not responsible. That is an overwhelming responsibility on the tutor. I think that is the cause of our being too much worked.

5193. What would be the remedy which you think would be applicable to that?—I think that the remedy would be to make the schoolwork more real and more systematic, and we ought in the first place to have a thorough revision of the subjects taught in the school, to see that they are suited to the ages of the boys; then I think it would be better to make the lessons longer; to make them an hour instead of three-quarters of an hour. For myself, I do not see the good of having "construing," though there is a great deal of difference of opinion about it. I think if certain subjects were set beforehand and were taught thoroughly in the school, it would take a great deal of responsibility and work off the tutor. The regular schoolwork takes us a great deal of time, and costs us a great deal of hard work.

5194. (*Lord Lyttelton.*) Do you think a change of the system might be made so that the present number of masters should be enough for the school?—No, I think not; I think to work a division properly you could not have more than 35. I think there are not altogether enough masters.

5195. (*Sir Stafford Northcote.*) Do you think if a boy did not go to his tutor's to construings, there would not be a risk of his taking the chance of his not being called up in the school?—I think the best evidence as to that is in other schools where they have it not. If at Harrow and Rugby they find it is not so,—that a boy does prepare his lesson,—it would be more valuable evidence than any I could give.

5196. (*Lord Lyttelton.*) Would you allow a boy to go to his tutor if he met great difficulties in preparing his work?—I think it might be done; I do not think many boys would come; when I have given them the chance they have not availed themselves of it.

5197. Would not they go into school not being able to do their lesson?—Yes.

5198. (*Mr. Vaughan.*) Would not that difficulty equalize itself with regard to all the boys; if none of them had a private tutor to help them in preparing their work would not that be a difficulty which would press equally on all the boys?—I suppose so, to a certain extent.

5199. (*Sir Stafford Northcote.*) Taking the Eton system as at present; suppose a boy had been called up on the Monday?—That would be no reason why he should not be called up on the Tuesday.

5200. (*Mr. Vaughan.*) Would it not be the work of a skilful master in form so to call on the boys that they could not reckon on escaping?—We all try to do that. If a regular system had been introduced, the boys would have found it out and have not learnt their lessons.

5201. (*Sir Stafford Northcote.*) What happens to a boy if he fails in construing?—He has a punishment.

5202. It is a question of economy of time with him whether he should run the risk of punishment once now and then, or the certainty of having to learn all his lessons?—I think that with 35 boys, in an hour an active master might see that every one had done it. The real difficulty about the construing is, that if you take it away you take away one of the occasions on which the tutor sees his pupil, which is a most valuable thing.

5203. (*Mr. Vaughan.*) Could not that be preserved by a certain amount of private work; making him the definite master of the private work, as the master of the form may be the master of the public work?—I think something might be substituted for it.

5204. Do you think there would be opportunities enough of communication between tutor and pupil in such work to keep up a proper moral relation between them?—I think so.

5205. (*Lord Lyttelton.*) The question is, whether you think the boys would become better scholars?—I certainly do; the masters would have more time.

5206. They would get the work more thoroughly done?—Yes.

5207. (*Lord Clarendon.*) You say, "We are all so "conscious of the deficiencies of our school work, and "of the remedies to be applied to it, that if freedom "of action were once secured to the Head Master "and his assistants, matters would soon be set right." What do you mean by freedom of action?—That was written some little time ago, and then the late Provost used very freely to use his veto. There were many things on which the assistant masters were determined, and on which the Head Master also was determined, which were referred to the Provost, in which he used his veto, but the present Provost has not done so. He does not seem to have any wish to interfere. It is a matter of course that rests with the Provost personally. The fact is, that the Provost has a veto on everything.

5208. You believe that has been felt injuriously in the school?—Yes, I should think it had. At present there is no means of communicating our opinions to one another, or to the Head Master; the Head Master has no means of ascertaining the opinion of the assistants in any way.

5209. He does not invite them?—He does not invite them to consult, and, I believe, on many points he does not know what the opinions of the assistant masters are; I believe he says there is no time.

5210. I suppose if an assistant master had a communication which he wished to make to the Head Master, he would have no difficulty in doing so?—Every day for five minutes before each school we meet the Head Master, and we can refer any matter of small importance, any passing occurrence, to him; but there is no means of discussing any more important things.

5211. Anything like changes and reforms in the system?—There is no opportunity for that.

5212. (*Lord Lyttelton.*) But an individual master who wished for a private interview with the Head Master would have it?—He would not be able to give him much time. Practically, I think I may say there is no way of doing it.

5213. (*Lord Clarendon.*) Do you not think that all the masters are overworked?—I do not think that arises from the number of pupils, I think it arises much more from the distribution of the work; I do not think it makes much difference whether you have 10 more or 10 less, but it is the general distribution

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and inconvenience of the work which makes it press heavily on the masters, and on the boys too.

5214. With respect to the study of modern languages and history, neither of which are part of the regular curriculum of the school; in the first place, do you recognize the importance of those studies, and, in the next place, would you see any insurmountable difficulty in introducing them?—No. I certainly do recognize their importance, I think they are very important indeed, and I do not see the same difficulties that other masters have done in introducing them. It has been suggested that the masters themselves should teach French in their divisions, and there would be a very great difficulty in having a special staff of men in the same way that we have a special staff of mathematical men. It has been answered that the accent is the chief thing, and that it is no good teaching the grammar without the accent. That is a matter of opinion. I think the grammar would be very important indeed if we could teach it, and it is proved that it can be taught. There are several masters now in the school who do teach their pupils French, and they find it answers very well indeed. There are, I should say, four or five masters who, in private business, teach their younger boys French grammar, and they find they teach a great deal.

5215. Do those boys go to a French master?—No, I think not.

5216. Does the tutor take the additional 10 guineas for the French?—No, nothing at all; it is private entirely. The best plan I think would be to teach it in the lower part of the school, and let boys gradually go up to the French master.

5217. (*Lord Lyttelton.*) At page 99 you say, "The "best plan, I think, would be for the classical master "to teach French," &c. You mean "the classical "masters"?—Yes.

5218. (*Lord Clarendon.*) Do you think that a French master cannot keep order and discipline in his class?—Experience goes to prove that he cannot.

5219. That is to say, that such a Frenchman has yet to be found; but I suppose it is generally owing to the bad English he speaks?—No; the French master at present is an Englishman. The French assistant, I believe, was a distinguished man, but he did not understand English boys.

5220. He is gone, is he not?—Yes.

5221. If the present French master is an Englishman, those objections as to the discipline of the school do not apply, and yet not a twelfth part of the school learn French?—If all the school were to learn French, and were taught by French masters, we must have an entirely new class of French assistants, and I do not think that would be found practicable. It would be very difficult to admit a large number of them exactly into the same privileges as the classical masters, because they could not be tutors, and they would not stand in the same relation to the boys. It has already been found in the case of the mathematical masters, how inconvenient it is to have a body of men who in the eyes of the boys are slightly inferior to the classical masters. I do not see how the French assistants could take exactly the same position as the classical masters with regard to the boys.

5222. You think that there is no other mode of teaching French except that the assistant classical masters should teach it as well as they can?—I think there is no reason why they should not. If it were once settled that they should, I think anybody looking out for an Eton mastership would take care to qualify himself for it.

5223. (*Lord Lyttelton.*) To teach the grammar and the composition?—Yes; and to a certain extent the pronunciation.

5224. Do you think two French masters would be enough to undertake the higher parts of the school?—If French were compulsory in the lower part of the school, it would be a question whether you would make it compulsory after that; whether, having grounded him in French grammar, you would not leave it to his parents whether he should go on.

5225. After the age of about 15?—Yes; the fact is, there are many more difficulties in the way of teaching the small boys, or even of teaching the bigger ones. It is very difficult for them to find time; it is very difficult to keep them in order, and it is very difficult to make them attend. If that part of the work were taken off the French master's hands, he might stand in the same relation to the school as the others.

5226. (*Lord Clarendon.*) Do you think a master could attend the French lesson to support the French master in maintaining discipline?—I think there would be many objections to that.

5227. That would obviate the difficulty?—It might. I think if anybody who was teaching was not himself respected, his teaching would not be effectual.

5228. (*Lord Devon.*) You say that if this rule as to the classical assistant masters taking a part in the French instruction were adopted, many who were looking out for masterships would prepare themselves. Would you have any objection to state what your view is as to the existing staff; what number of the gentlemen now there do you suppose would be qualified to teach the grammar or composition?—I should think they would be below a certain line in point of standing, with one or two exceptions; that is to say, everybody who now comes to Eton knows more or less of French.

5229. (*Mr. Vaughan.*) At what time do you suppose that was acquired by them?—I think that many of them have travelled more or less in the vacations. At the University, also, they have read French books.

5230. Do you think it has been the habit of men distinguished in classics of late years, when their classical education has ended to take up the study of French seriously, and to make themselves reasonably good French scholars?—I should say yes, but Eton masters generally have no chance, because they come to Eton almost straight from the University, but at the University itself, after their classical education was completed, most men that I have known have done so.

5231. Have they generally been men who have entered into the curriculum of the University and gone through all the struggle for University distinction?—I can only speak of Cambridge; I should say so.

5232. And after that, that such men have undertaken to accomplish themselves as German and French scholars?—I should say so.

5233. (*Lord Lyttelton.*) Do you mean not having learnt it while they were children?—I should say so. I have known men high in the tripos at Cambridge who have done so; in fact the Cambridge education is so very deficient, so strictly classical.

5234. They have learnt it for their own general purposes, not from any special intention to bring it into tuition?—Not in the slightest degree; merely for their own purposes.

5235. (*Sir Stafford Northcote.*) Do you suppose they have learnt it with any very attentive examination of the grammar?—I fancy they would know enough; they might spend their holidays in acquiring it.

5236. (*Mr. Vaughan.*) If it was well known that that was required as a qualification, you think men would seriously set to work to acquire it?—Certainly.

5237. (*Lord Lyttelton.*) Could you go at all into detail as to how you would introduce it into the present school system?—Of course, to introduce either French or modern history it would be necessary to have more time than we have now. I think we want a thorough re-arrangement not only of our calendar, but also of our day. I think our day at present is by no means faultless, and it would not be at all difficult, I fancy, to find time to do that. I think we have too many subjects at a time at Eton. That is a point of organization which might be attended to. We read Virgil and Horace all at the same time; they lose the thread of it.

5238. You mean that by re-arrangement of the day, without sacrificing anything essential in the classes, you could introduce French and modern history?—Yes.

5239. Has it ever occurred to you that the two might be to a certain extent combined, that is, that you might learn modern history and perhaps geography, and so on, through the medium of French books?—Yes, I dare say you might, but then you must get the grammar first; I would begin modern history in English. If you continue it in French in the upper class, you might read Guizot.

5240. (*Mr. Vaughan.*) Would you read detailed history with boys, or would you think it better to give them outlines of history?—I think in the upper part I certainly would read detailed history. The reason I mentioned modern history was, that there was some doubt, I think, in the answers of the lower master; he thought it was impossible for us to teach it, but my experience does not show me that at all; I fancy there is no difficulty in teaching history to a class.

5241. I suppose if they were simply to hear it, after the boys had learned it, that would virtually be teaching it?—Yes, if you gave them a certain amount to get, and asked them questions, and so on.

5242. (*Sir Stafford Northcote.*) There is one question which I should like to put to you as a junior assistant master. It has been suggested, that in order to bring the work of the school into a better form, that a different arrangement of the work of the assistant masters might be made, and that instead of the senior assistant master taking the first division and the next assistant taking the second, and so forth, that there should be a sort of system of viceroys, as it were, by which the senior assistant should take the general charge of the fifth form, the second of the remove, the third of the fourth form, and so forth. Do you think such a system would work well, looking at it particularly from the point of view of a junior assistant master?—I think it would, because the Head Master at present is so overpowered with details that he has no time to attend to arrangement of the work, and if any competent person could be trusted to do that, I think it would have a good effect in that way. There is no very obvious way of relieving the Head Master at present of the pressure upon him.

5243. (*Lord Clarendon.*) We have had some evidence with respect to the boys resorting to public houses, more particularly on a Sunday. Can you give us any information on that subject?—I think that the going to public houses was the evil of Eton. It is less now than it has been, but still it is to a certain extent countenanced by the authorities. There are two public-houses in the Eton street, well known to Etonians, which are, to a certain extent, connived at. One is the "Christopher" and the other is called the "Tap," and although I believe it does no harm to the bigger or more influential boys, still the fact of that being so has an evil effect on some boys, and if they were not connived at it would be a great way towards doing away with going to public-houses at all in the school; but no step of that kind is taken by the authorities.

5244. Are they encouraged in any other way than by not being suppressed?—It is very much on the same footing as shirking; if a boy takes every pains not to be seen going to these places nothing is said to him.

5245. (*Sir Stafford Northcote.*) I suppose the theory of that is, that those two places are under some restraint, and would be less likely to lead to mischief?—The Tap is entirely under control; the Christopher is not, but I believe the same rule holds with regard to both, and of course the argument is, that if they go there, they do not go to worse places.

5246. A boy would be more severely punished for going to the White Hart, than for going to the Christopher?—I think so.

5247. (*Lord Clarendon.*) You say that the Tap is under control; what sort of control?—It is under the control of the captain of the boats. There are certain rules, of which I do not exactly know the nature, which are enforced strictly in the Tap.

5248. Which are enforced by the captain of the boats, not by the authorities of the school?—Not by the authorities of the school.

5249. Were those rules formed by the boys themselves?—I do not know much about it. I should fancy that probably the masters had something to do with it. They have been in existence a very long time, and are thoroughly well known and observed.

5250. I suppose there would be no difficulty in extending the same to the Christopher?—I do not know. It is a very different kind of thing altogether, because it is a regular public-house; the Tap is merely a bar.

5251. Is there much drinking at Eton?—I do not think there is very much. I think it is a bad thing that it should be connived at by the authorities, and treated as a part of the system.

5252. (*Mr. Vaughan.*) With regard to these rules; are they regulations in restraint of excess, or what is their nature?—Yes; and also of disorderly conduct in the place itself.

5253. Do they resort to these houses all days in the week?—I fancy that they do go there on Sunday; but that would be regarded as a much greater offence.

5254. Do they go other days in the week?—Yes.

5255. What hour do they generally go?—Most boys would generally go when they wanted their glass of beer after a row; but there are a certain class of boys who make it a practice of going there and drinking, but they are not the influential or bigger boys.

5256. What is the chief evil that follows from that; is it idleness, or loitering, or is it that they muddle themselves there?—I do not think there is much drunkenness. I think the mere fact of drinking at a public-house for two hours is as bad a habit as a boy can have.

5257. (*Lord Lyttelton.*) Would you do away with the public-houses altogether?—I think if they were disallowed, there would be much less drinking than there is now.

5258. Do you not think that boys must in some way be able to get beer?—There might be some arrangement; there might be an open place where masters might go as well as boys.

5259. (*Mr. Vaughan.*) Might not the College buttery be open?—Yes; or some buttery established in the town. The harm now is in the deceit about it. If I see a boy going into the Tap, I cannot go in after him without the risk of losing my influence and not being supported.

5260. Is there a regular room set apart for them?—Yes; nobody else goes there.

5261. It is sacred to them?—Yes.

5262. (*Sir Stafford Northcote.*) The Tap is part of the old Christopher, is it not?—No; it is one of the small houses in High Street. It looks like a private house.

5263. (*Lord Devon.*) Do those houses belong to the College?—I do not know; they have control over both houses, I think.

5264. (*Mr. Vaughan.*) Do you know how many boys are there at a time?—I do not know much about it. It varies a great deal. Collegers very seldom go there.

5265. (*Lord Clarendon.*) Is there a room at the Christopher set apart for the boys?—There are a great many there, and they have any room that happens to be vacant. That is worse than the Tap, because there is a much greater variety of drinks, and they stop there much longer.

5266. It is a regular inn, is it not?—Yes.

5267. (*Sir Stafford Northcote.*) With regard to football, is it not the practice to have beer out?—Yes; I believe they could not have that in the boats.

5268. (*Lord Lyttelton.*) How is that done; where does the beer come from?—It is fetched by a man

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in a pewter can, and then it is handed round to the boys. It is got from one of the inns.

5269. And is paid for out of the football fund?—Yes; it is a very good thing indeed. I have often talked to the boys about having the same thing in the boats, and it could not be done.

5270. Of your 40 pupils, how many are collegers?—Six.

5271. You consider them all private pupils; they are all on the same footing?—Yes.

5272. Do all these boys pay you the same amount?—Yes, all boys pay me 20 guineas.

5273. (*Sir Stafford Northcote.*) Lower boys and all?—Yes; all boys pay me 20 guineas. The money is sent by the dames, and I practically make no question about it. If I had 10 guineas I think I should inquire the reason.

5274. (*Lord Lyttelton.*) The dame makes out the account, and sends it, and sends to you whatever your share is?—Yes.

5275. And 20 guineas is the regular charge. Would it ever be diminished on the ground of the poverty of the parents?—I think that 20 guineas is a very small payment for what we do for them.

5276. If it was diminished in any case, you would make it a matter of inquiry with the dame?—I should certainly, but most masters would not. I think 20 guineas is a perfectly fair charge.

5277. You think many masters would let it alone?—Yes. Certainly they are never told before whether a pupil is going to pay 10 guineas or 20 guineas.

5278. Why should the dame be left to settle such a point?—I know one case of a boy who has a private tutor, and the private tutor is paid probably 150*l.* or 200*l.* a year for his board, besides costing a very considerable amount to the parents, and this pupil only pays the tutor 10 guineas a year. I advised him to make inquiry about it. It was a very unusual thing.

5279. In the excepted cases the tutor seems to have practically no remedy. If the dame chooses with the parent to charge the lower sum, it seems to me the tutor is inclined to let it alone?—That is how it stands.

5280. (*Lord Clarendon.*) Is there any other point on which you have anything to say to us?—No; I think not.

The witness withdrew.

E. Warre, Esq.

EDMOND WARRE, Esq., M.A., examined.

5281. (*Lord Clarendon.*) I believe, Mr. Warre, you are an assistant classical master at Eton?—Yes.

5282. How long have you been so?—I have been there for two years. I went there first merely temporarily, when Mr. Marriott was ill. I went to take care of his house and of his pupils, just for the time. That was in 1860. I went again to Oxford, and in the middle of the summer half of 1860 I was appointed, and have been there ever since.

5283. You were not on the foundation?—No, I was an oppidan,

5284. You were at Oxford?—I was at Balliol first, and afterwards at All Souls.

5285. When did you take your degree?—In 1859.

5286. With respect to the position of the collegers and their relations to the oppidans, we have hitherto had the evidence of gentlemen who, I think, were all on the foundation. As it is not very long since you left the school, perhaps you could give us your ideas of what were, in your time, the social and educational relations between the collegers and the oppidans?—I think that as oppidans we were not inclined to associate with the collegers. I think the chief objection was the gown. From the very first time one sees another boy wearing it, it at once establishes a difference in one's mind, and he is looked upon as another being, and although one meets him in school and at absence, he is naturally regarded as separate. Since I have been back I have associated very much with the boys. I see more of them, owing to my having been drawn in among them in the rowing and rifle shooting. I see the same thing in full force which operated in my time, that the collegers are not admitted as they would be otherwise, to the full benefit of the social life of the school. I think the oppidans acknowledge their intellectual superiority; there is no doubt that the most thinking of them admit and deplore it. But what is more, I think that among the oppidans, the fact that they see the collegers get the Newcastle, as they have done for the last few years, is beginning to make a stir. For instance, among those boys with whom I was engaged in musketry shooting last half, there were a number who felt it acutely.

5287. Do you think there is such a feeling of discouragement, with respect to the superiority of the collegers, as prevents the oppidans from trying to rival them in intellectual subjects?—If I understand the question right, it is whether they despise the collegers?

5288. No, whether they are not discouraged; that the collegers have got such a manifest and apparently sustained superiority over them in the intellectual pursuits of the school, that the oppidans feel discouraged and are no longer inclined to compete with the collegers?—I hardly think that, because they comfort themselves by looking back at the list. You will see there was a period of six years when the collegers did the same thing. They look at that list and say, "It is only for a time, we shall have our time "too;" and they always point out the clever fellows among them. Last time they were very strong in hoping that an oppidan would get it.

5289. You think there will be a desire to compete?—I think decidedly there is a feeling about it which exists very largely and very strongly.

5290. The oppidans being ten times more in number than the collegers, of course the discredit of being beaten is all the greater?—There is one thing to remember, which is, that the collegers are picked, and what is more, are generally better prepared. I find that since I have been there, the oppidans who have come prepared have been very much below the work; below what I expected.

5291. That is, the oppidans placed in the fourth form?—Yes; they have been very badly prepared.

5292. Would you say that there is a great distinction between them and the boys who come up from the lower school?—I think the boys who come from the lower school are easier to teach in pupil-room, but they are not so easy to discipline. They are more accustomed to the habits of the place, I think, and so are easier to set to work; whereas, with the boys who come from other schools, it is a break in their lives, and we are more apt to get a moral hold of them.

5293. You do not think that the boys who come from the lower school are much better grounded than those who come originally to the fourth form?—I should not be prepared to say that, as a large proportion in the lower school have been previously rejected when trying for the upper school on their first coming, and so are much behind their years.

5294. On the whole you would say, that as far as you could judge, the preparatory schools do not do their work very effectually?—Certainly not; with the exception of the boys who come and take in the remove. The fourth form boys, as a rule, are badly prepared.

5295. As to the relations of the collegers to the oppidans in the games, cricket, and the boats, the same distinction prevails, does it not?—Yes; a very curious circumstance happened, I think, two years ago. I am speaking with reference to cricket, which

I do not look after much, not being a cricketer. I understood that this was the fact, that the lower club, which was called "sixpenny," offered the collegers to join with them, and the collegers would not; they threw away the chance at that time. That shows that there is a spirit existing on their part as well as on the part of the oppidans, because the advance was on that occasion made by the oppidans themselves.

5296. Do you know why they refused?—I think they regard themselves as a distinct body, and the spirit of a minority is always so much stronger, and more lively.

5297. (*Lord Lyttelton.*) There are a few collegers generally in the debating society?—Yes. Supposing a boy was thought to be a very disagreeable fellow, he would be blackballed to a certainty; but intellectual merit has its weight there, no doubt.

5298. You think that if there is a certain degree of social alienation between the two classes, at all events in the debating society, where intellectual qualifications are necessarily so prominent, they overcome that alienation?—I think so, in that particular case, but that is the only one.

5299. Do you think that a colleger and oppidan would never go out walking together on a Sunday, for instance?—It might occur, but I should think it would be very seldom.

5300. Do they give each other leaving books?—I have known leaving books given by collegers to oppidans, and by oppidans to collegers, but it has been generally where they have been in the cricket eleven. Collegers can be and have been in the eleven, and in that case a colleger gets to know more of them. I have known times when the leading collegers knew more of the oppidans than they do now. I think the physique of the collegers is inferior now to what it was in my day. I do not know whether it arises from their being overtaught and crammed when they are young, but they certainly do not infuse the same spirit into their games that the oppidans do.

5301. The collegers must occasionally get into the eleven. Is it not the case that there is a sort of obligation when they are leaving for the rest of the eleven to give them leaving books?—I should think they would feel it so. I do not know so much about the cricketing.

5302. Do you think generally, apart from such particular cases, that they do not much give each other leaving books?—I think not.

5303. (*Lord Clarendon.*) As to the relative proportion of work and amusement; the collegers have more work than the oppidans, have they not?—They have not actually more work; they have more examinations in the year.

5304. Therefore they are obliged to work more for that?—Yes; practically I should think it is so.

5305. With respect to the oppidans and the relative proportion of their work and amusement; how is that; do you think it is a fair proportion?—I think at present certainly, and I suppose it always will be so, that distinction in the games is coveted and looked up to more than distinction in any other way. It is human nature; it comes home to the boys much more.

5306. As to the time and the preparation of work and amusement; do you think that the two are fairly apportioned?—I hardly think so. I think, speaking generally, that the oppidans occupy too much time with their amusements and too little with their work. I think that is the state of things, but it has been better than it was in my time.

5307. (*Lord Lyttelton.*) We have evidence as to the number of hours that cricket is supposed to require in the week. Could you say how much of a boy's week in the summer, say the captain of the boats, is given to the boats?—I can tell you exactly what the boating would require. For instance, take the eight in training. This year the captain of the boats used to have them out every "after 12" for an hour. Then in the evening they were obliged to be out from seven to a quarter to eight, that is the "after 6," but they were not required to do anything and were recommended not to do anything during the rest of the time. They might have had all the rest of the time for reading.

5308. What is the ordinary time given to the boats?—I always felt that the boats are very lazy indeed, that they did not come out enough. The enemy of work is the idling. The idler who will not row hard or shoot hard or play for distinction, is generally the boy who gives less time to his lessons.

5309. It appears from what you say that cricketing takes more time than the boats?—Yes.

5310. Are there any now who do both cricket and boats?—There is an aquatic club. It is very difficult to say when they play. It is quite optional; they sometimes have a match, but I think it was the exception and not the rule.

5311. Have you ever known any who were in both the eight and the eleven?—I believe one boy, last year, was very nearly in the eleven, but he was an exceptional case.

5312. It is very rare?—Very rare indeed.

5313. What more have you to say as to amusements?—With reference to the boating, my general observation has been this: that the idling in boats, the idling about the river, is what is most prejudicial to the school; we do all we can to stop it. We have a staff of watermen who are posted at different places to prevent them going down into certain backwaters and back streams, but the idling about is, I think, the worst fault connected with boating. The object I have had in view while working with them has been to infuse a sort of energy into it, so as to make them really row in order to be able to row well.

5314. Is that idling at all connected with drinking?—I think that has been stopped to a great extent. It is a curious thing that since the year 1854, the habit of going up to Monkey Island, which is a row of six miles, became the fashion, and now they row the 12 miles, instead of seven or less, as they used to do.

5315. (*Sir Stafford Northcote.*) Is it common to go up to Monkey Island?—Yes.

5316. Punting is not allowed now?—That has been stopped for a long time.

5317. (*Lord Clarendon.*) Why is punting forbidden?—With special reference to drinking, idling, and vice of all kinds. Now we have sealed up the river to them in that kind of way. Any boy who is seen by any backwater is severely punished. We keep them to the open river completely. It is a curious thing that at Eton during the last two years there has been little or no smoking. I think within the last two or three years it has gone out of fashion.

5318. Were you about to say anything as to the other amusements besides cricket?—Yes.

5319. What was it?—I have had to do with the formation of the volunteer corps.

5320. (*Sir Stafford Northcote.*) Is not the distance which the boys row in their matches very much shortened from what it was; what is the ordinary race now?—For eight races, from Locks down to Windsor Bridge; for the other races, from the Brocas round the Rushes to Windsor Bridge again; that is three miles. That is quite as much as boys ought to do; but I do not think it should be less. All the long-boat races are at the Rushes, because of the difficulty of pulling the boats round.

5321. Formerly it used to be the practice to race all the way round?—Yes. I think that is supplied now by the increased energy of going up to Monkey Island, which is six miles distant. I offered to take a boy on Saturday to Wimbledon, and he refused, because he said he wanted to go up the river. I asked him afterwards what he had been doing. He said he had been up to Monkey Island after four and after six.

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5322. Do you think the lock is felt to be a nuisance there?—It is under our control to a certain extent. We have a waterman there.

5323. Does it deter the boys from going up so far as they otherwise would do?—No, I think not.

5324. Does it lead to many boys merely going up to the lock and coming back?—No, I think not; I think they generally go through. An objection is made to the boating on the ground of the expense, and on that point I think some improvement might be made. The cost of the boats there, I think, is much greater than the proportionate cost at Oxford, and that makes parents cry out about the expense. I think it is a thing which might be changed by degrees.

5325. What do you think it is owing to?—There is a monopoly of the boat builders. For instance, every boy who goes into the boats pays 3*l.* for his oar, as it is called. It comes to 26*l.* 10*s.* for each boat per annum. The boats are supposed to last five years. The original cost of building the boat, I should not think would be above 15*s.* a foot, or about 40*l.*, so that the boat builder really gets an enormous profit out of that.

5326. I suppose they are never allowed to let the boats out to other people?—I do not know that they do.

5327. Do you think they do?—I think they may do so in the holidays.

5328. What is the price of the lock-ups?—A boy pays 4*l.* for a pair-oar, and 2*l.* 10*s.* for a sculling boat; I do not know how long they are supposed to last.

5329. According to the system which you mention of boats not going up very often; is it the practice for boys who are in the boats to have lock-ups besides?—Yes; the eight oars do not go up often, and the consequence is the boys in the boats prefer to row in pair-oars.

5330. (*Lord Clarendon.*) Is the expense of the 4th of June and any of the other fêtes a large item in a boy's bill?—Each boy who is in the boats pays 12*s.* 6*d.* for the 4th of June, and 12*s.* 6*d.* for election Saturday. The sixth form pay 12*s.* 6*d.*; the fifth form pay 7*s.* 6*d.*, and then I think the lower boys pay 5*s.* It is an item, certainly. It makes a large sum when taken from the whole school. That is to pay for the fireworks, and, in fact, the whole expenses of the fête.

5331. How much do you think it would amount to altogether for the two?—I have not calculated it out. There is 12*s.* 6*d.* from each boy in the boats, and there are eight boats; 12*s.* 6*d.* from each boy in the sixth form except the collegers, who do not pay, and 7*s.* 6*d.* from each boy in the fifth form.

5332. (*Lord Lyttelton.*) Do you think that the boats are on the whole considered the aristocracy of the school?—Since we have had the opportunity of having the eight to Henley, and since the Westminster race has been revived, it has been much more by merit that boys have got into the boats. When I was a boy there was a good deal of favouritism; it had a bad effect on the school. There was no race for them to row, so it was in the hands of a clique, who elected whom they liked, to form the eight for the year. Since they have had a race they have been obliged to take the best men, very often the best man being an unpopular man; the consequence is that it has done real good to the school.

5333. I mean as compared with other classes, is it the most influential social class, socially all through the year, not only during the summer?—I think they forget all about it in the football half. Football is a wonderful equaliser of boys.

5334. We have evidence that in a matter not connected with the games, but some disorderly proceedings, the masters who wished to interfere with it said the best person they could consult would be the captain of the boats?—No doubt the captain of the boats has great power, but not the boys in the boats generally. There is no doubt that he is looked to as much as anybody in the school. If the captain of the boats is a moral and high-principled fellow, he can do a wonderful deal of good throughout the year.

5335. More than the captain of the eleven?—Yes.

5336. (*Sir Stafford Northcote.*) How is the eight practically chosen now; is it as it used to be by the two first choices?—They generally have a list of the best men next to the remaining choices.

5337. Do you pick the eight?—No; the captain of the boats has often asked me, "What do you think "of so and so?" I have avoided doing anything like picking; I have always told them, when asked, whom I thought the best man, and they have generally agreed.

5338. It is understood that the captain of the boats picks them now?—Yes.

5339. (*Mr. Vaughan.*) You spoke of the race between Eton and Westminster having been revived. How often is that?—Once a year.

5340. Are there many boat races in the school time?—Constantly.

5341. Have you ever heard, with regard to a boy's after life, any evil effect attributed to these boat races among boys?—Never; nor at Oxford. I have rowed all my life, and I have never known such cases.

5342. Have you at all been in the way of hearing what physicians have said about the practice of boat racing early in life?—Yes. I have noticed this, that boys and men who have not been fit for it, and who have taken to rowing, have been obliged to leave it off. I know of a poor fellow who died the other day, who attempted to get into the eight in 1860; but I would not let him row.

5343. Have you never heard that it has been supposed that boat racing amongst those who show no symptoms of weakness at the time, lays the foundation of disorder in the lungs?—I have heard it, but I have also heard the opposite statement made by doctors who have been conversant with boating men, at Oxford, for instance.

5344. What have you heard to the contrary, that it strengthened the lungs?—That the sole reason of those men becoming ill has been imprudence on their part, going out of training too soon, and vicious courses after training.

5345. Have you never heard it said that it was supposed to be a common cause of consumption eight or nine years afterwards, from the great disturbance to the circulation in the lungs produced by sudden and great efforts in boat racing?—I have heard it stated, but I have heard the contrary stated as often, and I believe it. Rowing a race without training might have that tendency, because the body is not up to it.

5346. (*Lord Lyttelton.*) Were you in the eight?—I was the second choice out of the eight.

5347. You were the captain of the university boat?—Yes.

5348. (*Lord Clarendon.*) What would you consider the effect on the school of the matches at Lord's, at Henley, and the Westminster race?—There is no doubt that the excitement at the time indisposes people to work. We feel the antagonism between work and play there. At the time, the excitement is so great that it rather indisposes the whole school to work.

5349. Even boys who are not going?—They are frantic at this present moment, I have no doubt, with the Harrow match going on, but I question whether the good that is done does not quite outweigh all that.

5350. (*Mr. Vaughan.*) Will you allow me to ask you whether there are not certain rules, with regard to abstinence from liquor, and so forth, that are self-imposed by boys when they are training for matches, whether cricketing or boating?—I cannot answer for the cricketers. In boating, it is quite self-imposed, because there is nobody to look after them.

5351. Is it not so with all kinds of dissipation, that there is an understanding that there is an abstinence from all kinds of dissipation when they are going to row, or when they have a match in prospect?—Yes, that is strictly adhered to.

5352. (*Sir Stafford Northcote.*) Do they abstain from bathing?—Yes, to a great extent.

5353. (*Lord Clarendon.*) Is bathing thought to take much out of them?—It does not hurt before breakfast just to jump in and out, but if they bathe in the sun, or two or three times a day, it relaxes all the muscles of the body. You can see it directly. If a boy bathed in the middle of the day and afterwards rowed in the evening, you would see the effect at once.

5354. Is bathing carried to an excess at Eton, do you think?—I think there is much less bathing than there used to be. I superintend that to a certain extent, and I am rather afraid they do not bathe so much as they ought to do. In my time it was carried to an excess by a great many boys, who bathed four or five times a day. The school has become so much more a cricketing than a boating school lately. I said to a boy the other day, "When are you going to "swim?" He said, "I have not been up there." I said, "Why not?" He said, "Because I am a dry-"bob"—he was a cricketer. I said, "Whether you "are or not you ought to learn to swim; it may "become the means of saving your life" "Yes," he said, "but I cannot find time."

5355. The great majority of the boys at Eton know how to swim?—Yes.

5356. Independent of boating?—Yes. The list of those that cannot swim is rather large this year; it contains 350 names. They are also subjected to an examination in swimming. The proportion has been small this year owing to the river being so very full, and the weather being so bad, we have not been able to get enough taught this year.

5357. (*Sir Stafford Northcote.*) The examination is much more strict?—Yes.

5358. You not only see that a boy can swim a proper distance, but that he swims in proper style?—Yes; and where there is an invincible tendency to do something wrong I make them pass in their clothes.

5359. (*Lord Lyttelton.*) Must not they swim 100 yards?—Yes; it is about 100 yards, and then they have to turn round and cross, and show they know everything about it.

5360. Can you tell us whether or not boys who excel in games are commonly pretty good at the school work?—I have only been there two years now, so that I could not tell what was a good average, but I think you could not say that there was a regular tendency of intellectually distinguished boys to come to the top in other things; I do not think you will find that; but at the same time, I do not think you will find that the eight and the eleven were particularly stupid fellows, or that they did not care about intellectual distinction.

5361. Is there any difference between games in that respect? Cricket, we understand, takes a great deal more time. Do you think the cricketers are less well up in the school work than others?—No, I do not think so; I think they are on a par with the others.

5362. (*Sir Stafford Northcote.*) Are the games now to any extent compulsory?—No, except that I have heard of a case where the collegers forced somebody to play cricket. That is the only instance I ever heard of, of a boy being compelled to play.

5363. Is not football to some extent practically compulsory?—No, I do not think they would compel it, because a boy would always have a refuge to a master of a house.

5364. Have you ever heard of a boy's pulling out a dirty shirt and throwing it on the floor, in order that when the boys came round they might think he was gone to football?—No.

5365. (*Lord Clarendon.*) As to the general habits of expense at the school, are not some boys very extravagant, and is not their example rather prejudicial to others?—I think it is less so now than it was in my time. The idlers are always the most expensive fellows. Those who work hard in the boats and at cricket have not the time to think about the adornment of their persons very much; but the idlers who lounge about have got nothing else to think about but that.

5366. Do you think that the principal cause of extravagance there is the adornment of their persons?—I think it used to be. I do not think they think so much of it now.

5367. That used to be the great cause of expense?—I think so. It followed them to Oxford and Cambridge. I do not think it is so much as it used to be.

5368. Extravagance in jewellery, for instance?—Yes; wealthy parents encouraged their sons to some extent, I think. In my own house a boy was ill with the measles; I moved him to another room. He said "Will you get me my money?" I said, "Where is "it?" He said, "You will find it in the pill-box in "my bureau." There were two 10*l.* notes wrapped up in the pill-box besides the gold. He had 24*l.* or 25*l.*, and I have heard of others having 50*l.* If the parent lets them have that sort of thing, it makes it very difficult for the master.

5369. (*Lord Lyttelton.*) There are several parents who give enormous pocket money, are there not?—Yes, they are generally people who are *nouveaux riches.*

5370. (*Sir Stafford Northcote.*) What should you think would be the average sum with which a boy would go up to Eton?—I think he brings up 3*l.* or 4*l.*, and he writes home if he wants more. They get most things by orders, but I discourage that as much as possible. I think the rifle corps has done some good, or has had a share in having done good to the school.

5371. (*Lord Lyttelton.*) Will you tell us something about that?—It is undergoing the same sort of change as one hears of corps in the country. The drill is becoming less popular, and the rifle shooting is becoming more popular. I think that they regard it as an established fact and would be very sorry to lose it, and it will always keep up to the number of 180 or 190, or something of that kind. They will always drill sufficiently to be able to show themselves off on a grand day like the 4th of June, or if anybody comes down to inspect them. They have plenty of pride to make them do that.

5372. Do you trace any effect on the character of the boys from the rifle corps?—Yes, it has brought out a class who would neither row nor play cricket. It has given a lot of fellows who were perforce idlers, who were not able to excel either in boating or in cricket, something to do. I do not wonder at our being beaten when brought into competition with Rugby and Harrow at Wimbledon, because it is a new thing.

5373. (*Lord Clarendon.*) Is it quite voluntary?—Perfectly.

5374. You would consider it would be very prejudicial to make it compulsory?—It could not exist.

5375. Neither as to the drill, or the shooting, or anything else?—The spirit of liberty is too strong in the place to admit of that.

5376. (*Mr. Vaughan.*) Do you think the spirit of shooting has beaten the drill?—Certainly.

5377. Is not the drill the really useful part of it, as far as the boy's health and growth goes?—I think the drill would have a certain effect, as a gymnastic exercise. The same good would be brought about in an infinitely better way by having a gymnasium, which we have not got.

5378. I am simply comparing the two parts of the rifle exercise, the shooting and the drill, and asking whether it is not a pity, so far, that the drill is going into the background comparatively?—For myself, certainly I think it would be better if they did stick to the drill a little more, but it is rather against human nature, especially with boys.

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5379. The effects of the drill on their bodies, in developing their frames and giving them heartier appetites, I suppose you have been able to observe?—They get all that at cricket.

5380. Certainly. But I understood this to apply to persons who were not fond of cricket?—The rifle shooting is what brings them out. Those who are occupied in the cricket or the boats, make up the drill. There are 60 or 70 boys who like the rifle shooting, and who would have nothing else to do. The drill admits of both cricket and boating, because it is only once a week, when the cricketing and boating is not going on.

5381. (*Lord Lyttelton.*) Where do they shoot?—It is one of our great troubles that we have not got a range nearer than four miles off. It is at a place called Dedworth Green, about four miles from the school. I advise them to walk, because the expense of conveyance is so great. The expense to the corps is very small, they pay 5*s.* to the corps, and those who go in for musketry pay 5*s.*, and that supplies them with ammunition and everything.

5382. Do you think they are fond of their uniform?—Yes.

5383. Are they the better sort of boys in the school who join it?—I think they are the steady and respectable set.

5384. (*Lord Clarendon.*) Should you consider that the authorities, the masters generally, would try to discourage extravagant habits which had been contracted early?—I think so. I think that the masters are much more alive to that now, and much more ready to stop it than in my own time. I do not remember then noticing any effort being made, but now I am quite sure that the master would discourage it. I think a foppish fellow generally gets spoken to.

5385. Yes; if foppish in his manners he would; but is a boy who is very extravagant in his dress, and has great quantities of new clothes, better looked upon for it by the boys?—No.

5386. The tutor, you think, would notice it with disapprobation?—The tutor would pull him up. For instance, if any of my boys contracted a large tailor's bill, or if I found him getting things without my orders I should at once write to the parent about it. Of course we must be supported by the parent, otherwise our authority is set at nought. It rests very much with the parent, and if the tutor writes to the parent, and the parent is a sensible man, it generally has the effect of stopping it.

5387. (*Lord Lyttelton.*) Have the boys luxurious habits, which they had not when you were a boy?—No.

5388. Were arm chairs universal when you were a boy?—I had two arm chairs in my room when I was at my tutor's, but I have forbidden them in my house altogether.

5389. (*Mr. Vaughan.*) Do you not think arm chairs prevent stooping in study?—They become simple lounges; you see the boys in them with their feet on the chimney piece.

5390. (*Lord Lyttelton.*) You have not noticed any increase of luxurious habits?—I think that the drinking as well as the smoking is much less. I do not think that boys drink half so much as they used to do.

5391. I do not mean anything vicious, but anything at all less manly among the boys?—I think ever since they began to put energy into the work, ever since they have got the races and those things which they take an interest in, there has been a general tendency to drop that kind of thing.

5392. (*Sir Stafford Northcote.*) There is more energy in fives playing and foot racing than there used to be?—Yes. The objection to those things is that they involve such expense.

5393. Is the fives very expensive?—I made a calculation that there is about 100*l.* a year spent in balls.

5394. (*Mr. Vaughan.*) Is it not after all a profitable outlay of money if it brings good health?—Yes; I calculated that what passed through the boys' hands altogether in the way of amusements was nearly 1,300*l.* a year, what passed through the heads of societies. Of course that is a rough calculation. It would be a very satisfactory thing if an audit could be introduced, because in my time there was a habit of dividing what was the surplus money; nothing passed on for the next year. I do not think that is done so much now, but still an audit ought to be had, I think.

5395. (*Sir Stafford Northcote.*) Used it not to go to the oppidan dinner?—I think there was something said about it. The boys have done away with the oppidan dinner now.

5396. (*Mr. Vaughan.*) I suppose in reckoning the real expensiveness of such amusements, it would be fair to take into account the expenses which are saved by the habits you have spoken of?—Yes, I am sure the money is thoroughly well spent.

5397. (*Lord Lyttelton.*) There is a regular charge of 3*s.* a year for fives; what is that for?—For paying the debt on it.

5398. Do you think the revival of the Westminster match has been beneficial?—Certainly. That will be on the 1st of August, the first day of the holidays.

5399. (*Lord Clarendon.*) What was the reason of the contest, which was carried on for a long time, about not allowing the boys to play at Lord's during the holidays?—The reason, as I understood it, was, that they had heard it kept a lot of young Eton fellows hanging about town, who got led into vice, and that was the sole object of it. It was to prevent their detaining half Eton in town at the beginning of the summer holidays.

5400. (*Sir Stafford Northcote.*) Do you think that there is now much division of the boys into houses; that the unity of the school is injured by the division of boys into house sets?—No; they have more house matches in every kind of way than used to be, but I do not think it is injurious at all; the amalgamation is so complete in the school.

5401. Do you not think that in the school the boys know less of each other than they used to do?—I have not observed it; I think not. The school has got larger. There is ample opportunity of choosing their friends.

5402. It is rather difficult for a boy to get to play at cricket, or anything of that sort, except with boys in his own house?—I do not know about cricket, but I know as to boating, my boys go with boys of other houses constantly.

5403. (*Mr. Vaughan.*) Is there plenty of room for all?—Yes.

5404. In the cricket grounds, in the river, and so forth, there is room for all?—Yes. The only thing in which they are now deficient is in proper boats, owing to the monopoly of the boat builders; not being able to get the right kind of boats. For instance, I give a prize for a boat race of a certain kind; they could not get the boats; not more than 12 boats could start.

5405. Does not the demand act to make a supply in such cases as that?—They could hardly make their wants felt.

5406. Not very soon?—No doubt in some four or five years, if the thing goes on, it will force its way on.

5407. Will it take all that time?—Two or three years at least.

5408. (*Sir Stafford Northcote.*) Do you think it often happens that a boy goes out to get a boat, and cannot get it?—They can get a boat of some kind.

5409. (*Mr. Vaughan.*) Does not the scarcity act on the prices, or is there a tariff?—There is a regular charge, which has been traditional for ever so long. These boat builders have been there so long, and there they remain; they make no change.

5410. (*Sir Stafford Northcote.*) What do you mean by a monopoly; there are three or four boat builders?—There are three.

5411. They make arrangements between themselves?—Yes; as I understand it has not been altered for years.

5412. (*Lord Clarendon.*) Is there anything more which occurs to you?—The only thing I would wish to do is to vindicate the games to a certain extent. I think there is a disposition with some of my colleagues, and perhaps with others, to look at the mixing of the masters with the boys in games as not quite the right thing. I know there are a few who think that the development of the games in this kind of energetic way is giving the thing undue prominence, and also that the prizes and matches at Lord's and that kind of thing are temptations to the boys to make them look upon those things as the first, and the work as second. I will not deny that all boys naturally like another boy who is distinguished in the games better than they would a boy who was distinguished in an intellectual point of view. But still it seems to me that there is an outcry against the energizing in games to the extent they are doing now, overlooking really the moral good which it does to the school; and the energy that is communicated to the school by these things I am sure has done a wonderful deal of good. The only thing is that if we could put the same sort of energy into the work it would be a very desirable thing.

5413. (*Sir Stafford Northcote.*) Is not that feeling rather a natural reaction against what we call "muscular Christianity"?—I think so.

5414. (*Mr. Vaughan.*) Are you speaking of the public, or of the authorities at Eton?—Partly of the public, and partly of my own colleagues. I think there is a reaction among them. As to the collegers' gown, I feel very strongly about that in favour of its removal.

5415. (*Lord Clarendon.*) Suppose you consulted the boys there now, gown or no gown, what do you think they would say?—I think they would be divided very nearly equally. There is that strong feeling among the minority which would induce them even in possession of their more sober feelings to say, "We will keep the distinction." They would think it was *infra dig.* to give it up.

5416. Do you think the oppidans would like to see them leave the gown off?—It is hard to say. I think so, as soon as the gown was gone. It would take a little time.

5417. (*Lord Lyttelton.*) They would make jokes about it at first?—Yes. One feels that it is burdening with a social disadvantage boys who are coming in by competition, and who therefore are intellectually better than those who failed in getting in, many of whom remain as oppidans.

Adjourned till Monday next.

Victoria Street, Monday, 14th July 1862.

PRESENT:

Earl of Clarendon.	Sir Stafford Northcote.
Lord Lyttelton.	The Rev. W. H. Thompson.
Hon. E. Twisleton.	H. Halford Vaughan, Esq.

The EARL OF CLARENDON in the Chair.

The Right Hon. Sir John Taylor Coleridge examined.

5418. (*Lord Clarendon.*) In the name of the Commission, Sir John Coleridge, I beg to thank you for your offer to give us any information on the important inquiry in which we are engaged. I need not say that we are all of us familiar with the valuable lecture which you delivered sometime ago, and we feel as you do with respect to the Eton system, fostering in the boy all that independence of thought, and promoting all that liberty of action which are consistent with the maintenance of discipline and subordination, the making of the boy a man and a Christian gentleman. We also feel as you do, that a boy ought to learn all that which Eton professes to teach, and that Eton ought not to profess to teach anything without doing so fully, and therefore we shall be much obliged to you for any information you can give us, and for your opinion also on the system of public education generally, and as to the manner in which it is carried on at Eton?—I do not know that I am very competent to give a general opinion on public school education; but my opinion, as far as it is worth anything, is this; that in the public school system one ought to act on a principle, very well known, and which has been very much discussed, which goes on the distinction between what is properly education and what is more specially instruction; and that all education is imperfect which does not make it a primary object in the first place to educate the mind, to improve its reasoning powers, and to refine the taste; and that if those two objects are allowed to be the leading objects included under the word "education," that it also seems to me that the best thing for those purposes is the teaching of the Classical languages, Greek and Latin, what is commonly called scholarship; that the foundation ought to be laid in scholarship; and then, I think, that being borne in mind, that going along with that, both the necessities of the times and the exigencies of parents make it an absolute necessity, if nothing else did, that you should carry on concurrently and contemporaneously a considerable amount of special instruction. When I speak of the necessities of the times and the exigencies of parents, I think also that all that special instruction properly considered may help most materially to the two great points of education which I spoke of before; and then there are some things, such as a certain amount of natural history and mathematics, and so on, which I think are quite essential; to which I should certainly add one of the most perfect of all languages in my view, the French language; at least that or German; and I should be very glad to see added to that some amount of instruction in the principles of music and drawing. It seems to me, therefore, if you lay down those two things as principles, the practical questions are, how you can secure and improve the one without sacrificing the other; which leads to a third question, of what is the proper limit to which that second branch is to be carried on in education, and how it is to be carried on. My notion with regard to Eton, from my own recollection, is that it is desirable rather to perfect the scholarship than to enlarge the knowledge of what, to use a short term, I will call *spécialités*, and certain details have occurred to me which I shall take the liberty of mentioning, by which, I think, that might be done. I think, however, before I go to them, perhaps I ought to state what I conceive to be the true limit for the special instruction. My notion about that is, that you are not to try to make either a perfect soldier, or a perfect doctor, or anything else of the kind, but that you have to bring the mind on by sound instruction in the elements of all those

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things which you profess to teach, and to bring the boy's mind into such a state that he shall be more docile and more ready to embrace the more perfect knowledge, which will be given to him afterwards, when he comes to his own particular destination. I think, in the lecture you have referred to, I have stated my opinion that, even in the way of teaching, you cannot expect any person in a public school, any instructor whom you may employ, to do the particular thing, as to its details, so well as it may be done after the boy has left Eton. My belief is, that if the mind is perfectly instructed, and well taught in the mere rudiments, the lad, in that condition, will certainly make more rapid progress, and ultimately get on better than the lad who has not been so trained beforehand in scholarship and in general information. Then, I think, there is another advantage in the limitation I propose, which is this—if you attempt to go much beyond the elements you must do one of two things—you must either have two schools, or, at some particular period of education, you must make the boys branch off into two divisions. I do not say that, in point of detail, that could never be done; but, I think, it would be extremely difficult to carry on a public school well upon such a system as that; whereas the advantage of the limitation is, that all this being, up to the extent I propose in my own mind, requisite to the perfection of a gentleman's education, all boys ought to study them up to that point, and all, I think, would be able to study them up to that point. Therefore, practically, I come to this—I say, make your scholarship as perfect as you can, but, at the same time, be carrying on these collateral branches of education; and I think this may be done. No doubt you have had information which may very much qualify what I am going to say, but, my opinion is, that that might very well be done by a better economy of time in the mode of teaching. In the first place, I think, if the lads were more thoroughly grounded than, I think, Eton boys usually have been, in the elements both of grammar and composition, you would make all their subsequent progress in the classics capable of being taken on at a greater pace. I think if you did that, you might also advance them into the higher books of the language at an earlier period than you now do. I think if you were not to devote such an enormous amount of time to Homer, Virgil, and Horace, you might make them just as good Homeric, Virgilian, and Horatian scholars as they are now, and, at the same time, enable them to devote more time to the Tragedians, Philosophers and Historians. Going back to my own case, I was six years at Eton, and I got into the fifth form, the first remove after I came. I was full five years in the fifth form, and, during the whole of that time, week after week the main teaching of the school was Homer, Virgil, and Horace. We never ceased doing Homer, Virgil, and Horace. No doubt the result of that is visible in Etonians, they are very familiar with quotations from Homer, Virgil, and Horace, and Horace they have almost by heart.

5419. (*Lord Lyttelton.*) Is it still the case?—I am speaking of my own recollections. Perhaps it may not be so now. I premised what I have said with saying that very likely my statement might require qualification. Supposing that to be the case I should have said that if in the higher parts of the school for the summer half-year, from Easter to the Election, you returned to Homer, Virgil, and Horace, and had nothing at all to do with them during the remaining half-years, nothing would be lost by it and a great deal gained. Then I think you ought to diminish your classes; because it is quite obvious that one man with 20 boys up to him can teach them with more certainty, and as much in half an hour as the same man can with 40 in an hour; his actual time is never I believe so long as an hour. I think too time might be gained, especially for the higher classes, if what is called "construing" in the tutor's pupil-room were largely modified, if not wholly given up. There is another thing which I should suggest,—that would be with a view to the higher parts of the school. In my day what was called Play, and Lord Lyttelton, no doubt, understands what I mean, was the hardest work we had to do, and it was the Head Master alone who took the Play class. Now I think you might very usefully call upon the Lower Master to take a second Play class, and it would be a very useful thing for him, as he is in his own school always confined to quite the lowest parts of Latin and Greek. If he had once or twice a week a class of the higher part of the school to take, it would improve his teaching powers, and be an additional motive to the electors to be very careful whom they elected as Lower Master; they could not make the place a mere retreat for a worn-out man; not that I insinuate they have done so. If he became a candidate for the Head Mastership he would only be the more fit for it. The effect on the school would be this; you would enable the Head Master to reduce the number of his class and thereby carry out what I say, making it more individual teaching on his part, and you would at the same time introduce a greater number of the school into Play.

5420. (*Sir S. Northcote.*) Perhaps it will be convenient if you will say what "play" is?—I am afraid I may be speaking of what is antiquated. In my day, except we were private pupils and did private business with our tutors, the only way in which we could get anything beyond Homer, Virgil, and Horace, and a few extracts from the *Poetæ* and *Scriptores Græci* and *Romani*, was in Play which occurred once and sometimes twice a week and which lasted for an hour; in Play we did some of the Tragedians, or Aristophanes, or parts of Thucydides or Plato; in short higher books than we did usually in school. I think it would be very useful if the Lower Master were called upon to take a second class, and if the Head Master has now 40 you might add 20, and each of them might have 30 boys up to Play. In addition to that, I would make the rewards of the school extend beyond those for composition; I would make them extend to accurate and elegant construing. Boys should be sent up for good, as it is called, for accurate and elegant construing for a period of time. I dare say your Lordships are familiar enough with that anecdote in Lord Stanhope's Life of Pitt where Pitt says he thinks he acquired all his facility with the English language from the practice which his father put upon him from an early age of rendering as accurately and as well as he could, passages from the classics. I think it is rather a fault of Eton boys to be loose and careless and ungrammatical in their mode of rendering the classics. They know the passages very well, but if you put them to construe they give very often ungrammatical and badly expressed English. I think if that was done it might be found useful. I think it would now help me if the Commissioners were to ask any questions they wished on what I have said.

5421. (*Lord Clarendon.*) There are two questions I would venture to interpose; I think the masters we have had before us have not at all disputed the importance of extending the education in the manner you wish, but they all contend that it is impossible for the time to be found. Perhaps I might ask you to say a little more about that, and about how large you think the provision should be?—If I could do exactly as I wished I should reduce the divisions by a full half; one way to test it is by how often in the course of a half year a boy will probably be called up. I know, in my time, it was the commonest thing in the world for a boy to be a month or six weeks without being called up at all. I am aware, however, it is very much better since that time.

5422. That is the question, and how far this arrangement of the classes might be worked in a manner to furnish this time which it is now declared is not to be found?—I feel the difficulty of speaking against the authority of these gentlemen; I have no doubt they are sincerely desirous of making all modifications which they believe useful. Would you allow

me to ask have any questions been put as to such things as "derivations"?

5423. (*Lord Lyttelton.*) They have been alluded to?—All the way up the school, up to the fifth form at least, boys were bound to do what were called "derivations," that is, taking all the important words out of their lesson, writing them down, and putting the derivation of the word and the meaning of it opposite. I think that was merely a waste of time with the boys, if they were thoroughly examined in school; and therefore if you adopt a system by which they might be spared exercises of that kind, you might fairly call upon them to be somewhat longer in school. School-time has varied. In my time there was nothing done before breakfast but looking over exercises and saying by heart something which was very imperfectly said. The length of the school-times varies from half an hour to three quarters of an hour. I do not really know why there should not be some addition to the school-times which would give this facility, that if the boys went up and in an hour did as much as they do now in two three-quarters of an hour, certain school-times in the week might be devoted to other subjects. I cannot pretend to work it out with more precision than that; and then, as I said before, I am rather surprised to see the numbers in classes are so small; I should have thought that about 30 would be a very fair number.

5424. (*Mr. Vaughan.*) With regard to your experience of the number of boys in a form, is it according to your experience that different masters with the same number of boys in a form, by their mode of managing the form kept the boys in very different degrees up to their work?—I cannot but suppose that that might very well be; I cannot say it as a matter of my experience; I could not go back so far; but there was something, I think, ingeniously contrived for waste of time in my day. For example, the sixth form went up with the whole of the upper division of the fifth, and I suppose now, the sixth form go up with a certain part of the upper division; however that may be, the rule always was to call up a sixth form boy who went through the whole of the lesson, the consequence was that all the fifth form boys knew that during that time they were safe and could not be called upon. As soon as the sixth form had gone through the whole of the lesson, what remained of the time was devoted to the fifth form. They were called up and the sixth form lay on their oars, and they cared very little for what was going on. It was the same thing when we went to construe with our tutors. One boy was always called upon to construe the whole lesson, and the other boys listened or did not listen, as they pleased. As soon as he had done, he and the upper part of the pupils went away, and the remainder of the fifth form pupils went through the lesson once again with him. It seems to me in both cases there was a great waste of time, and the sort of teaching that was applicable to the sixth form boys was not by any means applicable to the lower part of the class that was up. I know in Dr. Goodall's time it was a lecture of great utility to the higher boys, but the lower boys paid little or no attention to it, and the higher boys in turn paid no attention to the grammatical part which went on afterwards. That would be an illustration of what I meant, and such a system no doubt would allow of a great deal of shirking. I do not suppose that was so to the same extent in any other part of the school; but independently of that, I should think that it must depend very much on the manner and ability of the master, whether the boys were attending or not.

5425. (*Mr. Twisleton.*) Would not something depend also on the habit of taking places in a form. Supposing a master had 40 boys in a class, and no places were taken, and another had 40, and places were taken; could not the latter test the efficiency much better than in the former case?—I suppose he would. As we were at Eton it would have been an extremely inconvenient course, and I should rather obviate that I think by rewards.

5426. You would not wish places to be taken in the fifth form?—I would have them taken at the half-yearly trials by all means.

5427. My question referred to taking places when the lessons were being heard?—You mean, I presume, that a boy should take or lose places in the form, but remain in the same position in the school. Eton boys would not like it, I think.

5428. Is it not a mode of sharpening the attention, that a boy may take a place in the form at the time?—Clearly; one sees it in all the national schools; it is the life of the national school.

5429. (*Sir S. Northcote.*) Do not you consider there would be a danger in having a class too small, as well as in having it too large; that in too small a class you would lose something in the emulation and the life of the work?—Certainly, if too small; but then I can hardly think that a class of 30 would be open to that objection.

5430. I am speaking of classes ranging from 30 to 40; you are speaking of a time when the upper division of the fifth form used to be something like 100, or even more?—It was 200 at least.

5431. Having regard to the certain number of absences that there will be from ill-health, or otherwise, do you not think that from 35 to even as high as 40 in the lower part of the school is a very manageable class, especially if an hour were allowed, instead of three-quarters of an hour?—If you gave an hour, I should think so certainly. There ought to be a fair chance; a boy should never consider himself quite safe from not being called up.

5432. Is it not possible for a judicious master, who knows how to manage it, to ascertain pretty well in a class of 38 boys, whether they have all learnt their lessons by asking questions, or by calling them up very frequently?—I should think he might.

5433. (*Lord Lyttelton.*) We have been told by some of the masters, that with their present number, they can generally call up every boy about twice a week?—I was not aware of that.

5434. (*Sir S. Northcote.*) Should you consider it satisfactory, if that could be done?—I would rather have more.

5435. There is another point which you have mentioned, as to their exclusive reading of Homer, Virgil, and Horace; are you aware what the present work is in the upper part of the school?—No. I cannot say exactly.

5436. I should like to lay this table C. before you, and to ask whether on the whole it appears to specify what you think should be taught in the way of classics. I see that in the sixth form first division, which consists of the twenty in the sixth form, and 12 other boys, making 32 altogether, in addition to the work which I suppose used to be done of Homer, and some portions of Horace, that last summer half they were reading Cicero's Epistles, the Annals of Tacitus, Euripides, and the whole of the Agamemnon of Æschylus, some selections from Lucretius, Thucydides, from Reynolds's edition, not from *Scriptores Græci*, and some speeches of Demosthenes. I see that in the next division, consisting of a part of the upper fifth form, 32 boys, they were reading Thucydides and Æschylus, and some speeches of Demosthenes, as well as from Lucretius, all in addition to the Homer, Virgil, and Horace. I presume that that indicates a greater amount of general Attic schoolwork than was the case in your time?—Very much so. Whatever is beyond that, as I stated before, in my time was entirely dependent on play, and that applied only to the upper part of the school; besides this there was private business with your tutor, if you were a private pupil, and what boys learned by themselves, which was very considerable in amount.

5437. Going down lower in the school I see that pretty nearly the same books are read in the regular schoolwork as were read in your own time?—Yes.

5438. At the time you were at Eton were there a considerable portion of the boys who were not private

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pupils, or who did not attend private business?—A very large proportion indeed.

5439. Are you aware that now every boy in the school, or, at all events, every boy in the fifth form, has all the advantages of a private pupil?—No, certainly not. As late as Dr. Keate's time, he would not allow the collegers to have a private tutor. He said it was inconsistent that a boy on the foundation should be able to pay a private tutor.

5440. (*Lord Lyttelton.*) They never do pay?—Now they do not.

5441. (*Sir S. Northcote.*) They do not pay, but they receive all the advantages and go on in private business exactly the same?—Yes.

5442. Are you aware that the private business is now so conducted by many tutors, and, I should think, by most tutors, that boys as low as the lowest division of the fifth form are reading Greek play, and even Aristophanes, with their private tutors?—No, certainly not.

5443. Presuming that to be so, would not that, to some extent, qualify the opinion you have given as to the necessity for altering the school business, so as to bring in a larger range of books?—No doubt it would, supposing it to be effectually done, but private business is quite at the option of the tutors. I have heard of some tutors having a notion that the whole scheme of private business was a mistake, that it ought not to be encouraged, and that the whole of the teaching ought to be in school.

5444. (*Mr. Vaughan.*) Have you any opinion on that point yourself, as to the advisability of having so large a system of private instruction out of class?—I have an opinion very much in favour of it, for this reason,—I graft that very much upon what is, I think, of immense importance to Eton, what is called the tutorial system. Assuming you have read, which is the only part of your evidence which I have read, what Mr. Stephen Hawtrey has written, I entirely agree with what he says as to the advantages of the tutorial system; and I should like to say but one word about that, because, I think, there is one point which he has overlooked. It is of immense importance to a boy, to have two intellects upon him in the way of education, to have, first, the tutor and then the master in school, in whose class he is. That has also this advantage, that the tutor by no means supersedes the master, nor the master the tutor. The tutor is a person whom the parent selects, and to whom the lad has a peculiar relation, and he is the same person usually during the whole time the boy is at Eton—therefore he acquires more influence over him and knows him better than the master. On the other hand, the master, who sees him in school with his class-fellows, hears him at lesson, and looks over his exercises will often correct bad habits, or faults of taste and manners which may have escaped the tutor. I think this double system is of immense value, and, therefore, it is I say—let the tutor do as much as you please with him in his own private room.

5445. Should you, or should you not, consider that it would be an abuse of that advantage if anything vicious in the class system, instead of being corrected in the class system, should be left to be counteracted by the system of the tutor?—Clearly. As far as I could I would correct that; but, if you have a school of the immense size of which Eton is at present, and you have reduced your classes down to what is a fair amount, you must expect a residuum still of some inconvenience. I really am not aware of the evil you point out.

5446. (*Sir S Northcote.*) Are you aware that trials for getting from one part of the school to another, are now conducted upon a much stricter principle than they formerly were, and that the boys are placed entirely by merit?—I am quite aware of that.

5447. And that those trials are carried on much higher up in the school than formerly?—Yes.

5448. Are you also aware it is the practice for notice to be given, that, in trials, books which did not form part of the regular school books, will be taken up, and that notice is given, for instance, the Hecuba will form part of the trial from the lower into the middle division, and that the tutors prepare their pupils who are going up for those trials in those books?—I was not aware of that, and I do not think it is of much importance if the boys are to be prepared in those extra books by their tutors. If they were not, I should think it a mistake; an examination is much more useful if it is confined to seeing what the boys have been about in the course of their ordinary teaching.

5449. Does not that give a reality to the private business, which, otherwise, it might want, that the work which the boy has done with his private tutor in private business affects the place he takes?—Yes; it comes to the same thing.

5450. Does it not come to this, that classical work at Eton is more diffused than it formerly was, that it is carried higher, and embraces a larger range of books than formerly?—I suppose it does, at the same time I very much doubt whether the best boys are better scholars.

5451. (*Mr. Twisleton.*) Is it your opinion that the boys do not write as good Latin verses as they did formerly?—I think so. With regard to that Sir Stafford Northcote and I both met as trustees of Tiverton school with Mr. Lonsdale, who had been sent from Balliol, to examine for the Balliol scholarship. He had also been examining at Eton for the Newcastle, and he said it was remarkable how superior the Greek at Eton was to the Latin. He thought the boys had fallen off much in Latin, and had very much improved in Greek.

5452. That was the precise point I was going to put, whether although they do not write Latin verses so well, they do not now write Greek iambics, which formerly were omitted nearly altogether?—Yes. He said it was quite extraordinary, both the facility and the accuracy with which the boys composed in Greek. He mentioned one or two boys who, in a short time, had poured out their 60, 70, or 80 Greek iambics with hardly a flaw in them.

5453. (*Sir S. Northcote.*) Might it not partly account for that, that in the upper part of the 5th boys now learn a great deal of Greek play by heart?—I have no doubt it would, if they really and truly do learn it by heart; but, upon that very matter, you see here how many lines boys are supposed to say. I see, I think, in one place 45 lines, of course it is perfectly out of the question that the master can hear the boys the whole. I do not know how it is now, but in my day it was a very imperfect learning by heart. Few boys, in fact, took the trouble of learning their lessons through.

5454. (*Lord Lyttelton.*) I think you said just now that it is better that the classical examination should deal with the actual work the boys have done in the school; would you confine it to that?—I would confine the examination to what the boys had been taught.

5455. Including that for the Newcastle scholarship?—No, that is another matter.

5456. You mean only school examinations?—Yes.

5457. But not as to the prizes for general competition?—No, that is different.

5458. With regard to modern languages, do you conceive that boys' minds are generally capable of learning concurrently so many languages as might appear to be included in that term; a boy may be learning his own language incidentally, of course, as the medium through which it all comes, and Greek, Latin, French, and German?—I think there is hardly any limit to what young people may do in that way. I should find it extremely difficult now to learn two languages, or even one; but it is astonishing with what rapidity we see children acquire languages. All languages should be learnt when people are young.

5459. Adding mathematics too, is there no danger of imposing too much on boys' minds?—I do not think you will impose too much on the mind if you take care not to impose too much on the body. Of course there must always be discretion in that matter. I do not think it arises from the multiplicity of things they are taught if they are well taught, the object being not to make a show, but really to lay the foundations accurately.

5460. (*Mr. Twisleton.*) Would it appear to you that there would be any objection to a preliminary examination of boys admitted into public schools in modern language, a matriculation which would require a certain knowledge of French?—Would you apply that as a general rule or as a universal rule?

5461. As a universal rule to public schools, on entrance to all parts of the upper school?—I should, I see no objection to it at all. It requires common sense and discretion not to push that too far.

5462. (*Mr. Vaughan.*) I think I understood you to say that it was consistent with your view of education that there should be an imparting of rudimentary knowledge in many collateral branches of education?—I think so indeed.

5463. Do you or do you not think that the giving of that rudimentary knowledge in those collateral branches would itself very often be a very valuable discipline?—I think independently of the professional advantages gained by it, it may be made very material as a part of general education and training of the mind.

5464. In what way do you think it would be preferable to carry out that system. I suppose it would be necessary that there should be a great many subjects in which a boy might get instruction in a public school, as for instance you mentioned modern languages, mathematics, and I think you added physical science. Do you think the better method would be to insist upon all boys doing a certain amount of each of those, or to have a certain variety and number of collateral subjects, the selection of some of which should be compulsory on the boys?—I am rather for making the system of the school apply to all. When you come to the universities I can quite understand, the mind being more developed, that it may appear quite absurd to attempt to make all men scholars or all men mathematicians. If that be so, let the bent be followed, but my notion is that all minds are capable of learning the rudiments, and that very often the most apparently unfavourable disposition for it, if that first difficulty be overcome, may develop itself into a very favourable genius for it.

5465. To illustrate your views; it should not be this, that a parent should say, "I should like my son, "beyond classics and a certain portion of mathematics, "to take modern languages as his subject, and that "he should regularly set himself to that," or that another parent should say, "Considering the pros- "pects of my son, I prefer on the whole that he "should have his collateral education as it were in "physical science, and that that should be his study," but that on the other hand you think it would be better that all should learn all?—I think so. Your proposition would involve ignorance in some subjects which I think all the boys ought to know something about.

5466. That would be so, but I wished to know whether you thought it would be better to get a thorough teaching of the particular knowledge, or to have a general knowledge but less complete?—You would have some boys who would persuade their fathers and mothers that they would like music, or drawing, or something of that kind, and who after all would come out knowing really little even about that.

5467. I understand that classics you would consider indispensable; do you think that, allowing time for that to be vigorously prosecuted, you would find time for doing all the others in such a manner as to produce a satisfactory result?—I think so. I cannot answer these statements as upon paper, but then I would make this observation, that often if a thing is put on a school to do, means will be found of doing it which did not present themselves in the first instance to those minds which, giving them all due credit for zeal and liberality, get into a certain kind of groove and which have their prejudices. I believe if Dr. Goodall had been asked some years ago if it was possible to do even what is now done he would have said it was utterly impossible.

5468. Have you considered the subject sufficiently long, and its details, to say at all the order and manner in which you would have those subjects going on, *i.e.*, the order in which they should follow each other in the school system, if taken successively, or whether they should be all concurrent from the beginning?—No, I have not, nor should I like to give an opinion on that without knowing more thoroughly what the present Eton system is, and how it might be accommodated to what I should desire to see done.

5469. (*Lord Clarendon.*) I believe your opinion is that boys had better stay some time longer in the lower school in order to fit them better for the upper school, that they would be better grounded and better qualified to receive instruction in the school in that way, and that that might produce an economy of time?—I think it would be a great improvement if about half the fourth form still remained in the lower school and the school was divided differently, if you had the third form, and then you might call it a remove or something of that kind, and then after that a shorter time in the fourth form.

5470. So much time would not be consumed in the fourth form in what may be called the rudimentary part of education?—I think not.

5471. That, consequently, would produce an economy of time?—Yes.

5472. (*Mr. Vaughan.*) I think you hinted that you thought that music or drawing, or perhaps both, would form a very fit subject for instruction?—Yes, and it is very desirable if it could be done.

5473. (*Lord Clarendon.*) Do you not think that the inferior social and educational position which the mathematical masters have hitherto occupied at Eton must be detrimental to the study of that which they teach?—I should think so; but I understand that has gone out very much now; whatever is considered at all in the light of an extra is always at a disadvantage, I think. If boys fancy that Eton is nothing but Greek and Latin, anything beyond that suffers. All I am able to say with respect to that is this; I believe what I am about to suggest has been to a certain extent carried out, but I think whenever a teacher has had a gentleman's education he should be put on precisely the same footing as the regular assistants. In all respects, as regards his dress and everything else, he should be the same, and should have the same authority.

5474. (*Mr. Thompson.*) Do you mean a university education?—I purposely said a gentleman's education; for instance, a drawing-master or a music-master may not have had a university education, and yet may have been liberally educated.

5475. That would be an additional reason for rendering those studies which you think essential to education at Eton part of the regular curriculum?—Certainly.

5476. (*Mr. Vaughan.*) With regard to music and drawing which you have alluded to in particular, you think you would find a sufficient degree of general aptitude if boys' faculties were tried on the subject, to be able to teach both of them to all boys?—I think to a certain point it might be useful, and if the man had no taste he would stop at that, but still he would have acquired what was useful. I remember that a great many years ago now, I was at Pestalozzi's Institute when the old man was alive, and I brought away some of his copy-books and drawing books, and it appeared to me that all the boys in that immense school were drawing figures, chairs and tables and so on, all drawing by perspective. He said he found everybody could do it. If it did not go beyond that,

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the boy would still have acquired that which would be useful to him in after life.

5477. (*Mr. Thompson.*) Are you aware whether there are any Pestalozzians surviving in England or elsewhere?—I do not know.

5478. You do not know what were the results of that education in after life?—No; it was as far back as 1814 I heard a little about it; at that time I passed some half hour or so with him in his school.

5479. (*Mr. Vaughan.*) I suppose those two subjects you have mentioned, music and drawing, would be susceptible of a great deal of home cultivation; with something soundly imparted at school, and with the holidays intervening, there would be a great opportunity for carrying them out in the domestic circle?—Yes, certainly.

5480. (*Lord Clarendon.*) With the subdivision of the classes which you contemplate, and greater time allowed to the classes than is now given to them, do not you think it would be necessary to increase the number of masters?—There is very little difficulty in increasing the number of the mathematical masters to any number that might be required. There is this sort of difficulty with regard to the assistant masters, that you embark them in rather a hazardous speculation, and if the numbers of the school should fall off, there might be a difficulty; besides which every one of them must have a house. They have not at present, but they all come with the expectation of a house.

5481. Supposing that each assistant master on arriving had a sufficient salary, sufficient to attract fully competent men; do you think there would be any difficulty in getting them, and increasing the number of masters to the necessary amount, even without giving them houses, or the expectation of houses?—I believe the assistants at Winchester have a very small payment indeed, 200*l.* or 300*l.* a year, or something of that sort, and I believe there is no difficulty in obtaining them from the universities.

5482. Do you not think that system would be a better one than that which now prevails, of merely giving the assistants 40 guineas a year?—That payment was considered, I think, to be little more than nominal. I do not suppose the masters cared about it in considering the eligibility of the appointment.

5483. Do you think, as far as you can judge, that the teaching power at present at Eton is sufficient?—I should very much doubt whether it is; but then, on the other hand, there is this to be borne in mind: the intellectual and moral power of the Head Master ought to be increased in some proportion to the increase in the number of the assistants. A man may be very well able to keep five, six, or seven assistants in that moderate degree of subordination which is necessary to the harmonious and regular working of the system; but the difficulty is much greater if he has to deal with 25 or 30 of these men; he ought to be so superior to them all as to exercise a considerable influence over them personally.

5484. (*Mr. Vaughan.*) It is your view, is it not, that under any circumstances the Head Master should be on the whole thoroughly the superior?—Yes.

5485. (*Lord Clarendon.*) Should the assistant masters have a sufficiently consultative voice; should they always be called into council by the Head Master?—I can hardly say how that would be. Supposing the Head Master to retain the predominant influence which I think he ought to have, then I think, as a consultative body, they would be most useful. I think then that they ought to be members of a sort of council of education for the school, and that they should be brought together much more than they are now.

5486. (*Lord Lyttelton.*) Supposing the school so full, that the proportion of 40 boys to each master was nearly in existence; do you conceive that 40 boys up to a master in class are more than enough, and also that 40 private pupils to a master are more than enough. Do you conceive that both are in excess, or either of them?—Do you mean both going together?

5487. It must be so, I think. Do you think that in both respects there is an excess; that 40 private pupils is more than a man can work, having also his schoolwork to do, and also that 40 in class is more than he can work, having his private pupils to attend to?—I really think, that in order to get through their work conscientiously, the masters do more than they ought to do. But I think that without increasing their number, some alleviation might be found in alteration of details. For an instance I will mention one, which might easily be made. One of the things that is done on the Sunday is Scripture questions. If the Scripture questions were the same for all, reasonably divided only according to what you might expect from different parts of the school, the duty would be but one to examine all those questions; but as it is at present, each of the masters sets his own Scripture questions for his own class, and the consequence of that is that the tutor, who may have pupils in every class, has to consider the questions and examine the answers to as many sets as there are divisions in the school. I have heard from the assistants that really it was a drudgery beyond conception to go through this.

5488. I was assuming that the numbers were all equally divided as near as possible, which we know is not the case now. That leads to a question which you noticed in your pamphlet. The late Head Master and present Provost thought it desirable to limit the number of private pupils to 40; but he found, as is still the case, that in several cases there were many more than 40. Does it occur to you that there would be any injustice in requiring of those who had come on that understanding, that their number was unlimited, that they should gradually diminish it?—I should say not. I have no idea of a vested interest of that kind.

5489. You think any tutor coming should take his place, subject to such arrangements?—I think so; he comes there subject to all such reforms as the Head Master from time to time may think proper to make.

5490. (*Mr. Vaughan.*) Considering the matter practically, as the education according to your idea at a public school should be so wide, and the instructing staff must be paid mainly out of the pockets of the parents, has it ever struck you to form an opinion as to what would be a proper remuneration for a man occupying the position of assistant master at a great public school?—As far as Eton goes, it is a complicated question, because they also board the boys.

5491. Putting the board out of the question, I mean howsoever derived, what would be a reasonable remuneration for a man of the calibre of mind which should be found in a master in a great public school?—I think it is what you could get them for.

5492. You think that is the question?—I think so.

5493. Because it becomes a very important part of the arrangement to provide a great public school with all these teachers?—The expenses of Eton would not be in the least degree affected by it.

5494. Would you just show how that would be?—I take my boy to Eton, and whether he is one of 40 pupils, or one of 20 pupils, I pay the same.

5495. I was speaking rather with reference to the mathematical instruction, the instruction in physical science and these collateral branches, together with classics?—I think if it was compulsory upon all the boys in the school, the payment of each should be reduced in proportion. For example, the drawing master has, I think, as much as 15 guineas a year; I should conceive if four or five guineas a year was paid by every boy, he would have most ample remuneration.

5496. Even with that, supposing you were under the necessity of paying four or five guineas we will say to the mathematical staff, four or five guineas to the physical science staff, four or five guineas to the drawing or musical staff, and the present system of

remuneration to the classical staff, would that not, in a great measure, increase the expense of a boy at Eton, would it not?—It might. With the reductions that would take place in the payment to each, I do not suppose it would increase it 20*l.* a year. But if you add to the number of things taught, you must of course increase the expense, and whether taught at Eton or elsewhere, the teacher must be paid.

5497. (*Mr. Thompson.*) You do not think the present fees paid at Eton exorbitant, do you?—They are so mixed up, that it is difficult to say how much is directly paid for teaching.

5498. Twenty guineas is said to be the remuneration when private tuition is had at Eton?—That seems to be so, but in a large sense that includes what is paid for the tuition received in school.

5499. There are six guineas for the Head Master, four guineas for mathematics, and, besides that, many boys have a mathematical tutor, which costs 10 guineas more; then there are 10 guineas for French, and 12 guineas for German?—I have said that I think the payments for French, German, and so on, might be very much reduced if made compulsory.

5500. You would not think it possible to comprise all the possible expenses of an Eton boy in, say, for example, some 40*l.* or 50*l.* Do you not think that would be as much as, compared with other schools, it would be even decent to demand of parents for the thorough education of their children, for boys of ages ranging from 10 to 17 or 18. As I gather at present, it is impossible for a boy to scrape through without paying 40*l.* a year?—For tuition only?

5501. Yes, including French and such mathematics as he can get from attending in class, without any extra instruction, not learning German, not learning drawing, still less Italian, not learning music, nor extra mathematics, but simply getting the barest necessaries of education for a man in the position of a gentleman who is going up to one of the universities; he has now to pay for that 42*l.*, surely that is a great deal?—As long as those extra subjects are only had recourse to by a special number of boys, in order to insure anything like an adequate remuneration on the whole to the teacher, the sum paid must be higher than it need be perhaps if you made all boys do it. It is one thing what each boy pays to it, and another thing what is the master's total remuneration. You must first settle what is fair compensation to the master, and then subdivide it among the boys, and the greater the number of learners, of course the smaller is the sum paid by each.

5502. No doubt that would meet the objection, to a great extent, but, I apprehend, we should very soon hear of private tutors in French, and private tutors in German, and so on?—Unless you say at once there should be no such thing as private tuition; and you would, then, only be restraining parents who would make any sacrifice for the education of their children. Supposing a gentleman was bringing his son up to the Army or the Civil Service, he will say, "It is "worth my while to pay extra to get more French "or mathematics," or whatever it may be.

5503. Must not the consequence of that be that the master will have a strong temptation to neglect his duty in his class or form, in order that the boys may be induced to have recourse to his assistance as private tutor. Is not that the temptation. A clergyman and a gentleman, such as a classical master would be, may be supposed to resist such a temptation, but can you expect that, for instance, of a French master or drawing master?—I can hardly answer that; of course it is a temptation. I do not see any objection to forbidding all private tuition of that kind.

5504. You never, in your experience, have found that it was a temptation which you had reason to think was yielded to?—No.

5505. (*Sir S. Northcote.*) You opened a very wide question in what you said just now, as to the relations between the Head Master and the assistant masters. I should like to ask you whether you think the power of a Head Master to influence the school, or to guide the assistant masters as he ought to do, is one that must be limited by the number of the assistant masters. I mean, whether it is possible for any man satisfactorily to deal with more than a certain number of assistants?—I do not quite see that it is not practicable. Much of course must depend on the men. You would not have two Head Masters?

5506. No. The school, at present, has not more masters than enough for the number of boys. Supposing the school to increase, it would follow that the number of masters ought to be increased also. Do you think it is possible that such increase might go on to such a point that the Head Master would really be unable to guide and control the school, even supposing him to be a superior man?—I can conceive that both the school and assistants might, from their numbers, become unmanageable.

5507. Do you think it would be possible, instead of having a general council of assistants to assist the Head Master, that some system of organization might be introduced by which the Head Master might manage the school, not in concert with the whole of the assistants, but with some of the seniors of them holding a position of superiority over the others?—If a council of that kind was well constituted, no doubt it would be more convenient than having it composed of the whole body. You must be prepared to say how you will constitute it, and who is to appoint it.

5508. It has been suggested that this plan might be adopted—that, instead of putting the second assistant master to take the second division, and the third assistant master to take the third division, and so forth, that the school should be divided into certain natural and larger divisions, say the 5th form, the remove, and the 4th form, and that one of the senior masters should take the general charge of the 5th form, another the general charge of the remove, and another the general charge of the 4th form, and that these masters, being a sort of viceroys, should constitute a council to the Head Master, and that they should be in direct communication with the assistant masters, having charge of the different subdivisions of the 5th form, remove, and 4th form?—Would you make those viceroys as you call them permanent officers?

5509. Yes. The idea would be that probably the senior assistant master, or an assistant master, when he came to a certain point in seniority, would be appointed master of the 4th form, or whatever title you like to give him; and that, when the mastership of the division of the remove was vacant, the master of the 4th form would go up to it, and the next senior assistant, if he was competent, would be appointed master of the 4th form?—That lets in the difficulty there would be in the Head Master saying:—"You "are not fit for it. I shall take Mr. So-and-so, and "put him into this place."

5510. How do you consider that masters should now be appointed to different divisions. Ought not the Head Master or some governing body to have the power of selection and to say, "Mr. So-and-so "shall be appointed to this division, though he is "junior to Mr. somebody else?"—I confess I doubt very much whether that would work well. You get your masters and you must assume you get them as well as you can. They are young, but mostly distinguished persons, and the rule has always been that in the upper and lower schools respectively they go up by seniority. It would introduce great jealousy among some of them.

5511. Do you think it is possible for the Head Master really to make himself acquainted, under the present system, with the working of the whole school?—I should doubt very much whether he was at present, but I think he might do what I think Dr. Arnold did at Rugby, and which, to a certain extent, I believe the present Head Master does. At certain times in the week he takes the fourth form, and I think he might take each class in turn from time to time.

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5512. Would not his own class suffer from his going to so many divisions as there are at Eton?—I think it need not be so often done as to produce that.

5513. Might it not be done more satisfactorily if one of the senior assistant masters, having the charge of the fourth form, took from time to time the different divisions of that form, and was in direct relation with the Head Master, and was able to call his attention, and that of his senior colleagues, to the wants of the fourth form?—Perhaps it might. I do not know.

5514. Supposing you do not adopt some system like that, might it not become necessary to limit the number of the school altogether, and to say the school should not be allowed to exceed a certain number, because an increase of the school would involve such an addition to the staff of masters as would make it practically unmanageable?—I have already stated that I think the school might increase to an unmanageable number.

5515. Would you propose to limit the number of the school?—I would not do it unnecessarily. I would not do it before there was a case calling for it.

5516. (*Lord Lyttelton.*) You do not think the present numbers are too large?—I do not.

5517. Have you any opinion as to what would be too many. Do you think 1,000 would be too many?—It would be very difficult, I think, to manage 1,000. If you have an effective staff, that is not the only difficulty I apprehend. It is open to another inconvenience, that the school breaks into divisions and is no longer an entire thing. The practical difficulty, however, as it seems to me, is in producing uniformity of action among the assistants.

5518. (*Lord Clarendon.*) This seems to be the place to ask you as to enlarging the field of choice for the assistant masters. Do you not think it is prejudicial to Eton that the upper and lower masters should not be able to select wherever they could find them the best and most competent men?—Indeed I think so, if the inability exists. At the same time I should be very sorry not to see a very large majority of Eton men among them. I think if they could now take the masters from Rugby, Harrow, and all round, and gather them together at Eton, they could hardly carry on the school. There would be, for instance, many things which on the face of them would appear to be quite indefensible and pernicious, and which an Eton man would know meant no harm at all, and rather did good, but which a stranger would immediately set about putting an end to.

5519. I understand what is due to *prestige* in such a place as Eton, but is there anything which would be unattainable by a stranger, by one not educated at Eton, particularly in the very uninfluential position that an assistant master occupies. During the first year or two that he is there might he not learn and imbue himself with all the traditions of Eton?—I think he might, undoubtedly; he would have to learn his lesson when he came; he would not come knowing all these things.

5520. I quite understand that, *cæteris paribus*, the choice should be given to an Eton man. I think he would have facilities and there would be a sympathy with him that would not exist with respect to others, but still I think if Eton men are not up to the work, and if perfectly competent Eton men are not to be found, there ought to be no hesitation about selecting men from elsewhere?—With that qualification, that fit Eton men are not to be found, I entirely agree with you.

5521. Assuming that the great majority of the assistant masters will be always Eton men, do you think that the position of a man educated elsewhere would be tenable or supportable at Eton. Do you not think there would be so much prejudice against them both on the part of the upper masters and the boys that it would be almost useless to have them?—I should not apprehend it much from the boys. With respect to the masters no doubt they would at first feel it an intrusion upon them.

5522. *Lord Lyttelton.*) Would you limit the provostship, head-mastership, and under-mastership absolutely to Eton men?—I should make a distinction between the provostship and the head and lower mastership. I do not see why, if a man has once become an assistant and is the best man, he should not be Head Master; I think you ought to get the best man for that you could get anywhere.

5523. Do you think the Provost should be an Eton man?—Not essentially, but as long as there was a fitting Eton man I should prefer that it should be so. I think it is an advantage to have been at Eton.

5524. Supposing the present state of things to be unaltered substantially, do I understand you would limit the provostship absolutely to an Eton man?—When I gave that answer I had this in my mind, that on the supposition of your having the Head and Lower master open, I would, of course, make them eligible to be Provost from their services there; yet I should prefer infinitely having an Etonian as Provost.

5525. I mean as a matter of regulation?—No, I do not think that I should absolutely make it so.

5526. (*Mr. Vaughan.*) We have understood, I think, most decidedly, that the habitual and systematic election is with the Crown?—Yes, it never comes in the shape of a mandamus or a peremptory direction, but it is nominating a person to be elected.

5527. (*Lord Clarendon.*) A *congé d'élire*, is it?—With this difference—there is no statutable or other penalty if it is not obeyed. A *congé d'élire* to a Bishop must be obeyed, and if the Chapter will not elect, the Crown may punish them and appoint *proprio motu*. If the College chose to disobey any order, the Crown would be powerless to compel it.

5528. (*Mr. Thompson.*) Speaking abstractedly, do you think the power of election should be with the Crown or with the Fellows?—I should wish to see the number of Fellows for another reason reduced; that is an element in answering your question. I think on the whole I should prefer that under those circumstances the Crown should appoint.

5529. (*Lord Clarendon.*) Do you think that the Crown should appoint a man in holy orders?—I confess I think clearly the Provost ought to be a clergyman.

5530. (*Mr. Twisleton.*) Would you restrict the Crown to the appointment of an Eton man?—No; as it is at present it is not only that he must be an Eton man, but he must be an Eton man in orders, and of a certain degree; the consequence of which is that it sometimes happens that not above one or two men exist who could be appointed.

5531. (*Mr. Vaughan.*) With regard to Eton masters, do you not think that Eton may have lost a great deal by not having at any rate a small minority constantly of masters from other schools, educated at Rugby, for instance, or Shrewsbury, or Westminster, amongst them?—It is a very mixed question.

5532. I mean a minority so as to have the consciousness in the school itself, as it were, of what other schools have been doing?—I cannot fancy, of course, that there is any mischief in acquiring that information, but you must answer the question with reference to all the circumstances and as to what position the minority would be in—how far they would be comfortable. In itself, undoubtedly, it would be desirable to have a very clever man from another school.

5533. I mean, to have a majority, which would be so decided as to secure the non-interruption of the Eton tradition in the school, and leaving those quite entire, yet to have within the school itself a source of salutary changes which you could not have otherwise?—All those would be great advantages, and the only question would be, what is to be said on the other side. It is a balance. It must not be assumed that the introduction is a condition indispensable to salutary changes.

5534. (*Mr. Twisleton.*) Is there any reason why an Eton Head Master should invariably be from Eton, which would not in principle apply to a Rugby master, having been educated at Rugby?—No, I cannot see any.

5535. As a matter of fact, you are aware that some of the ablest Head Masters of Rugby were not educated at Rugby?—Certainly; I do not remember a Rugby master from Rugby. It is a matter of less importance perhaps, but in that lecture of mine, I suggested several things with regard to the assistants. I do not think that at present the assistants are made the most of at Eton. Generally speaking they are men of considerable ability and scholarship. It is true they begin very young, but they are mostly men distinguished at the Universities, and I think they ought to be put on a higher footing, both as regards the pulpit in the chapel, and the library of the College, which ought to be made of much more use than it is at present; it is almost of no use at present; and they should be brought together more in re-union among themselves, and should be looked upon as an educational council.

5536. (*Lord Clarendon.*) Perhaps you can give us some information, not only as far as your own experience while you were there goes, but from your observation subsequently with respect to the general results of the education given at Eton. It professes to train the mind and to ground the boys in that which is the best training for the mind, classics, and to send them forth prepared to have their minds cultivated in other ways. Do you think that Eton does that, restricting herself almost as she does to classics as a training for the mind. Do you think that the minds leave Eton properly trained?—"Properly trained" is rather a strong expression. I do not suppose it can be said of any school that the boys leave with their minds properly trained.

5537. Trained as far as can reasonably be expected from the time devoted to that almost exclusive method of training?—I speak, of course, with a considerable bias on my own mind, but I should say that an Eton boy when he has finished at Eton, stands altogether as well accomplished, and as well trained in his mind as the boys from any other school. I am quite aware that at the Universities Eton boys do not always carry off scholarships, and, perhaps, do not always succeed as well in the competitions for the Civil Service and the military.

5538. I think there is no objection to mentioning here that we received some evidence a short time ago from the Dean of Christchurch with reference to the grounding of the young men who came up for matriculation, and he said it was very inferior and unsatisfactory, and although, perhaps, it was not quite fair that he should pronounce an opinion on Eton comparatively with other schools, because more Eton boys come up to him than any others, yet that the state of preparation in which the Eton boys came up was very bad indeed, in grammar particularly, and he also told us, although he did not specify the schools from which they came, that though the matriculation test was of a very moderate kind, and applied with great tenderness, yet that out of 21 young men who had come up for matriculation only the week before he was here, he had been obliged to reject nine or ten of them?—If that had been said by the head of almost any other house in Oxford or Cambridge, I should have attached rather more importance to it. It is notorious that the greater number of those who go to Christchurch are from the higher classes of society. Now, I am afraid I must admit that it very often happens that those of the higher classes are the least educated of the school. I do not think that would be said if it had been the boys from the foundation of Eton.

5539. (*Mr. Twisleton.*) They are picked boys, are they not?—They come in by competition.

5540. (*Mr. Vaughan.*) That being so, would it not be rather a formidable qualification of Lord Clarendon's question if it had asked whether the training of the mind was sufficiently carried on at Eton, as to all but those who belonged to the higher classes of society?—That must be taken as a qualification of what I said.

5541. (*Lord Clarendon.*) There is no doubt that within the last few years, there has been a great increase in the scholarship, and an improved attention to learning on the part of the scholars. You yourself, allude in your lecture to the difference there is with respect to the Newcastle scholarship, and that the oppidans have almost disappeared from the race. I believe that is owing to the greater attention that has been paid to their learning, and the greater attention they themselves have also given to it. Is there any reason why there should not be the same done for the oppidans as for the scholars?—None that I can see.

5542. Why should not the oppidans be brought up to the scholars?—I shall mention presently what occurs to me on that subject, when we speak about the collegers, as to which I was prepared to recommend a partial suppression of fellowships. I should start in this way:—I should consider the oppidans part of the foundation of Eton. Henry VI. certainly intended the school for the oppidans as well as for the collegers. I think the whole funds of the foundation ought not to be expended on the collegers or on the Fellows. I should suggest that two or three, if necessary, of the fellowships should be suppressed, and a fund created, which should be apportioned exclusively as rewards, and as assistance too; the one the rewards for good behaviour, and talent, and so on, and the other for assistance to the parents of the oppidans. Mr. Twisleton remembers when we created a fund of that sort at Winchester, we proposed that it should in part go to the increase of the foundation from 70 to 100 scholars. I would not desire to increase the scholarships at Eton at all; I think 70 is a sufficient number; but I would get a sum of, it might be, 2,000*l.* a year, which I would divide into 50*l.* exhibitions, and I would have them exclusively given to the oppidans, and I would have them competed for in every class of the school, which you might easily do by marks.

5543. Not merely for the money value of them?—No; it should be understood that a Duke's son should be as eligible a candidate for them, and that he should be as much stimulated to stand for them as the poorest man's son in the school.

5544. (*Lord Lyttelton.*) With regard to the nearly exclusive cultivation of classics, which may still be said to prevail at Eton, the only important innovation on that system, which has yet been attempted, is with regard to mathematics; mathematics have been certainly intended to be an integral, and a perceptible part of the studies of the school?—Yes.

5545. Looking to the amount of time given as a necessary part of the work to mathematics, does your observation of late years enable you to say whether that has produced a perceptible effect on the minds of boys leaving Eton?—I am not competent to answer that question.

5546. With regard to the other point you spoke of, the failure of the oppidans, we have had great difficulty in ascertaining why it is, and we have had great difference of opinion about it. Do you conceive that the establishment of some such rewards, and also honorary distinctions for the oppidans exclusively, would do much towards bringing up the oppidans?—It would involve more examinations of them. The reason why the collegers are better trained is not because they are on the surface subjected to any difference of discipline from the rest. They go into school, and everything goes on with them exactly as with the rest; but in order to keep their places, and to keep what they have, they are obliged to go on with examinations from time to time. My idea would be this, having collections now, you should have your collections made of rather more importance, and more to depend on them, and I think they should not be conducted in the higher part of the school by the Head and Lower masters.

5547. Would you add to the number of examinations at Eton?—No; I think there are quite enough examinations at present.

5548. You would alter the character of them?—I think so.

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5549. (*Mr. Twisleton.*) Is it not the fact that the boys admitted into college by competition must, on the average, be more intelligent than the oppidans?—Of course they must.

5550. And they also come with more knowledge in addition to intelligence; they come on an average with more knowledge of classics?—Yes; but I doubt very much how that is. They go there very young, 11 and 12, and up to that time I should think the oppidans are as well taught, the difference at all events must be immaterial in regard of the future course.

5551. (*Lord Lyttelton.*) Would you raise the admission examination for the oppidans; do you think it is high enough at present?—I did not know that there was anything more than an examination to see what part of the school you would put a boy into. If a boy came to Eton almost in the lowest stage of education he is not rejected as he is at Christchurch; it is merely that you put him down lower. I cannot pretend to say, but I conclude they do that with perfect fairness.

5552. (*Mr. Twisleton.*) You think the average of oppidans between 11 and 12 have as much knowledge as those admitted into college by competition between 11 and 12?—Indeed, I think so. Numbers of them are oppidans themselves.

5553. The competition is open to the whole country?—Yes.

5554. Are you aware that there is an objection to oppidans standing for admission into the college?—I did not know that it had gone to any considerable extent. If a boy does not like to go, of course he does not do his best.

5555. (*Sir S. Northcote.*) With reference to the effect a matriculation examination at Eton might have on proprietary schools of the kingdom, do you think it would be a good thing to have such an examination, and that the boys not properly prepared in grammar should be rejected?—Yes; I think so.

5556. Have you reason to think that in a great many proprietary schools grammar is very unsatisfactorily taught?—I fear that it is. Before we part from this subject, I should like to say that both grammar and composition, as specific subjects of study, are not sufficiently nor wisely attended to in the schools. I do not think there is any such thing as direct attention paid to these at Eton; I do not know as to other schools; as to the actual teaching of composition, it is done incidentally only.

5557. (*Lord Clarendon.*) Would it be to that you would attribute the falling off in scholarship at Eton which seems to be admitted?—I cannot say, for we had it not in our day. But it was wonderful the interest that was taken by the boys in the compositions of other boys. The exercises used to be thrown in the corner just outside an assistant master's desk, and while they lay there it was always surrounded by a cluster of the boys, saying, "I should "like to see what Milman (or any other distinguished "boy) has done this week."

5558. (*Lord Lyttelton.*) The whole weight of distinction was thrown on composition then; there was no other distinction to be got?—No.

5559. (*Mr. Thompson.*) Do you think that Latin prose composition was sufficiently attended to?—In my time we were not so often sent up for prose composition. It was always, however, the higher honour.

5560. (*Lord Clarendon.*) Will you allow me to ask you what you would consider to be the present relations of the Provost and Fellows to the school, whether you think them beneficial, or whether any change could be introduced?—Practically the Fellows have little or nothing to do with the school. The Provost has a great deal, and I do not see any objection to the influence that the Provost exercises over the school at present.

5561. He has a positive veto over the Head Master?—Yes, in some particulars.

5562. We have understood that upon all matters which affected the higher interests of the school, the Provost would call the Fellows into council?—Very likely. I should think he would; but then you must consider that the Provost has almost uniformly been the Head Master.

5563. That may or may not be useful. Supposing that the Head Master has not been a very active man, that he is a great conservative or anti-reformer in the school, and that he then becomes Provost, do you think he is likely to view with a favourable eye the recommendation of any of those reforms?—Perhaps not. That is one side of the question; but on the other hand, it is very desirable that the Head Master himself should not be entirely at liberty to do what he pleased.

5564. In other schools we have been to—Harrow and Rugby—although there is a nominal check, or sort of control over the Head Masters, yet they are virtually supreme, and they think that the well-being of the school is very much attributable to that?—That is not unnatural.

5565. But as far as your observation and experience would go, you would prefer that there should be two heads engaged in the administration of the school?—Yes, indeed I should. But this is mixed up altogether with the question of the preservation of the office of Provost and of the College.

5566. Perhaps you will have the goodness to give us your opinion on that and on the preservation of the existing state of things?—My opinion is, that it would be almost a monstrous thing, root and branch to destroy an institution of which you have all the funds prepared, and where you have the Founder's clear intention on the subject, and which, even now, I think, exercises some useful influence. I cannot think it does so to theextent it might and ought. It would be absurd to say, in the face of what one sees going on around us, that you might not have such a school without such a foundation. The only question is—having such a foundation, whether you ought to take it away. I think you ought not to take it away if you can, by modification, make it a great deal more useful than it is at present to the school, which, I consider, of course, of much more importance than the college itself; and I think that might be done with a reduction of the numbers, and by casting duties on the remaining members of the body—and I care not whether at present they are quite adequate to the performance of these duties or not, because I think if you impose the duty, you will soon have the proper men for the discharge of it,—I think that by so doing you will save the Founder's institution and most materially benefit the school.

5567. May I ask to what number you would reduce them, and what duties you would impose?—I think the numbers should not be reduced to less than the Provost and four Fellows, including the Vice-Provost; certainly not less than that. I think if the whole of the funds were not wanted, I should prefer keeping another Fellow, having four Fellows, the Vice-Provost and the Provost; but, if the funds were wanted, I should reduce it to the Provost and four Fellows. The duties I would cast upon them would be these: In the first place I would diminisht he Provost's residence, which is very hard upon him at present. He is obliged to reside 10 months in the year; I think, that is more than it ought to be.

5568. (*Lord Lyttelton.*) Is that actually enforced?—To a very great extent it is. It is like the Deans with their eight months; to a great extent it is enforced. I would have the Provost to reside the nine school months of the year, three months being the time of the holidays. Supposing there were four Fellows only remaining, they must have their 13 weeks each. The longer the Fellows remained in residence the more useful they might become to the school, and they would retain more relations with it. There would then always be, during the school-time, the Provost and one Fellow at least resident; the others might reside, if they pleased. Besides their having the general superintendence, and being persons whom the Head Master might consult when he likes

about changes, and besides what they at present do about the discipline of the collegers, I should like to make them the efficient examiners for the school. I think it is an evil that the masters only should examine. I would rather that the Provost and Vice-Provost, or the Provost and one of the Fellows, should conduct the half-yearly examinations for the higher parts of the school; and I should have no objection then to the Head and Lower masters, if they pleased, conducting the examinations in the lower part of the school, because that would give the Head Master a better opportunity of seeing what really was going on in the lower part of the school than he has at present, and I would have every boy individually examined throughout the school every half-year.

5569. (*Lord Clarendon.*) Throughout the whole school?—Yes. Well, then, I should think if you suppressed three fellowships you would get about 2,500*l.* a-year. I would set aside 100*l.* a-year for perfecting the College library. They have no fund, and, I believe at present they have done little to complete their library for the last 50 or 60 years. The truth is, it is the foundation of a very good library; it is a very nice room, but a useless collection to a great extent. I would devote 100*l.* a-year to that, and I would have a salary for a sub-librarian, a person who should be there constantly. At present it stands on this footing: Suppose I want to go to the library to consult a book, one of the Fellows is librarian; if he is not there, there is nobody there; if he is, he must stay there the whole time you are looking at the book. Even the assistant masters, I believe, have not, —they had not, certainly,—the free run of the library. It is essential, therefore, to have the salary of a sub-librarian, who should attend certain hours every day, and then, I think, the residue should be devoted to the foundation of exhibitions. I said 50*l.*, but I would make them something more than honorary, because there are such a large number of parents to whom they would be most valuable assistance in getting their boys to Eton. I would devote it to the foundation of a considerable number of these exhibitions, which should be obtainable by oppidans only, and I would give every boy who got an exhibition a honorary reward in books—something to show for it, besides the mere money.

5570. (*Lord Lyttelton.*) How much would the money be?—I think not less than 50*l.*

5571. (*Lord Clarendon.*) To be held for three years?—No; for the whole time while he was at school. I would have the boys examined in all parts of the school. If I sent up a little boy who was only fit to go into the 3rd form, yet it being a matter merely of marks, he might compete against a boy in the 6th form, because, if he got more marks, he would win it, and it should be continued to him every year as long as he remained at Eton, subject only to the Head Master, or Lower Master saying that the boy has misconducted himself.

5572. (*Lord Lyttelton.*) About how many of these exhibitions would you have?—I should like as many as 40. We said, at Winchester, that we would have 20. I believe they have not come into effect yet, because the funds have not arisen. The College at Winchester were very liberal and handsome about it. They began at once, I think, with two at their own expense, and, I believe they have worked uncommonly well. They are competed for with much zeal. The boys would have no objection to standing for them as it is said they have to going into college.

5573. You would have no restriction as to rank?—Not the least. I would not only not have it in point of form, but not in spirit. It should be understood that wealth or rank should not, in the slightest degree, be an impediment. I would have this examination conducted those the Newcastle examinations now are by select[illegible]

5574. (*Lord*) he would have different examinations for [illegible] of the school?—Certainly. At present the examinations for admission to the college are carried on in that way. Boys of 11 are examined on a certain scale, and boys of 12 on another.

5575. (*Lord Lyttelton.*) You mean examiners from without?—Yes. Just as the Newcastle is now.

5576. (*Mr. Vaughan.*) How would you bring to bear on that, the principle that the boys should be examined in the work they have done if you have examiners taken from without?—I would not do it with these any more than with the Newcastle scholarship. Strangers would constantly come up and compete for them.

5577. Is your mind clear as to the age at which it is safe to put the strong strain of competition on a boy's mind?—However young the boy is there can be no great exhaustion of his mind if there be no long preparation for the competition for the exhibition.

5578. You have not heard that it ever does any harm to the boys who go into college?—I have not.

5579. (*Sir S. Northcote.*) Do you contemplate that a boy who had got one of those exhibitions in the 4th form, would keep it all the while he was in school, or compete for it again?—I would say he should hold it *quam diu se bene gesserit*, that he should be understood to hold it unless the Head Master interposed, or the Lower Master in the case of a boy in the lower school.

5580. (*Mr. Thompson.*) Would not a great many exhibitions, in that case, be held by idle and unworthy boys?—Idleness would be among the *mala prohibita*.

5581. I mean something between that and merit?—The Head Master would say to a boy, "If you "do not do better, you may depend upon it I shall "take it away."

5582. (*Sir S. Northcote.*) Do you not think if they had to compete for it afresh when they got into certain parts of the school it would be better?—It might. I would not make the competition too frequent. Lord Clarendon suggested three years; it might be that.

5583. There would be this objection, if they were taken from boys from different parts of the school, the number to be competed for each year would be very irregular?—I do not think that would make any difference. Suppose there were no candidates in the fourth form it would make very little difference.

5584. (*Lord Lyttelton.*) There would always be candidates in the fourth form?—Yes.

5585. (*Sir S. Northcote.*) Suppose we say for argument's sake, there is a fund of 2,000*l.* a year to be appropriated to these exhibitions, do you contemplate having 50 exhibitions of 40*l.* each?—I should rather have 40 of 50*l.* each.

5586. Those 40 exhibitions would be thrown open, and the 40 boys who got them in different parts of the school would hold them as long as they remained in the school, subject to being deprived of them for any gross idleness or other misconduct?—Yes.

5587. Then one year perhaps there would be 20 of those boys leaving, and vacancies occurring, and another year there might only be 10?—I do not see how you can avoid that.

5588. Would it not be better, in order to get a uniformity of prizes, to make them for a certain number of years, leaving it open to the boys who held them, if they remained in the school, to compete again?—You suppose them all to compete again at the end of every three years; as it is, you must remember this, that you would not get your fund all at once. You would not start with 40 exhibitions. A Fellow might die, and then the fund would begin in that way.

5589. (*Lord Lyttelton.*) Your object would be to raise the oppidans to the level of the collegers?—I do not suppose the mere examinations would have that effect. I rather look upon it as a stimulus of a boy's after course at Eton.

5590. How is it a stimulus of his after course?—He is like a Newcastle scholar. I suppose a Newcastle scholar as long as he remains at Eton is under the stimulus of what he holds.

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5591. What stimulus would there be on a boy who has got his exhibition?—It is not confined to boys coming up from other schools, but a boy in the fifth form who did not stand last year may stand this year.

5592. That is the general object of it, to hold out something like equal inducements to the oppidans as to the collegers?—Yes.

5593. (*Mr. Thompson.*) That, you do not think, would have any effect in widening the distance between the oppidans and collegers that exists at present?—I do not see why it should; I rather think it might have the opposite effect.

5594. Would it not perhaps have a tendency rather to diminish the competition for college?—When you consider that you have 60 or 70 boys standing for college, it would very easily bear a deduction. I think at Winchester they have very often from 90 to 100 boys standing altogether at an election. I should not do it as they do at Winchester, where they are elected by the College, and at the same time the college elections go on. I would let it be an oppidan foundation, and I would not give any voice to the College in it. I should have them elected by Examiners from without.

5595. (*Lord Clarendon.*) We have heard of an intention on the part of the College whenever they have funds sufficient, to increase the number of scholars from 70 to 100; do you think that increase would be beneficial?—In itself, I think it is very beneficial to increase the number of the scholars, but upon the whole I think it is a much better thing to devote your funds in the way I speak of to the oppidans.

5596. (*Mr. Thompson.*) It is like making two parallel foundations, an oppidan foundation, and a college foundation?—Yes. The exhibition would be vacated by getting a scholarship.

5597. (*Lord Clarendon.*) You propose that the number of fellows should be reduced, and that you would impose on the four or five who are to be retained, certain duties, among which you specify those of examining. Are there any other duties you would propose to give to them?—There are duties which now are nominally performed, and which, if the number were reduced, might be made more serious; for example, care of a library is one, I think, that ought to be much more attended to than it is at present. Then there are the bursarial duties, which I think are really important.

5598. (*Mr. Vaughan.*) Do you not think that the Provost might fairly take a large share of that, in exact pursuance of the directions of the Founder, such as the superintendence and general management of the property?—The head of the house always does that; but there is work enough for both him and the bursar, I should think.

5599. (*Mr. Twisleton.*) Sometimes the man whom the College would appoint is not a man of business?—Yes.

5600. (*Sir S. Northcote.*) Do you think there would be the same freshness in Fellows, who, after having served for a considerable number of years as assistant masters, and having retired perhaps 10 or 15 years from active tuition, had rather grown rusty in their scholarship; do you think there would be the same freshness of mind in them that there would be in young men, coming from the university to examine?—Certainly not the same freshness; but then, when it was the duty of these persons to examine twice every year, you must not assume the rustiness. If you cast the duty upon them, they would feel it necessary to be always in the work of the school.

5601. But, supposing that the same addition to scholarship, and so forth, goes on as has gone on of late years, do you think they would be likely to keep up to the mark?—I think quite sufficiently for the examination of the boys.

5602. (*Mr. Thompson.*) You have said nothing about the emoluments of these Fellows; of course, it is rather a delicate subject, but do you think that 800*l.* a year for men in that position is at all too much?—They are prizes; there is no doubt about that. If you treat them as payments for what they do as Fellows, it is an exorbitant payment.

5603. As retiring pensions they are large, are they not?—They do not all get livings, you must bear that in mind.

5604. Would you think a Fellowship a sufficient remuneration, and a sufficient reward for merit, even without the power of holding a living?—That is a question I have thought a great deal about. It has been suggested that they should never hold livings, which the statute undoubtedly forbids them doing, and that they should all permanently reside. I confess I think if they all resided, it would be a false use of the analogy of a cathedral residence. I should like to have the canons of a cathedral always reside, because I think you might carve out for four or five canons abundant diocesan work, so as to keep them fully employed; but if you had the whole body of Fellows and the Provost residing, I do not think you could carve out sufficient work for them. I know it seems an abuse, the Fellows holding a living.

5605. I did not ask the question so much because I thought it an abuse in itself, but because it prevents them giving the livings to deserving masters, and diminishes their power of doing good in that way?—They have a great number of livings.

5606. Not very many good ones, I think?—No.

5607. If the Fellows were not allowed to hold livings themselves, in all probability they would give their patronage conscientiously to the retiring masters?—If one may judge from the practice of cathedrals, I should think there is no patronage so badly bestowed as cathedral patronage. What I would rather suggest would be this, and I believe the circumstances will enable it to be done: draw a line, and make Eton the centre, and let the Fellows always hold the livings within a certain line of distance, so as always to be easily within reach, and to be called on at any time.

5608. (*Lord Lyttelton.*) Your opinion as a lawyer would be of great value to us on a question on which it is difficult to arrive at any conclusion, which is the binding force of these Eton statutes. You are aware that every possible precaution is taken in those statutes to enforce their everlasting obligation, and particularly the plea of desuetude is expressly barred. Looking at their present state of non-observation, it shows that it is a matter of impossibility to enforce the perpetual exact observance of any statutes. If the Provost and Fellows merely alleged that they are to a great extent become impracticable, that as far as they are practicable they do observe them, and that for the rest they simply defer to the necessity of the case, that we could understand; but shortly after these statutes were imposed, certain proceedings took place, which are recorded in a supplement to the statutes, and which are called "Declarationes, "correctiones, et reformationes" of the statutes; and the third of those declarations has a certain clause, which we find that the Provost and Fellows of Eton have relied upon as giving them a general power of dispensing with those statutes, over and above what may arise from the necessity of the case?—I was not aware of that.

5609. Then you could hardly give an opinion upon it?—I should venture to suggest what the Oxford Commission did. In every case we made an ordinance, giving the body the power of altering their own statutes under certain terms. We found it impossible to go through all the statutes of the Colleges, making new ordinances in every case. Then we confined ourselves to our own ordinance on the greater matters and gave them the power, with certain restraints upon them, of repealing and altering their statutes. Now, the non-observance of the Eton statutes, coupled with the oaths [illegible] taken, is, I may almost say, a shocking [illegible] least re[illegible] the practice is, that when the functionary co[illegible]ed. to take the oath, he says "I cannot keep this," or, "I beg to pass over that," as if he got rid of the responsibility by that.

It is a shocking thing that this should remain. As to the payment to the Head and Lower masters, nothing could be more cogent than the language of the statutes against that.

5610. As far as you are aware there is no special power of dispensing with any of these statutes?—I should think not. What the holding of the living stands upon is a dispensation by Queen Elizabeth.

5611. With regard to that, you are probably aware that the case was distinctly raised, that the Visitor heard the case judicially, and that he gave a formally recorded judgment, in which he recited the opinions of Sir William Grant and Sir William Scott, and distinctly held the power to hold livings?—Yes. I was present at the argument; those two great lawyers sat as Assessors to Bishop Pretyman.

5612. That is quite enough?—No doubt; but then the oaths remain.

5613. The point was simply that you are not aware of any dispensing power which the Provost and Fellows have?—I cannot conceive any at all.

5614. (*Mr. Thompson.*) We have had a great deal of evidence on the subject of the Eton property; it is let as a great deal of chapter property is, on fine. Has it ever occurred to you that there was any possibility of extricating the property without great sacrifice?—I should think so. I think that all Colleges should be empowered to borrow money for this purpose. Without this it is so hard for the individual members, as in great measure to prevent its being done.

5615. Is that good husbandry, borrowing money in order to get rid of fines?—So far as it is the only mode by which you can do it, and not sacrifice the interests of the existing members, who cannot be expected to sacrifice themselves.

5616. I think it is not likely in the case of Deans and Chapters?—It is not likely at all. In point of fact the Provost and Fellows did do it, I believe, without authority, and they have paid off the debt two years ago. They had a debt upon them, which I understand they have now completely cleared off, and they have very much improved their property by ti.

5617. (*Lord Clarendon.*) There is one question to which you yourself alluded, and that is the use of the chapel. I am sure you will attach the same importance that we do to the teaching in the chapel. Would you consider that to be in an unsatisfactory state now? Do you not think it would be useful if the Head Master and assistant masters should occasionally have the opportunity of addressing themselves to the boys?—I think so. At present there is but one sermon on the Sunday, and I cannot see if the sermons were of the sort they might be why they might not most usefully have two sermons, and it would be a vast improvement in every way, both to the boys and I think to the assistants, if they took their turns.

5618. Not exactly their turns, it is those who might be selected, those who had the gift of preaching or who wished to preach?—The number is now so large that they might almost have something like the system of select preachers at the universities, and bring fresh men in from time to time. I cannot see why in framing this list the Provost and Fellows should limit themselves even to the assistants.

5619. Do you think the system of making boys go to chapel on holidays and half holidays is one which tends to a reverential feeling, or is it looked upon as a roll call or an intrusion on the half holiday?—I should rather be for continuing that. It is difficult to say; but when I have happened to be there the behaviour of the boys seemed to be good. I dare say they do not, and you could hardly expect them to, look upon it as the same thing as on the Sunday.

5620. (*Mr. Vaughan.*) Speaking of the duties of the Provost, was it your idea that the provostship should be an office in itself of the nature of a reward and retirement, a position of ease with occasional duties belonging to it, or that it should be in fact an occupation to the person who held it?—Not a very laborious occupation. You will always get a person rather advanced in life. I would not however elect a man who was quite effete.

5621. Do you think it would be of advantage to the school that there should be that sort of constant occupation about the school on the part of the Provost which would fill his time?—I would not have it so constant as at all to interfere with the Head Master. It need not be that.

5622. I was asking the question with reference to the opinion you expressed that there should not be too much reference to the management of the property in the Provost or in his election?—No. I do not think a man should be elected because he would make a good bursar. I do not think he should have very little to do with the school. It would be more in the way of general superintendence and as a person to be consulted, and I think he ought to make himself fully acquainted with all the property, as well as the state of the livings. Those who hold the advowsons of the livings ought to know a little about their parishes.

The witness withdrew.

LORD LYTTELTON IN THE CHAIR.

The Rev. CHARLES KEGAN PAUL, B.A., examined.

5623. (*Lord Lyttelton.*) I believe, Mr. Paul, you have now left Eton?—Yes.

5624. You were Conduct and assistant master in college?—Yes.

5625. For how long?—I was Conduct for rather over eight years, and assistant master in college for just seven years.

5626. Being Conduct also?—Yes, during the whole of that time.

5627. I believe you were an oppidan?—Yes, in the present Provost's house.

5628. For how many years?—For five years.

5629. And you were at Oxford?—Yes.

5630. (*Sir S. Northcote.*) Which living do you now hold?—Sturminster Marshall.

5631. That has been divided from the others which used to be held with it?—Yes.

5632. Are those four now each held separately?—Yes.

5633. When the value of that living is set down at 303*l.*, what is it taken from?—Nearly the whole of the income of the living is derived from farm.

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5634. Do you suppose that those sums which are set down represent the actual value of the livings?—I only took them from the Clergy List as I have specified in my answers; I had no other means of knowing. I believe the living I at present hold is worth about 315*l.* instead of 303*l.*

5635. (*Mr. Vaughan.*) What is the policy of the regulation under which a conduct is excluded from any of the 12 best benefices, even if a Fellow does not want them?—I must explain that a little, because the living I now hold, Sturminster Marshall, is one of the 12, but the value has been materially reduced, so that the exception in that case proves the rule.

5636. Supposing the rule to exist, what is the policy of excluding the conduct from a living which no Fellow will take?—I am quite at a loss to answer that question.

5637. Does it seem to you reasonable?—No, far from reasonable. I think that the rule that a Conduct should not have a living till after he has served a certain number of years, is a very reasonable one, but certainly the limitation on the value is not reasonable.

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5638. You think it should fairly fall to the choice of the Conduct before becoming a matter of mere patronage to the Fellows?—Certainly.

5639. Do you know whether there is any plea of originality for the present system?—No; I believe not.

5640. It is simply to preserve it as patronage?—Simply to preserve it as private patronage.

5641. (*Mr. Thompson.*) In No. II., Question 10, of your written answers, you say, "The amount of "emolument received by the assistant master in "college is entirely derived from stipends paid him "by the college; 230*l.* per annum, rooms, coals, and "light, as assistant master in college; 120*l.* as Con- "duct or Chaplain," do you think that was a fair remuneration for the trouble that was laid upon you?—Not at all. Several times in conversation with the then Provost, and the present Provost and Fellows, they have privately each admitted that the remuneration seemed insufficient, though, as a body, they were able to do no more. During the time of my tenure of office and since I have always set the remuneration at 500*l.*

5642. (*Lord Lyttelton.*) Being now only 350*l.*?—Yes.

5643. (*Mr. Thompson.*) Besides apartments?—Yes; in fact apartments are an essential part of the remuneration, because they open into the boys' rooms, so that the master in college lives with the boys.

5644. Do you not think it desirable that the person holding that office should be a young man under 40?—I think so, certainly. It might have been better had I been a year or two older at the time I took it. I think that at first I wanted experience—during the first two of the seven years. I think it is fair to say that.

5645. You had not been a colleger yourself?—No.

5646. Did you find that operated to your disadvantage in dealing with the collegers?—Not as far as the boys were concerned.

5647. (*Lord Lyttelton.*) In the residence for the master in college, full provision is made for a married man, I believe?—The house is very inconvenient for a married man, but still it will do. Mr. Marriott married while in that post, and I married while in that post.

5648. (*Mr. Vaughan.*) Are you aware of the nature and degree of the duties of a tutor in a boarding-house as keeper of a boarding-house towards the boys?—Yes, quite so.

5649. Comparing with that your duty as Conduct in the college, should you say that it is more or less active than that of the master in the boarding-house, if you put the teaching out of the question?—Yes, of course, I put that entirely out of the question. Certainly there is a great deal more to do for the care of 70 boys than for the care of 35.

5650. In the first place there are double the number of boys?—Yes.

5651. In addition to that, putting that out of sight, is the nature of the supervision of the boys on the part of master or tutor in a boarding-house greater or less than that of a master in college?—In each case that must very much depend on the man who has charge of the boarding-house and on the master in college, but theoretically they are much the same,

5652. Were you generally responsible to the authorities for the good order and discipline that prevailed in the college?—Yes, distinctly so.

5653. And were you responsible to the parents as well as to the authorities in the college for the moral conduct of the boys?—Yes.

5654. Have any communications passed between you and the parents?—Yes; I suppose more communications with regard to moral conduct passed with the master in college than with the tutors of the boys. I was in constant communication with the parents of many of the boys on the foundation. Some few preferred to communicate directly with the tutors, but the great majority communicated with me.

5655. So that you consider that practically a great deal of the responsibility, as to the morals of the boys who were in college, fell upon you?—Practically, it did fall upon me. Practically, I consider that the master in college has the charge of the morals of the boys.

5656. (*Mr. Thompson.*) Of course you had no care or anxiety on the subject of the boys' meals?—No, only for tea.

5657. That, therefore, would be some subtraction from the labour?—Yes, it would be.

5658. You are not responsible to the parents of the boys quite in the same sense, I suppose?—No, only for their private bills. All their private bills passed through my hands—all the orders on the tradespeople.

5659. And the care of their health in some degree?—Yes.

5660. How many hours a day were you occupied with the boys?—Generally from about a quarter past 9 till 11, more or less, and I was liable to be called upon at any time during the day. I dined in the hall with them three times a week, and was occupied or liable to be occupied the whole of the evening.

5661. What trouble did they give you in the evening?—Every boy who leaves any house to go to any other, or who leaves college to go to his tutor, has a ticket to get to check the time at which he passes out. All those tickets I signed, so that boys were in and out my study every five minutes every evening till prayers. I generally made a practice of spending a considerable part of the evening in the boys' rooms.

5662. You were not allowed to act as private tutor?—No.

5663. Either to boys in college or out of college?—No.

5664. (*Lord Lyttelton.*) Do I understand that, in your position, you neither had, nor could have, anything to do with tuition?—No, nor do I think it desirable, except in religious tuition. I think that ought in some greater degree to fall under the master in charge.

5665. Cannot the master in charge take private pupils from the oppidans?—Yes.

5666. (*Mr. Thompson.*) He could not in your time?—No; when I first went into college, before the arrangement was made, by which I became, in fact, a collegers' dame, I was allowed to take three pupils, had I cared to do so, but after that time the privilege was taken away, because it was considered, and truly considered, that I could not possibly perform the duties of Conduct and assistant master in college, and private tutor. Now, Mr. Shuldham is not Conduct, and is allowed to take private pupils.

5667. Did the duties of Conduct form any considerable proportion of your whole duties?—Yes, because the three Conducts are the curates of the parish; the parish consists of nearly 4,000 people.

5668. Do I understand that you wrote regular reports home, at the end of every half?—Only in cases where I was requested to do so.

5669. Did their private tutors write these reports home?—Yes, they did in all cases; I only where I was requested.

5670. Do the private tutors then go into the question of the general conduct of the boys?—They do, and a great many of them after consulting with me.

5671. In fact, it is taken on your authority very much?—Yes.

5672. Do you think the effect of it is to discharge the mind of the private tutor to any extent from the feeling that he has the moral charge of the collegers as well as the oppidans?—When I first went into college, there was considerable difficulty felt on the part of the private tutors as to what the position of the master in college would be, and at first I met with some little difficulties in some quarters, and with the greatest possible co-operation and assistance on the part of others. By the time I had left, I think I may say that all the tutors looked to me for reports of their boys; but the way in which the master in

college and the tutors work together, must very much depend on the tutor and the master.

5673. You succeeded the present Bishop of Wellington I think?—No; next to Bishop Abraham came Mr. Marriott, and then Mr. Hardisty.

5674. Did you take up the system as you found it, or did you make any alteration in it?—I immediately suggested what was afterwards carried out: the doing away with the dames, and putting the boys under the master in college.

5675. What did the dames do?—Till January 1st, 1858, every colleger had a dame, to whom his linen was sent to send it to a laundress, and to whose house he went in sickness; and this arrangement, in cases of sickness, was so very bad that I represented that as soon as possible, and said I was ready to take the duties upon myself, and that was carried out very shortly.

5676. By the College?—By the College.

5677. Had you a matron?—There is a matron.

5678. As to the payment, what does Mr. Shuldham have, does he receive 250*l.*?—No; 230*l.*

5679. For the whole of this important charge of 70 boys?—Yes.

5680. And except the tuition he has the same charge as a master of a boarding-house, who makes a great deal more than that?—Quite the same charge, except the tuition; of course that is a very large deduction.

5681. Do you think you can infer anything from that, as to the question whether the ordinary tutors in fact make larger profits than is reasonable?—I do not think that the master in college's payment at all bears upon that.

5682. Will you explain that?—Because it is simply that the College pay him; he is not paid at all out of the profits made on the boys. The College pay him a fixed sum.

5683. But they get the work done for that sum?—Yes.

5684. (*Mr. Vaughan.*) Do you think that a duty should be differently rewarded or compensated to a person who performs it, because the money comes in the one case from the College, and, in the other case, out of the parent's pocket?—No; I think that Mr. Shuldham and myself should have had far larger stipends than we had; but, in my own case, the duties were partly undertaken because they were very pleasant ones.

5685. (*Lord Lyttelton.*) Do you think that for 500*l.* a year it might be done?—I think you could always get a man for 500*l.* a year.

5686. Is not the difference very great between that and what the private tutor makes?—Very great.

5687. Do you suppose generally the College would look out for men of the same ability and attainment to be masters in college which are needed for assistant masters?—Of course they would not require the same amount of scholarship. They would look for a man of general cultivation and abilities, and, of course, of character, to impress the boys. Of course the boys would not look up to a man who was notoriously a fool.

5688. (*Sir S. Northcote.*) The position of the master in college is that of an assistant, is it not, to the Head Master; the Head Master is the person in charge of the boys in college?—I believe that the lower master is really the person who would, by the statutes, be responsible.

5689. Do either the Head Master or the lower master take any part themselves in superintending them?—The lower master none. The Head Master is almost always present at prayers. Whenever he is he reads prayers. Practically, when I first became assistant in college, Dr. Goodford was in there very frequently. He walked round two or three times a week.

5690. So that the master in charge would always have the Head Master to appeal to in a case of difficulty, in the way that the master of a boarding-house would not have?—Certainly.

5691. (*Mr. Thompson.*) Did you, as a fact, give any instruction of any kind to the boys bearing on their studies in the school?—Yes; occasionally in cases where I had reason to know, or felt quite certain, that it would not be objected to by the tutors, I have done so.

5692. (*Lord Lyttelton.*) You were not bound to do it?—No.

5693. (*Mr. Thompson.*) Did you give any advice about their extra school studies?—Yes, frequently.

5694. Their private reading, and so on?—Yes.

5695. That, you would think, would fall under your duty?—I do not think it is any matter of obligation.

5696. It would be of great importance that a man should be elected who would be able to do that?—Certainly.

5697. Did you take any part in the debating society?—The debating society in college was established with my strong approval, and till it was fairly set going, I took part in it.

5698. (*Lord Lyttelton.*) They have one of their own?—Yes.

5699. (*Mr. Thompson.*) I need hardly ask you whether you do not think it is of the last importance that a person who holds the office should be a person of general literary culture and intelligence?—Certainly he should.

5700. You think that 500*l.* a year would be sufficient?—Yes, with rooms and allowances, light, and so on.

5701. (*Sir S. Northcote.*) Had you a right to commons in the hall?—Only when I was obliged to dine in the hall, which was a great nuisance.

5702. (*Lord Lyttelton.*) That was three times a week, was it not?—Yes.

5703. (*Mr. Thompson.*) If you had been unmarried it would have been rather a privilege?—Yes.

5704. (*Mr. Vaughan.*) With reference to the arrangements for the sick, do you think the rooms are sufficiently large or numerous in college?—I do not.

5705. They are not very much larger than the studies, I think?—No; they are certainly not large enough. There is not proper accommodation for the sick in college.

5706. Are there any rooms in college which could be more fitly applied to the purpose, or would it be necessary to build?—I think it would be necessary to build.

5707. Is that a sort of step you would think it worth while to take?—I think the present accommodation certainly very inadequate.

5708. It struck me upon visiting the place that the rooms seemed close?—Yes, they are; they are quite unfit for their present purpose. I should say, in answer to part of your question just now with regard to the instruction and teaching of the boys, that for the last four or five years several of the tutors have put the preparation of their boys for confirmation entirely in my hands, the lay tutors particularly, Mr. Johnson, Mr. Browning, Mr. Walford, and so on.

5709. (*Lord Lyttelton.*) With regard to religious instruction, would you propose a transfer of that from their ordinary private tutors to their master in college?—I think the direct religious instruction should be transferred.

5710. (*Sir S. Northcote.*) As to question 13, do you think, from anything you have seen, that the competitive examination is injurious to the little boys?—There are some boys who have got into college, and who have been crammed up to a certain point, and have fallen away directly afterwards.

5711. When I asked the question I meant whether the severity of the studies had a bad effect on little boys 10 or 11 years old?—I think not at all. I only know one case which would at all seem to fall under that. It was in the case of a pupil who had really been crammed more fully than he could possibly hold, and I think he has suffered both in his mind and physique.

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5712. (*Mr. Vaughan.*) Without saying whether the competitive examination is the cause or not, do you think that the boys who come in between the ages of 8 and 16 are of a lower physique than the oppidans?—Certainly not.

5713. (*Lord Lyttelton.*) How far do you think there was any degree of alienation and want of social intercourse between the collegers and the oppidans in your time?—It certainly did exist.

5714. Can you specify in what particulars?—It was more among the younger boys than the elders. As boys got up in the school they associated together very much. In the school debating society collegers are elected and mix, and oppidans dine with the sixth form in hall, and so on.

5715. With regard to the debating society do you conceive that considering the difference of numbers, there is a fair proportion of collegers elected into that society?—Perhaps not; but I think that the rivalry in the collegers' and oppidans' football match has more to do with their exclusion than the fact of their being "tugs."

5716. We were told by one witness that they elected into the debating society those collegers who they thought were likely to contribute to the winning by that society of certain games?—That may also be.

5717. But still a clever colleger of good character would be sure to be elected?—Certainly.

5718. Would the oppidans have any objection to the collegers wearing the same dress as themselves?—No; I am sure they would not.

5719. Do you often see them walking together?—No; but then again you do not see boys of different tutors' houses going together very much.

5720. Do they give each other leaving books?—Yes.

5721. As to the question of the gown, you have given us your opinion. Would you enforce the rejection of the gown contrary to the feeling of the collegers?—Yes; because I think it is a mere prejudice on the part of the boys. I think it would die off very soon.

5722. Is it your object to assimilate the collegers and oppidans in every respect as far as possible?—I think so, because, speaking generally, the class from which collegers and oppidans are drawn is precisely the same.

5723. Barring the highest rank, you mean?—Not entirely barring the highest rank, because while I was master in college there were various sons of younger sons of peers.

5724. Do you conceive that the college gets the cleverest and ablest boys, apart from any question of rank?—Apart from any question of rank, but not apart from any question of fortune.

5725. There is an actual limitation as to landed property. Except as far as that, do you think a rich man would send his son to compete for the college?—Some rich men do, but they ought not to. As a fact there are men taking advantage of the college education at this moment whose fortunes ought to have placed their boys among the oppidans.

5726. (*Sir S. Northcote.*) Does it ever happen that oppidans stand for the scholarships?—Yes.

5727. When I say stand, I know they do, but do they really exert themselves. We are told that they do not exert themselves, that they do not wish to get them?—Yes. Some of the most promising scholars at college have been oppidans, and one or two coming into college with great prejudice against it, I believe have found it much happier.

5728. (*Lord Lyttelton.*) We have been told that the oppidans have a great dislike to the college?—Yes, they have.

5729. Do you think, in general, an oppidan does not like standing for college?—He does not like it.

5730. (*Sir S. Northcote.*) Looking at the return of the ages of boys at the school, it appears that the second captain of the school now has got up into the sixth form in about two years, or in a very short time after his admission. Do you know anything of the case; did he enter very late in College?—At the time of his examination and election he wanted but a few weeks of 16, and he was not admitted immediately, so that he came to the school when he was nearly 17.

5731. Is it often the case that boys are admitted so late as 16?—No; there is a strong feeling against it, and for very good reasons, but this boy's merits were so very conspicuous that he could not be kept out.

5732. He gained the scholarship at 16, and was then very rapidly put up; do you know into what part of the school he was put when he came in?—He was placed nominally in the remove, but really in the fifth form, and was allowed to take a double remove directly.

5733. (*Mr. Thompson.*) You have said that you would equalize the collegers and place them as much as possible on a level. Do you perceive any pecuniary or economical advantages in such distinctions as already exist between them, which would not exist if there were more unrestrained intercourse between the two?—Some have felt that it might be a good thing if the money now given for the support of the collegers were entirely spent in oppidan scholarships, but the money would not go so far. Of course there are economical advantages in their diet and mode of living being simpler.

5734. Do you think generally that the separation existing between the two bodies has any tendency to protect the collegers in some measure from what one might call the contagion of oppidan extravagance?—Yes. I think the Head Master and Provost could and would always exercise a very distinct veto in the case of a colleger's wishing to go into the boats or to engage in any of the more expensive amusements.

5735. Independent of those, I should presume that the bills run up by collegers are much smaller?—Yes.

5736. Is not that partly owing to their isolation?—Partly; but I think, without speaking generally, there is a very proper feeling on the part of the boys, that they are the sons of poor men.

5737. They could spend more if they liked?—Yes.

5738. (*Lord Lyttelton.*) Do you know what sort of allowances they receive from their parents generally?—They are small; not so large as the oppidans.

5739. (*Mr. Vaughan.*) Do you say that it is practically the case, that there is a limit put upon the competition in favour of those who are the poorer?—There is a preference to boys about 12.

5740. I mean with regard to poverty, or otherwise?—No.

5741. Then does it happen universally, that there being no limitation of that sort to the competition, that people do not take advantage of it, who are wealthy?—I think, generally speaking, people do not take advantage of it who are wealthy; some few do who ought not to have done so.

5742. You use the expression, "ought not," and therefore, perhaps, I need not ask your opinion as to whether it is an advisable limitation or not?—I think it is an advisable limitation.

5743. You think it is better for the whole school generally, that poverty should be one of the qualifications?—I think so, certainly.

5744. With regard to the subsequent communication between the two bodies, do you think it is a limitation that does not act unfavourably?—I do not think it does.

5745. Do you think that it a little prevents the example of hard work from acting so favourably on the oppidans as it might do, if boys were elected, whatever might be their pecuniary prospects?—The fact is, that for some years the oppidans have not worked so hard as collegers; but I do not think of that as a reason.

5746. Do you not think it may be possible, there being an eleemosynary element in it, as well as an

element of intellectual qualification, that that may a little have made working out of fashion among the oppidans?—No; I think not. I think the feeling grew up among the oppidans, that it was useless to compete with the collegers, and that that was disheartening.

5747. (*Sir S. Northcote.*) What should you think would be the effect on the relations between oppidans and collegers, if oppidan exhibitions were established, to be obtained by competition among the oppidans, nearly as severe as that which exists for the scholarships?—I think that that would draw the two classes of boys very much more together; they would feel that oppidans, as well as collegers, had something at stake.

5748. (*Lord Lyttelton.*) I am not sure that I understand your answer to question 18. The average amount of annual charges to a scholar are put at 25*l.*?—Somewhat under 25*l.*

5749. But in the foot-note you have given a bill, which looks as if it meant his expenses for one school-term, and that alone is 25*l.*?—That is a different class of charges. It is 18*l.* 17*s.* 9*d.*

5750. But for that school-time alone the expenses were nearly 19*l.*?—Yes; but private bills are included in that 19*l.*; it is a different class of charges.

5751. You mean that the strictly school expenses are 25*l.*?—Yes, as against 120 or 130 guineas in the other case.

5752. What a father would actually have to pay in bills is about three times 18*l.*?—49*l.* 17*s.* was the average of the bills actually sent for many years.

5753. And of that you think about one-half, strictly speaking, are school charges?—Yes.

5754. Are you aware whether there was any feeling among the collegers themselves, or among the parents, that the payment which they make for tuition is a grievance?—I think not. The feeling of some parents was rather the other way. One father, certainly he is a man of means, who had three children on the foundation, two of whom are now very distinguished boys and another likely to distinguish himself, used to complain that the tutor was not paid enough—that he would willingly double the amount if he could.

5755. Do you think, looking at the whole state of the case, the improvements in the college, the opportunity of learning more, and so on, which they have, that the position of the colleger, in respect to payment, is not unfair?—I think that the five guineas charged for the payment of servants and extra comforts is very unfair.

5756. That you think the College ought not to take?—No, and they ought to give tea and sugar.

5757. (*Mr. Thompson.*) They have altered that, I think?—They had not altered it when I left at Easter. I sent the Easter bills to parents; there have been no bills sent to parents since it was so.

5758. (*Sir S. Northcote.*) I thought it was tea and sugar instead of washing?—No; it was bread, butter, and milk, for tea, instead of washing. The old college meals were only breakfast, dinner, and supper. They formerly gave washing to the boys, and now, instead of washing, they give bread, butter, and milk.

5759. (*Lord Lyttelton.*) Does not the care of the master in college appear to you to be a great advantage and a great improvement on what was provided by the statutes?—Very great.

5760. Do you think that that should be put as a set off against the five guineas?—No, I think not, because the College are distinctly answerable for the moral care of the boys under their charge.

5761. Under the statutes that was intended to be thrown on some of the elder boys themselves?—Yes; but was not the lower master to live in college?

5762. With regard to the tuition, that does not seem to you, in present circumstances, to be an unfair charge?—Not at all.

5763. Are you aware of any injurious effects on delicate boys from the still remaining monotony, though it is not so great as it was, of the diet—mutton five times a week?—Yes.

5764. What are they?—I think that the diet should be more varied, and there is no doubt that some boys do go without their dinner.

5765. Because they cannot eat it?—I have known boys not able to eat mutton five days in the week. They have gone without their dinner not because the mutton is not good, because the diet is as good as it can be, but some boys are not able to eat a particular thing. I think there should certainly be a choice of diet at their dinner.

5766. Have you known the boys go elsewhere for their dinners?—No.

5767. And these boys actually went without their dinners?—Yes, because they are mostly little boys; the elder boys have the better joints of the meat.

5768. Have you known it often?—No, not often.

5769. (*Sir S. Northcote.*) Do you think it would be possible to arrange the dinner, so that the little boys might get their fair share of the best joints?—I think it is quite possible.

5770. We were told that the matter was so much in the hands of the boys themselves, that it would always practically come to the upper boys getting the best joints, and the others having the inferior joints, if the inferior joints were provided?—I would not have inferior joints provided.

5771. What is the quality of the beer?—Very good.

5772. Has that always been so?—Yes, since I have known college.

5773. (*Lord Lyttelton.*) Generally, all the provisions are very good?—Yes.

5774. Is it any more than an ancient tradition that the collegers should have mutton?—I do not think it is more than tradition. Of course if a boy can eat one kind of meat, he had much better have mutton every day; it is the meat which palls much less upon him than any other.

5775. (*Sir S. Northcote.*) Practically it comes to this, that not only do the little boys eat mutton five days a week, but it must be shoulders of mutton?—Yes, and fat ends of the loin.

5776. They do not get the leg?—No.

5777. (*Lord Lyttelton.*) Do you think it is desirable that there should be more of a second course, puddings, and so on?—No, I do not think it is at all necessary.

5778. It is not above once a week?—Once a week, sometimes twice.

5779. You think that is enough?—I do not think more is necessary.

5780. (*Mr. Thompson.*) They have cheese?—No; that they provide for themselves.

5781. (*Lord Lyttelton.*) You have not heard them complain?—No; I think cheese should be provided.

5782. (*Sir S. Northcote.*) With regard to the beer, do you think it as good as, or inferior to, or better than the beer which is generally given in the tutors' and dames' houses?—It is better. The same beer that was drunk at the boys' table was the beer I always had in my own house, and I certainly liked my own beer better than any I got when I dined out.

5783. (*Lord Lyttelton.*) Is it bought?—No; it is all brewed at the college brewery.

5784. (*Mr. Thompson.*) Have you any remarks to make as to the hours of the meals?—No; I think there is a difficulty, but that is a question for the tutors more than for me,—about the tutors construing, which makes the breakfast of the little boys very late. Many a little boy has got up at seven, and what with fagging, and his duties of construing and so on, has not got his breakfast till 10. There is a mistake somewhere, but I do not see myself how it is to be set to right. It ought to be certainly.

5785. Is the supper sufficient for the purpose, do you think?—Quite; and by no means all the boys take supper.

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5786. It is not all boys who require meat more than once a day?—No; if a boy was ill or delicate, and extras were ordered, these were provided for him.

5787. You had the power of doing that?—Yes.

5788. At the expense of the College?—At the expense of the College.

5789. (*Mr. Twisleton.*) What are the vegetables supplied to the college?—Potatoes ordinarily, and occasionally greens.

5790. Is it the case that some boys disliking potatoes purchase vegetables for their own use?—No, I think not; the purchased vegetables were confined to the upper boys, and to the sixth form if they had a friend in to dine with them; they were allowed the privilege, or rather it was winked at. If any boys ordered these extra vegetables they paid for them.

5791. They paid for the cooking?—Yes, and for the vegetables of course.

5792. (*Mr. Thompson.*) This privilege is confined to the sixth form?—No, but practically it was confined to them. I think it was very seldom that other boys did it.

5793. (*Mr. Vaughan.*) You spoke of the delay in the breakfast for three hours being occasioned, partly by the lessons and partly by the fagging?—No, I said a boy who got up at seven did not get his breakfast till 10; he would not naturally have it till nine.

5794. When is he expected to get up?—At seven.

5795. What is it intervenes between the time of his getting up and breakfast?—School.

5796. The whole time?—No; generally there are repetition lessons in the morning; the masters look over the exercises after the repetition lessons, and then a boy gets his own lessons before the tutor's construing; nine is the nominal hour.

5797. Is it in the power of the boy to get his breakfast earlier than nine?—No.

5798. Is it intellectual work of one kind and another which interferes with his getting his breakfast earlier than nine, or is not the breakfast prepared for him?—It is not prepared for him before that.

5799. Do you not consider that that in itself is rather a long delay?—It would seem to be so. I do not remember that I felt it myself, nor have I ever heard boys complain of it.

5800. I understand there is another delay to which he is subject?—Yes.

5801. What is that?—Either that his tutor's construing or his fagging for his master do not fall in happily for each other.

5802. How long does tutor's construing take him after nine?—Half an hour.

5803. Would that be invariable?—No.

5804. Most mornings?—No; about three mornings in the week.

5805. So that three mornings in the week, by the actual arrangements of the place he could not get his breakfast till two hours and a half after he is up?—The tutor would say, "It is not my arrangement, but "the arrangement of the elder boy for whom he "fags."

5806. I thought we got to half-past nine with the class and tutor's work alone?—No, because the tutor may fix his construing at any time he likes, and supposing he says to a boy, "Come and construe at half-past "nine," and the master wants his breakfast at nine, and says to the fag "Come and fag for me at nine," the boy has no time for breakfast till after the construing.

5807. Is it not the case that between the two he may not get his breakfast till ten?—Yes.

5808. And half an hour of that is fagging, and half an hour is tutor's work?—Yes.

5809. Does the fagging invariably take as much as half an hour?—It entirely depends on the elder boy for whom he fags.

5810. Does the fagging consist of the same kind of work which we have heard it consists of in the oppidans' houses?—Just the same.

5811. Neither more nor less in quantity?—Neither more nor less.

5812. Are the fags distributed much in the same manner?—Excepting that in college the sixth form alone have the power of fagging.

5813. Does not that act as an alleviation to the lower boys?—Yes, it does.

5814. Are they distributed capriciously?—No, I think very fairly indeed.

5815. How is it arranged?—The captain at the beginning of each school tme distributes the lower boys.

5816. We heard they do that in the oppidans' houses, but do they distribute them equally?—The captain distributes one boy to each, and if there are more than 12 lower boys, which there very seldom are, he himself takes the second?—Yes.

5817. Then it goes round and round?—Yes.

5818. Is it an equal distribution, or does the captain feel himself privileged to decree that he will give to one sixth form boy four, to another six, and to another three?—No, not at all.

5819. Therefore the fagging falls equally on all boys?—Yes.

5820. Does that recur again at the tea?—Yes, it does.

5821. For the same length of time?—It may be.

5822. What does it amount to, what is the actual work?—The actual work is attendance at breakfast and tea.

5823. Fetching and carrying, as well as toasting?—Yes. Carrying kettles in the summer, and making kettles boil in the winter.

5824. Any washing up?—No. That is all done by the servants.

5825. Twice in the day?—Yes.

5826. At supper is there anything of the sort?—No. After prayers each night the fags in college go to their master's rooms to receive any orders for the next morning that there may be, as to when they are to be called. The fags often call their masters.

5827. If a master has a mind to get up at 5 o'clock is the fag supposed to be at his pillow at that time?—No. A boy simply puts a slip of paper outside his door, and the man who cleans the boots calls him.

5828. Are there any other orders?—No. I do not think there are. It is more a time-honoured custom than anything else, that the boy should go to his master's room and receive any orders. It is more a tradition of the days of hard fagging than anything else.

5829. Do you not think that the arrangement by which a boy may wait till 10 o'clock for his breakfast is really a bad one?—I think decidedly it ought to be altered. I do not see myself how it should be, but, I think, it might be done if the tutors made up their minds to do it.

5830. Do you not think that, without any very great difficulty, the schoolwork might be made to give way long enough to enable a boy to get his breakfast a little before 10 o'clock, and also that this fagging should be put an end to?—Not that the fagging should be put an end to, but the schoolwork ought to give way.

5831. (*Lord Lyttelton.*) Do the collegers ever have coffee early before going to early school?—Perhaps; but I think not often.

5832. You must have known that among the oppidans?—Yes. I very seldom went into school without a cup of coffee.

5833. (*Mr. Vaughan.*) Did you say there was a meat supper which all partook of?—Yes.

5834. That is just before they go to bed?—At 9 o'clock.

5835. They go to bed at 10?—Yes, the little boys do; the elder ones somewhat later.

5836. Do they eat pretty heartily of it?—Some boys do; some do not care about it.

5837. I suppose that carries them on till rather later on the following morning than otherwise they would bear?—It does.

5838. You say, in your written answers to question 30, "I have known rare instances of the abuse of

" the above powers and privileges. In such cases the " abuse is sure to be brought by the boy who is wronged " before the sharers in the power of him who has done " the wrong, and is redressed by them." Does it often occur that the exercise of the power and privilege, on the part of the sixth form boy, is appealed from to the sixth form ?—Very rarely, because I have so rarely known an instance of anything like real bullying since I have been at College.

5839. Have you any reason to think that there has been an amendment within the last few years ?—Yes ; the traditions I have heard from old collegers, men of about my own standing, speak of very severe bullying indeed.

5840. Do you know what it is that has put an end to that, which has produced a better administration ; is the power altered ?—No ; the power remains where it was.

5841. The spirit in which it is administered is altered ?—Yes.

5842. Do you know what has led to that ?—I think mainly the appointment of a master in college, and the abolition of the old long Chamber.

5843. We have heard that there was a strong *esprit de corps*, that a boy punished in the presence of the sixth form was punished rather more severely than if punished by himself ?—That was so.

5844. Do you think that is now gone ?—Yes ; in fact I think there is far less bullying now than could be expected where many boys get together.

5845. And less abuse of privilege as distinguished from brutal bullying ?—Yes, far less abuse of privilege than might be expected.

5846. (*Lord Lyttelton.*) On the question of the chapel being looked upon as a roll call, you make a distinction between the 3 o'clock service and the other. The 3 o'clock service is the worst in that respect ?—Certainly.

5847. Are the boys required to take in their prayer books on that day as well as on others ?—Generally speaking, the boys leave their prayer books in church.

5848. Do you think that on that occasion they do not make the responses as much ?—No ; the responses are not made at any service as they ought to be. There is a dead and chilling silence at the 3 o'clock service.

5849. But they join in the music ?—Yes ; there is a certain difference about the boys on the days on which they have music ; the music is only on saints' days. When a boy comes to the 3 o'clock service on Tuesday afternoon, he does not come because there is a daily service,—because there is not a daily service for the boys—he comes simply because the Head Master does not call absence. He goes to church not because it is his habit to go, but because it is the rule, and he does not join in the services at all. As to questions 43 and 44, I may say that my brother conducts, I believe, agree with what I have said.

5850. Did you find your duties in the college interfere with your parish work ?—Yes ; very much.

5851. (*Sir S. Northcote.*) You say, " The rector " is in the first place mainly occupied in the " duties which devolve on him as Provost, or as " rector of Mapledurham, while he is at the same " time so controlled by the opinions of the rest of the " College body, that the parish has virtually not one, " but eight rulers." Was that really the case, that the Fellows interfered in matters of parish government ?—Yes ; very much.

5852. In what sort of cases ?—If things were not done, nothing was said, but so soon as any curate in the parish attempted to work energetically in any way whatever, there was sure to be a chilling opposition, if not an active one.

5853. Do you mean that in starting a school or anything of that sort, the Fellows would have anything to say to it at all ?—Nothing could be done without the Provost's sanction, and the Provost was very much controlled by the opinions of the rest of the College body.

5854. (*Lord Lyttelton.*) But in the practical administration of the parish you had the general cure of souls in the parish, had you not ?—Yes, but there is no head. There was no one to tell the curates what work to do, and what was their distinct work. We all worked together in harmony, but we all felt it very much indeed that there was nobody who should allot us our work. There was no head, and when those little differences of opinion arose which must arise between three men working together, there was no one to appeal to. If we differed upon any little matter of parish arrangement, and appealed to the Provost, he was sure to go immediately and consult two or three of the Fellows.

5855. Are you aware that the Conducts consider themselves to be the old parish officers ?—Yes.

5856. (*Mr. Thompson.*) Are they senior officers ?—No.

5857. They are not admissible into the library ?—No, I had great difficulty in getting into the library, which I did after some years' application, and then I only got the loan of the Fellows' keys.

5858. Do you think it is desirable that the duties of librarian should be discharged as at present by one of the Fellows ?—I see no objection to one of the Fellows remaining as librarian, but he certainly should be supported by a sub-librarian.

5859. And that sub-librarian you think should be the master in college ?—I think it would be better filled by the master in college than by any one else, unless they appoint a man specially for the purpose.

5860. Have you anything to add to what you have said ?—No, I think nothing, except that I know from the younger tutors particularly, of whom I saw more than the elders, because they were men who had been under me in college—the very strong feeling they all had about their exclusion from the college library and the vast use it would be to them.

5861. (*Lord Lyttelton.*) As to the feeling of the assistant tutors about the preaching—do you think they would appreciate the value of occasional preaching ?—I am sure they would, because one or two of the most energetic among the tutors write short sermons to read to the boys in the evening, and not only do they take great pains about them, but the boys value them highly. I certainly never in my life knew a more attentive audience than the boys at Eton when they have a man they can hear.

5862. (*Mr. Thompson.*) You would not think it necessary that even a large proportion of the sermons should be strictly addressed to them as boys ?—No, I think not ; I think boys resent that. I think that is a mistake for several reasons.

5863. It might lead to a failure of the system ?—Yes, I think boys resent it. Physically the Provost and Fellows, who are mainly elderly men, are unequal to preaching in the college church ; they cannot be heard. A great body of sound is required to fill that church.

Adjourned till to-morrow.

ETON.

Victoria Street, 15th July 1862.

PRESENT:

Earl of Clarendon.	Sir Stafford Northcote, Bart.
Lord Lyttelton.	Rev. W. H. Thompson.
Hon. E. Twisleton.	H. Halford Vaughan, Esq.

The EARL OF CLARENDON in the Chair.

The Rev. W. A. Carter, M.A., examined.

Rev. W. A. Carter. 15 July 1862.

5864. (*Lord Clarendon.*) I believe, Mr. Carter, you are Lower Master of Eton College?—I am.

5865. How many years have you been so?—Since 1857.

5866. You were an assistant master before?—Since 1838.

5867. Will you have the goodness to give us your opinion upon the lower school. Some persons have doubted whether it was expedient to have a lower school, and whether it might not be better to require that boys should come better prepared to Eton, and then be placed in a higher form?—What would you do for the younger boys?

5868. I am not giving an opinion, I am only asking yours. Do you think that boys coming to the lower school so young is expedient, or do you prefer that they should not come to Eton till they were of an age to be placed higher?—I think they are best trained for Eton by rising from the lower school as compared with preparatory schools. I think boys go into the upper school better prepared, when passing from the lower school, than coming from a preparatory school.

5869. At what age do they generally come?—We have them as early as seven; we have boys who can scarcely write. You are aware probably that there are two houses especially set apart for lower school boys, where generally these younger boys go. One of these is Mr. Hawtrey's. It contains about 50 boys.

5870. (*Lord Lyttelton.*) Is the other Mr. Hardisty's?—No, Mr. George Dupuis'; but he is now taking upper school pupils, therefore his house ceases to be a lower school house.

5871. There is only one now?—There is only one till there is another opening. There are two assistants in the lower school who are confined to lower school pupils; the other two assistants take upper school pupils as well.

5872. (*Lord Clarendon.*) Do you allow the upper school and lower school pupils to be mixed together?—If a parent chooses to place a boy in a dame's house or a tutor's house, and he is in the lower school, he remains in that dame's or tutor's house; it is entirely optional with the parent.

5873. Do they take quite the under boys?—Yes; the lower school.

5874. (*Sir S. Northcote.*) So that when a boy gets out of that he goes to another tutor?—It was found that the work was so different, and interfered so much with the general arrangement of the school system that it was thought desirable to adopt that plan.

5875. (*Lord Clarendon.*) When a boy passes from the lower school to the fourth form must he leave Mr. Hawtrey's house?—Yes, it is confined to the lower school. Our removes generally take place in June. But a boy would not leave the house till the end of July, the end of the school time.

5876. When boys of the very tender age to which you allude come to the lower school I suppose it is quite the rudimentary parts of education which they are taught?—It is simply grammar.

5877. And reading and writing?—Reading, writing, dictation, and arithmetic. Of course it is the exception to have boys of seven.

5878. They may come, but there is no prohibition?—No.

5879. (*Lord Lyttelton.*) A great many are in dames' houses?—Yes; if you take the present numbers of the lower school that will give it you. Suppose there are 50 in Mr. Hawtrey's house and about 14 in Mr. Dupuis', that is 64, and there were 140 in the lower school before the last removes.

5880. (*Sir S. Northcote.*) So that the majority are in dames' houses?—Yes, in dames' or tutors' houses.

5881. (*Lord Lyttelton.*) Is it intended eventually to have two large houses which will take them nearly all?—Yes, I think the lower school may increase in that way; at the same time there will be no limitation; a parent may place his son at a dame's or at a tutor's house. Many parents prefer it. The boys in lower school houses are kept separate in their games.

5882. I do not see even if you have two large houses that you are likely to accommodate the whole of the lower school?—No.

5883. (*Sir S. Northcote.*) You must distinguish in the lower school between the little boys who come young and go into the lower school, and the elder boys who try for the fourth form and fail?—Many of those practically have scarcely begun Greek.

5884. They are boys whose parents have made arrangements before coming to Eton for them to go to some particular dame's or tutor's house, expecting them to be placed in the upper school, and then they find they are placed in the lower school, of course they would not go to nor would they be suitable for such a house as Mr. Hawtrey's?—No, his object is to keep it for small boys.

5885. (*Lord Clarendon.*) Is there any limit to the time which they can remain in the lower school?—None.

5886. Must a boy know Greek before he passes to the fourth form?—Yes. A boy must know the three voices of verbs and contract verbs before he goes into the fourth form.

5887. Is there any examination before he goes into the fourth form?—Yes; he passes into the fourth form whenever I think fit. I do not limit it to the particular times, twice in the year, at which removes are ordinarily taken; for instance, the other day two boys passed up before the removes; I had reason to think them fit.

5888. You gave them an examination?—They had been under me, therefore I knew perfectly well what their work was. I communicated with the mathematical master, and their work in mathematics was sufficient.

5889. (*Lord Lyttelton.*) Would you move them at any time of the year?—Yes.

5890. (*Lord Clarendon.*) One of the assistants I suppose is the writing and arithmetic master?—No, they are under Mr. Hawtrey, and besides there are seven teachers.

5891. Under Mr. Hawtrey, the mathematical master?—Yes, the writing is under his superintendence.

5892. (*Lord Lyttelton.*) Do you mean they may remain an indefinite time in the lower school. Do not they pass upwards necessarily regularly every year?—Yes. But if the tutor and master of the division recommend any boy to pass up I pass him up at once.

5893. Suppose a boy is hopelessly stupid still he is ultimately promoted, is he not, in the lower school?—Yes, on the same principle as the upper school.

5894. (*Mr. Twisleton.*) Are they taught French in the lower school?—Not at all.

5895. (*Sir S. Northcote.*) At the regular removes what body goes up; the whole of the third form or only the first division?—Only the first division. I

sent 40 up this time; 38 went up at the regular remove, but two went up before.

5896. (*Lord Clarendon.*) Do you not think, considering the facility with which foreign languages are acquired by children, that it would be desirable to begin French in the lower school?—I should be very glad if it could be done, and I could see any way to it.

5897. What constitutes the difficulty?—The difficulty is the want of time.

5898. (*Lord Lyttelton.*) Do you mean they are not allowed to learn French?—Certainly they are allowed.

5899. You mean it is not compulsory?—It is not compulsory. There is no obstacle put in the way of their learning French, but I understood the question to be was it a part of the school teaching? It is not.

5900. (*Lord Clarendon.*) If that boy was at home and properly educated he would be taught to read and write and probably French and German. Why should it not be so at school?—No doubt if we could find time.

5901. There is abundance of time to be found at home?—There are many other things to be taught at school.

5902. What besides reading, writing, and arithmetic?—Latin and Greek.

5903. Do you mean to say time could not be found for French?—I think you would find that their time is amply filled.

5904. (*Mr. Twisleton.*) Could you not give them four hours a week in French?—Yes. But must lose something else. There is such a pressure now in the lower school work that I could not add four hours.

5905. (*Lord Lyttelton.*) Do they ever learn French?—Yes, and German. Lower school boys quite young have gone in for the Albert prize,

5906. (*Mr. Vaughan.*) If I understand the Eton system they are not compelled in the upper school to learn French?—No.

5907. So that the lower school and the upper school are precisely on the same footing?—Precisely; that has ever been a part of the Eton system.

5908. You spoke of certain masters in the lower school being confined to lower school pupils; is there much room for pupil work as distinct from class work in the lower school?—A great deal. They do all their work with their tutors.

5909. Do they do the most elementary work, such as the grammar, with their tutor?—All their lessons are prepared in the pupil room.

5910. The construing it and the saying of it by heart?—There is scarcely any work whatever done by themselves.

5911. Do they actually sit and learn their grammar in the presence of the tutor?—Yes.

5912. In fact every lesson is a double lesson?—Yes; in that respect the system of the lower school differs from the upper school where the boys are left to do the work much more by themselves. We consider that in the lower school they ought to do it with the tutor.

5913. You spoke of the probability of the increase of the lower school; is that increase to arise from a wish to extend it on the part of the school authorities generally?—All I can say of course is, that being lower master it is my wish to extend it.

5914. Is the wish on your part to increase the numbers in the lower school founded on the observation that boys from the lower school are more manageable and at home at Eton if they have been in the lower school, or that they are better instructed if they have been in the lower school?—For both reasons, I think.

5915. Is it a matter within your experience that boys altogether do better in the higher forms at Eton when they have been well through the lower school than if they had been at preparatory schools?—I have no doubt of it in my own mind, and in the case of my own pupils I can speak for certain.

5916. With regard to their comfort, do you think that that also is as great in the lower school at Eton under the present arrangements as in preparatory schools?—Provided a boy is in one of the lower school houses; in the other case he fares exactly the same as an ordinary boy.

5917. Do you think the arrangement made as to the lower school houses has succeeded in all respects?—Quite so. It has been made now for many years. I think the proof of it has been its success, because some few years ago there was a difficulty in filling the houses; the difficulty now is in getting a vacancy.

5918. Do you think it is a good arrangement, the lower boys being congregated together in one house in preference to their being scattered amongst upper boys in many houses?—I am quite sure they do better.

5919. You use the general phrase, "do better;" can you particularize a little more?—I mean they are more steady; their work is done better, and they make more progress.

5920. And they are more comfortable?—Yes.

5921. (*Lord Lyttelton.*) Is there no bullying?—I think not. Mr. Hawtrey plays with them at football, cricket, and other games. I think it has been very much improved since he has had his new house.

5922. (*Mr. Vaughan.*) Is it the case that a different place of amusement is assigned to them because there is no room elsewhere or because it is supposed to protect them in their amusements?—Because it has been thought better to keep them away from other boys as much as possible, but there is no objection to their going with other boys.

5923. It is only a place they may have?—Yes.

5924. Is any upper boy allowed to intrude there?—No.

5925. Not even by permission?—There would be now and then an exceptional case, but as a rule upper boys do not come.

5926. (*Lord Lyttelton.*) Is that separate house popular among the boys?—I think so.

5927. (*Lord Clarendon.*) You receive no salary from the College but 78*l.* a year?—That is so.

5928. Your income is made up from the fees? Each boy pays an entrance fee of four guineas and six guineas a year?—Yes.

5929. How many boys enter in the year on an average?—I suppose lately it has been about 60 or a little above 60; you might put it perhaps at 70, but I could not speak for certain. I think that 20 a school time has been about the average, but it is less in the winter.

5930. All charges for noblemen are doubled?—All those charges.

5931. The entrance and the school fee?—Yes.

5932. By a nobleman do you mean a nobleman's son?—Noblemen's sons and baronets.

5933. From those funds, and those funds alone, you pay your assistants 30*l.* a year?—Yes.

5934. You have four assistants?—Yes.

5935. That is 120*l.* a year. From what other sources do they derive their emoluments?—The same as with other masters; from their pupils.

5936. You say, "The total receipts in 1860 were "1,004*l.*; in 1861, 1,024*l.*, but these sums are con- "siderably above the average, from the numbers of "the lower school having increased." Are the profits on boarding included in that?—That is the whole sum I actually received from boys in the lower school.

5937. That is the fees?—The entrance fees, and the six guineas a year.

5938. The sums stated here do not include the profits on boarding houses?—No.

5939. You say, "During the last school time the "total number of boys was 119, and of assistant "masters four," that would be about 30 boys to each master?—There are five masters; four assistants, and myself. There are five teachers in the lower school.

5940. I do not know whether you state in your written answers how those boys are divided and into what classes?—I think you will find I have done that.

ETON.

Rev. W. A. Carter.

15 July 1862.

5941. Of course those numbers are not at all more than each master can take?—No; I think he requires as many as that to keep him up to his own work, and to keep the boys up too.

5942. To keep up the spirit of the class?—I think so.

5943. (*Lord Lyttelton.*) It is much more in the upper school?—Yes; I think that 13, which is the number of one division, is too small, and I should have been glad to increase it, but there were not enough boys.

5944. (*Lord Clarendon.*) Are you looking forward to the lower school being increased much more than it is?—I hope it may. It has increased every year.

5945. This is a larger proportion of masters to pupils than we find in the upper school. What has led to that?—Simply when one thinks one wants a master one is appointed; there is no rule at all.

5946. (*Lord Lyttelton.*) Do you think there is any distinction; that boys of that age want a greater proportion of masters than the elder boys?—I think they do.

5947. Will you explain on what account they want more?—I think in the lower school much more attention is given to each boy and more is required of each boy.

5948. Can you give any details about it; why boys of that age want more individual teaching?—Perhaps in the grounding they require it more.

5949. (*Lord Clarendon.*) Do you not think that as the studies become more difficult individual attention would be more required?—I speak as having been an assistant for some years, and I should have been sorry to have had a division under 40. I am quite sure I could teach a division of 40 as well as a division of 20 of older boys. I think if a man could not teach a division of 40 he could not teach a division of 30 or 20.

5950. It is not that he can teach a division of 30, but can he do it in the time that is allotted to him, and can he do justice to the boys?—I think a little more time might be desirable.

5951. (*Mr. Vaughan.*) For each lesson?—Yes; Our hours are longer than those in the upper school. We have an hour each school-time, they have three-quarters of an hour.

5952. (*Lord Clarendon.*) Can you do all you would desire in a class of 40 upper boys in three-quarters of an hour?—I should like to have an hour. I could do more.

5953. (*Mr. Twisleton.*) What has been the difficulty in having an hour?—It has been proposed at times, but there have been objections raised by those who were concerned.

5954. What was the nature of the objections?—It was putting more upon them.

5955. On the masters?—Yes.

5956. (*Mr. Vaughan.*) Have those same masters and boys had pupil instruction immediately before the lesson in the upper school?—That depends of course on the tutor's own arrangements; whether he has his boys immediately before school. For most cases it is so, certainly.

5957. How long do those pupil instructions last, generally?—Do you mean what we call "construings?"

5958. Yes?—They may last an hour and a half between 9 and 11.

5959. How long will one and the same boy be receiving his pupil instruction before a lesson?—He will be there about 20 or 25 minutes, as the case may be, sometimes longer.

5960. So that a boy's lesson would amount altogether to something like one hour and 25 minutes?—There is always a break between the two.

5961. So that the fact of their going to the pupil room before lesson constitutes no objection to extending the time of such lesson to an hour?—I think not. If it was a rule that they always passed from the pupil-room to the school, and from the school to the pupil-room, I think that would be an objection.

5962. In the majority of cases, you think that it is not so?—I think not.

5963. (*Lord Clarendon.*) Your four assistant masters include the arithmetic master?—No, they do not. There are four assistant classical masters in the lower school, besides myself. Perhaps I may state, as a thing which I contemplate, and which I spoke to the Provost about at Easter, and have his sanction for if I can manage it, to appoint a mathematical master, who will take the whole of the mathematical work in the lower school alone.

5964. (*Lord Lyttelton.*) As it is, they have a part of the time of the mathematical masters, besides the five you mention?—Yes, if you take the writing, arithmetic, and dictation, they have more.

5965. (*Lord Clarendon.*) There is one master and six or seven teachers?—Four classical teachers, and seven mathematical, writing, and dictation teachers.

5966. (*Lord Lyttelton.*) But you have only part of their time, it is shared with the whole school?—I do not seem to have made it clear to you.

5967. (*Lord Clarendon.*) Not quite as to the mathematical masters?—Their work is done in a different place in the school. There is Mr. Hawtrey and seven teachers who have the sole charge of the dictation, writing, and arithmetic. The classical part is done by myself and four assistants. I should wish to have a mathematical master who would take the work the same as I do, because I think it is very essential to keep the divisions together.

5968. How does the lower school go to Mr. Hawtrey, in classes?—For writing and dictation on the whole school days, from 12 to 1, they all go to the mathematical school, but there are teachers to overlook them, and instruct them.

5969. (*Lord Lyttelton.*) They go apart from the upper school entirely?—Yes.

5970. (*Lord Clarendon.*) It is in a sort of theatre?—Yes. If I carried out the scheme I propose they would not go there; I should then have them in another room.

5971. Then you would have them as you do for classical work?—Yes.

5972. (*Mr. Vaughan.*) You have said that with regard to the upper boys, you consider that a person not competent to teach 40 well will not be competent to teach 30 well. Will you explain that, particularly with reference to the fact that with 40 each boy must be called up less frequently?—There are always a certain number of boys out; there will be three or four boys out, and a boy never can know when he is going to be called up. He may be called up each of the school times in a day, and a master may call up 20 boys in an hour.

5973. Is this your position with regard to it, that with 40 boys a man by skilful management may so arrange his system of calling up by dodging the boys, and so forth, that he may ensure as much preparation on the part of each individual boy as if there were only 20 or 30 boys in class?—I should not perhaps call it skilful management, I should say it was the plain work of the teacher.

5974. Say then, by proper management?—A teacher ought to be able to arrest the attention of his whole class. He should be able to keep his whole class alive and following him.

9975. Do you mean that by merely intellectual treatment of the subject he ought to be able to do that?—I think he may keep up the interest.

5976. Or do you mean that merely the mechanical management as it were with which he works the class that he would do it?—I do not quite understand what you mean by "machinery."

5977. I consider the one means quite distinct from the other means. I understood you to say that his method of teaching should be such as to arrest the attention of his class and keep it alive?—Yes.

5978. I wished to observe a distinction between that and the outward arrangements which he may make about the number of boys called up for instance, the order or the want of order in which he

calls them up?—I should have thought it was simply his method of teaching; it will all fall more or less under that.

5979. I am simply desirous of understanding what you think the nature of the hold of a master of a class of boys above 14 to be, and whether it is an intellectual hold which he would maintain?—It would be partly that and partly his own arrangements. You will find that every master will manage a division differently.

5980. As I understand the matter in the case of the 30, by mere arrangements as to calling up the boys &c., he can supply the want of the intellectual interest which they may take in the work, whereas if he gets to 40 or 50 he is no longer able to supply by those arrangements any deficiency of interest which the boys may take in their work?—I think it would be very much the same. I cannot draw that distinction.

5981. (*Mr. Thompson.*) Do you think it would be the same with 50?—I think as you get beyond 40 you increase your difficulty.

5982. (*Mr. Vaughan.*) It is your opinion then, that, supposing a master does not call up every boy in the class, if he has a class so large that he cannot call up every boy, in that case it matters very little whether he has 40 or 30 in the class?—Of course a master would not call up everyone if there were 30, it would be an exception to the rule.

5983. If a master cannot call up every boy for every lesson, in either case he can teach a class of 40 as well as a class of 30?—Quite as well, and I would sooner have a class of 40 than a class of 30.

5984. Will you explain that?—Because I am sure I can create more interest. I do my own work better and do more good to the boys.

5985. Do you mean there would be a stronger stimulus upon you?—Yes.

5986. Do you think that as far as you have observed with masters at Eton or elsewhere, it is a common feeling that the larger their classes the more they labour with them and the more pleasant their labour becomes?—I really can only speak from my own experience.

5987. Do you think, then, with the average number of boys between 14, when we say they go to the school, and 17, it is the case that a good master may really rely on having an intellectual hold on the boys which will keep them up to the mark?—You mean a division of 40? I have not a doubt of it.

5988. I thought that your distinction about 40 affected the master rather than the boys?—I am speaking with reference to the master rather than with reference to the boy there.

5989. But it is the effect on the boys generally which is the point that I am desirous of appreciating. Do you think with regard to the boys that by the simple intellectual treatment of the subject the master can keep alive and working the boys whom he is teaching?—I am quite sure he will do as much good with 40 as with 30 boys.

5990. Does not that imply a great deal of interest in their lessons and a great desire to get on on the part of the boys, and a great appreciation of the master?—Of course you will always find in every division that there will be some half dozen or more boys who will not take the same interest as others.

5991. (*Sir S. Northcote.*) When you were an assistant master, having one of the senior divisions, how many boys did you generally call up in a school time?—One would call up 14 or 15, sometimes more, sometimes less, but then sometimes you have seven or eight boys together; I have scarcely ever gone on the principle of having a single boy up.

5992. (*Mr. Vaughan.*) Is it the practice when boys are called up that they are brought nearer to the master, or that they stand up in their places?—They stand up in their places.

5993. (*Sir S. Northcote.*) You put a boy on to construe; how could you put six or seven boys on to construe at once?—If you were hearing a lesson of Homer one would construe three lines, then another, and then another, not as they come in order.

5994. What do you mean by calling up, at once, six or seven boys?—They would all stand up at the same time; we should do perhaps 15 lines and then the questions that would be given would be answered by any of those standing up.

5995. Suppose they failed to answer any of those questions?—Then they would sink in the division.

5996. (*Mr. Vaughan.*) It is a class within a class, as it were?—No, it is not, it is merely those who are called up. They would sit down and I should call up another seven or eight.

5997. Is not that class of seven or eight, as it were, a class within a class?—No, I should call up one there, another there, and another there; if this one could not do the work the next perhaps would do it and take his place.

5998. The next sitting down?—Yes, in that way it keeps up the attention of the whole.

5999. (*Sir S. Northcote.*) Supposing you saw a boy in any other part of the division apparently not attending, would not that probably draw your attention to him and induce you to ask him a question?—Undoubtedly; I did not do it quite in the highest division, but in all others, boys who know the answer to the question hold up their hands.

6000. So that, in fact, a master with a division of 40 boys, is able to see pretty well and to judge whether the boys do know their lessons fairly or not, and if he has any reason to think that any particular boy has not got his lesson properly prepared he calls him up and tests him?—Yes.

6001. (*Mr. Thompson.*) Is there not great difference between one master and another as to the skill with which he manipulates his class?—I suppose there may be.

6002. Is it not a conceivable thing that many masters would find 40 too many for their powers?—I can only give my own opinion that if a man cannot manage 40 he cannot manage 30.

6003. You are judging from your own experience, you also probably have had some experience of other masters?—I do not think those men who have failed with 40 have succeeded with 30. It is not the difference in the number.

6004. (*Lord Lyttelton.*) You think that 40 is about the right number?—Yes.

6005. (*Mr. Twisleton.*) Calling up 15 boys to construe in 45 minutes, that would give three minutes to each, there would not, therefore, under such a system be any opportunity of testing the powers of a boy in construing into good English, would there?—Of course when I say 15 I am not taking it as a rule that there should be 15, sometimes there would be less, but as a rule I generally have the lessons construed and translated, drawing a distinction between reading off the English and the construing.

6006. Some scholars attach great importance to testing the powers of a boy in construing, do you think that in three minutes you can fairly test the powers of a boy in construing as distinguished from your proving that he has learnt his lessons?—You must remember that this lesson has been construed before with the tutor, and that the boy may be called up twice in the same day to do the same thing. If it was for a single lesson I do not know that I should be able to do it, but the boy is continually with me, and he may be called up seven or eight times a week.

6007. But in that particular lesson he could not be tested as to his powers of construing?—If I were to call up each boy and give him longer time, you must reduce your divisions to 15 or 20.

6008. He does not have the same boys in the same day?—I am saying that the lesson is prepared with the tutor, beforehand. The questions are put quickly and passed from one boy to another, and you soon draw out the boy who has done the lesson best and knows the most.

6009. (*Lord Clarendon.*) The assistant masters are appointed by you?—In the lower school.

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6010. And you have always hitherto appointed them and selected them and will continue to do so from men who have taken degrees at the University?—Yes, I should wish to do so. I have one at present who has not taken a degree yet and will not do so till October, that is an exceptional case, I could not otherwise find the man I wanted.

6011. I suppose for an assistant master in the lower school, you insist on their taking honours?—It has very often been the case that the masters in the lower school have gone up into the upper school. In fact of the three I have appointed one has gone up into the upper school, the second has not gone up yet, but there is no reason why he should not; I do not say that he will, because that rests with the Head Master.

6012. A *sine quâ non* is that they should have been educated at Eton?—Yes.

6013. (*Lord Lyttelton.*) There is no restriction upon you, is there?—There would have been an objection raised if I had proposed anyone else.

6014. By the Provost?—Yes; but I should not have wished to appoint anyone else.

6015. (*Lord Clarendon.*) You affirm something in page 43, which perhaps other schools may take a little objection to. You say, "The Eton system "differs from most, if not all, others in teaching a "boy moral self-control and self-respect and self-"reliance without self-consciousness, by combining "strict discipline with the greatest possible amount "of liberty and independence of action." I apprehend that though other schools may fail in doing that, yet that certainly would be the object they propose to themselves. You go on to say, "But if other than "Eton men were employed as masters or tutors—men "who, however excellent and desirable in other "respects, were unacquainted with Eton ways and "habits from not having been at the school themselves, "—it would be necessary to make such alterations of "discipline as would greatly tend to change the cha-"racter and impair, perhaps, the benefits derived "from the school;" so that if a Harrow or Rugby master were appointed, you think there would be danger to that system of self-respect, self-reliance, and self-consciousness, which are the characteristics of Eton?—I am speaking there of the school in general, and if you appointed foreigners, you must alter the system of the place.

6016. Why?—Simply because the boys at Eton have far greater liberty than they have at any other school, and an Eton man would know perfectly what they do, generally where they go, and what their amusements are, because one generation is but a repetition of another. They do pretty much the same now that they did when I was a boy myself.

6017. Is this knowledge of the ways of Eton boys such an inscrutable mystery that you think a Rugby or a Harrow man would not be able to dive into it in the course of a twelvemonth or so?—Perhaps he might.

6018. I think this is a very strong statement, the affirmation that these are the exclusive peculiarities of Eton?—No; by combining the two things.

6019. You say that the Eton system differs from all others in teaching a boy moral self-control?—By those two processes.

6020. (*Mr. Twisleton.*) What is the proportion of new masters coming into the school in the course of the year on an average?—I do not know that I can give you that.

6021. Can you give me a general idea, four or five?—No.

6022. Two or three?—I should think the average was certainly not above two.

6023. Well, then, supposing two new masters coming to the school in a year, and supposing them to come from Rugby, could they not be taught by the masters who are already in the school the mysteries of Eton peculiarities?—I think some of the masters who are not Eton men do not seem to get on with Eton boys so well as those who were at Eton, and I think it would be exactly the same at Harrow. I should think it would be better to have Harrow men at Harrow, Rugby men at Rugby, and Eton men at Eton. It is not that I set an Eton man above a Rugby man. I think an Eton man is the right man in the right place at Eton.

6024. Are you aware that some of the most distinguished masters at Rugby were not educated at Rugby?—Yes.

6025. You are aware that Dr. Arnold was not educated at Rugby?—Yes.

6026. Nor the present Head Master?—Yes. The Rugby system may be totally different from ours.

6027. (*Lord Clarendon.*) You say, "combining the "two things:" that is, "combining strict discipline "with the greatest possible amount of liberty and in-"dependence of action." Will you have the goodness to explain what you consider to be the great amount of liberty and independence of action enjoyed at Eton that is not enjoyed at other schools?—I think boys are left very much more to themselves than in other schools.

6028. In what respect?—Take the case of Winchester.

6029. (*Mr. Twisleton.*) Take the case of Harrow?—Well, so far as I know, I should say that the general impression on my mind is that there is more liberty at Eton than at Harrow.

6030. (*Lord Clarendon.*) Are you quite sure that there may not sometimes be too much liberty and independence of action at Eton. We have it in evidence that after four o'clock on a Sunday there is a great deal of drinking in public-houses?—I think there is very little.

6031. And that there is an established system of resorting to the Tap, as well as to the Christopher, that is not interfered with, and does not always seem to be very beneficial?—I do not quite understand you there. As far as the Sunday is concerned, I think that is not the character, by any means, of the school. Amongst so large a number you may find some boy who will do that, and it always will be so; I do not deny that; but it is by no means the character of the school, nor of the generality of it, nor anything of the kind. If a boy has that desire, he would do it, whatever time he may have. I do not think it is the extent of the time which throws him there.

6032. Do you think the manner in which boys are allowed to resort to the Tap and to the Christopher has a beneficial result?—I do not know that the boys are allowed to do so.

6033. But they are not interfered with: it is not prohibited?—Indeed it is.

6034. Going to the Tap?—Indeed it is; and if they were seen coming out they would be punished for it.

6035. They can shirk it?—No. If I saw any boy coming out either of the Tap or the Christopher, I should immediately communicate with his tutor. It might be wiser to leave it in the tutor's hands; and I often think it may be that you may exercise a better control over the boy through the tutor than through the Head Master; otherwise I should lay it before the Head Master.

6036. (*Mr. Vaughan.*) In a case of that kind do you think that a more decided monitorial system might be of service?—No.

6037. I suppose that masters have not the opportunity. They cannot be standing about the street, or mixing with the boys from time to time; therefore they cannot see whether they go into a place like the Christopher or the Tap. Supposing that a certain power more definite than exists at present were confided to boys in the position of monitors, who would naturally be mixing with other boys, do you not think that that might have the effect of checking bad habits of such a description?—I think not.

6038. Could you point out how it would fail?—I could not point out how it would succeed.

6039. I will show you what I mean and then perhaps you will be able to point out where the failure would be. Supposing that boys come out of church together and the monitors are about the streets as the other boys themselves are, the other boys are under the eyes of the monitor, and the monitor is an obstacle to the boy going into the Tap without being seen?—Then I think this upper boy must never do such a thing himself.

6040. I mean supposing that he would not do such a thing himself would it not be an advantage in that respect?—In Utopia I think it would.

6041. Such a thing as a boy in the sixth form not going into a public house, then, in the apprehension of an Eton master, is an Utopian possibility?—No. I think that is a very hard way of putting it. I think you cannot ensure that a monitor would not do such a thing.

6042. (*Lord Lyttelton.*) You think boys are better prepared in the lower school than in preparatory schools. Is it your opinion that preparatory schools, as far as the teaching of grammar is concerned, have improved or the contrary of late years?—I think they have not improved. They have multiplied too much. We have many boys who come, who have been at school perhaps four or five years, and who do not know the elements of Greek. They read books which are too high for them. We have boys come sometimes who are said to have been reading Sophocles, and who do not know a verb.

6043. (*Mr. Thompson.*) You mentioned that there were non-Etonian masters, will you allow me to ask how many there are?—They are not classical masters, only mathematical.

6043. Do you think the experiment has been tried sufficiently. Is there anything in the position occupied by a mathematical master which would place him at a disadvantage with Eton boys as compared with other masters, do you think?—I do not know that there need be.

6045. I think it is very generally asserted that there is. We have been informed that that is the case not only by the mathematical but by the classical masters?—I think if the masters understood the boys they would succeed better.

6046. No doubt at the outset an Eton man would understand Eton ways, but it does not follow that because one or two mathematical masters may have failed that therefore a classical master who occupies a position of greater advantage would necessarily fail?—That must be a matter of opinion.

6047. I presume the classical master would be a man of higher attainments than the mathematical masters whom you generally select?—I do not know; there are mathematical masters who are not inferior.

6048. You would not now take any classical master for the higher school who had not obtained high honours?—I presume not.

6049. You said also that boys did now what they did 30 years ago; are we to interpret that literally?—No; the Eton boy is much the same in his amusements and general habits.

6050. (*Sir S. Northcote.*) With regard to these masters whom you have appointed, you have had some knowledge of them before they were appointed?—Yes.

6051. What kind of a knowledge of them have you generally?—I have known them as boys in the school.

6052. And you have had the means of knowing and have taken an interest in them from the time they came to the school, and you have seen something of them in their university career?—Yes; in fact that is always a point which is looked to before the appointment.

6053. Do you think you could easily get as much knowledge of any other than an Eton man?—Certainly not.

6054. Are there not many qualifications which you would require in a man besides university distinction? Do you not require to know something of his character and temper?—Yes.

6055. Is not that a reason for prefering Eton men whose characters you know, to others of whom you can know very little, except from their university distinctions?—Yes; certainly.

6056. (*Mr. Vaughan.*) Do you or do you not think that considering the classes in society from which Eton boys mainly come, that they have an advantage over many schools as to points of demeanour generally?—I cannot speak as compared with other schools, I only know that nothing could be better than the tone and temper of mind we have to deal with.

6057. But you say that "the Eton system differs "from most if not all other systems in teaching" certain social virtues to a boy, which you particularize, and therefore I wish to draw your mind to the consideration as to how far the advantages you have described as characteristic of the bearing of an Eton boy, as compared with those of other schools, may arise from the school itself, and how far from their social position, and from the social habits which are cultivated in that position?—I suppose there is no great difference between those of Eton and Harrow.

6058. (*Lord Lyttelton.*) Assuming that it is desirable to keep up the general traditions and tone of the school, you think it is better done by Eton masters?—Yes.

6059. (*Lord Clarendon.*) You say that the lower masters are not allowed to take any out pupils; that is to say, he takes no pupils but those in his house?—Yes.

6060. And in consequence of that, the charge is 130*l.*?—Yes; it is 10*l.* more than the assistant masters.

6061. That is for no additional advantage which the parent or the boy derives?—Of course there would be more time given in that way, if you have fewer pupils.

6062. But you have 38, have you not, in your house?—Yes.

6063. Forty is supposed to be the maximum?—That is the number which has been lately fixed, but there has been no change for some years. When I was an assistant master I used to take 50, or something of that kind.

6064. I do not think you have given us what you consider to be the profit upon each boarder in your house?—It was gone into some time ago, and it came to 45*l.* out of the 120*l.*

6065. £55 in your instance?—Yes.

6066. What are included in the school expenses. Are they the same as for the upper school?—Yes; the Sanatorium and many other things.

6067. Do all the lower boys pay for the Sanatorium too?—Yes; all the boys in the school. In all these payments they are the same; in some respects they pay rather less, but not for the Sanatorium.

6068. And for paving, watching, and gas?—Yes; that all comes under one head, "watching and lighting," we call it. I do not know what that has been fixed at. It was reduced some little time ago.

6069. Do the boys in the lower school pay the 10 guineas for mathematics?—Those are extra mathematics; voluntary mathematics, not compulsory

6070. Are mathematics as such taught in the lower school?—The whole school goes to Mr. Hawtrey.

6071. Do they pay anything additional for that?—£4 18*s.*, of which four guineas is for teaching; the rest is for materials.

6072. They have no French, I think?—No French compulsorily.

6073. Do any of them pay for extra French, voluntarily in the lower school?—That I cannot say. I believe they do.

6074. You do not know whether any of them learn French?—I do not know that they do not; but that would rest with the tutor. It does not come before me at all. I know that some boys learn German, because they went in for the Albert prize.

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6075. (*Lord Clarendon.*) The lower school do not do private business, do they?—No, they have no time.

6076. (*Mr. Thompson.*) And they only pay 10 guineas to their tutor?—They pay 15 guineas to the master, who takes only the lower school. To Mr. Dupuis they paid 15 guineas, because he does really very much more work with them than an upper school tutor does with private pupils, and he has them very much more with him.

6077. (*Sir S. Northcote.*) Can you say how many hours on a whole school-day a boy in the lower school is at work?—It will vary, of course, with the exception of meal times, and just a few breaks of going from school to pupil room; now, in summer, he would almost always be at work from seven in the morning till six in the evening.

6078. Would he not get any play?—Not during those times on whole school-days.

6079. Not after 12 or after 4?—No. I could not find time to put on French or anything of the sort without reducing the time.

6080. When does he get his exercise?—After six.

6081. In the winter it is dark?—Then he would have his after four.

6082. On other days he would have less work?—Yes; we reckon from four to five; a tutor might give him from one to two, or something of that kind.

6083. Do not they ever get after 12?—Very seldom.

6084. Do not they get it on holidays?—Not very much, I think.

6085. (*Lord Clarendon.*) The little boys do not seem to get any exercise at all?—Yes, they do very well, but they have as much work to do, I can assure you, as they can do.

6086. (*Lord Lyttelton.*) What do they do at 12 o'clock when they see all the other boys going to play?—They then go to writing.

6087. (*Lord Clarendon.*) Do the boys in your house have meat more than once a day?—Twice; always for dinner and supper.

6088. Cold meat at supper?—Or hot meat, as it may suit.

6089. (*Lord Lyttelton.*) In all the houses invariably that is so?—I should think so. Occasionally boys have meat for breakfast, if they want it.

6090. (*Mr. Vaughan.*) Do the very little boys have that as well as the other boys?—I cannot speak about Mr. Hawtrey's house. Any lower school boy in my house would have it just the same.

6091. You think it good for them?—They thrive very well on it.

6092. And work well?—Yes.

6093. (*Sir S. Northcote.*) Do you think it is desirable in the lower school to mix the little boys who come at really tender ages, and the big boys of 12, 13, or 14, who are placed there because they are not fit for the fourth form?—Do you mean in the same house or the same school?

6094. In the same school?—I do not think any evil results from it.

6095. Do you think it would be better with regard to those bigger boys to have a strict matriculation examination, and if a boy was not fit for the upper school to reject him altogether, instead of putting him down, after the age of, we will say 13, into the lower school?—It would alter the condition of Eton altogether. It would cease to be a public school in that sense.

6096. Why would it cease to be a public school?—Because no boy below a certain age should be excluded. Any boy may come there.

6097. But you put certain limits as to age; you would not allow a boy of 18 to come in?—No, we would limit them to 14.

6098. Supposing you limited the age in the lower school to, we will say, 12?—At one time I began doing it, and I found it was impossible to keep to it. There was such a pressure. Perhaps a boy had just passed the age and was not fit for the upper school, the parent was disappointed, and pressed that he should be taken into the lower school.

6099. Do you not think it would have the effect of stimulating preparatory schools to prepare boys better than they do?—I think not.

6100. You yourself complain that many of the preparatory schools send up boys not properly trained in grammar?—I do complain of it.

6101. And you think that is an evil which is rather increasing than diminishing?—Yes, but I do not think that this would remedy it, because they represent to the parents that the boys are fit for the remove, when they are scarcely fit for the lower school.

6102. Would not parents very soon find out that these private schoolmasters were deceiving them, and would not they therefore put pressure upon them?—They do not practically.

6103. No, because at present the boys are not rejected?—The parents are much disappointed sometimes by their boys being put in the lower school, when they expected them to be higher.

6104. (*Lord Clarendon.*) You say it would not be possible for you to give a tabulated report of the work done in your pupil room. That difficulty does not exist with respect to the upper school, what constitutes it in the lower?—Do you mean of the work done in pupil-room?

6105. Yes?—I do not know that there is any particular difficulty, except that I give the whole of my time; I am all day in the pupil-room or at work with them.

6106. It is not the amount of work they do, but the amount the tutors do, how it is divided. We have had a tabulated statement as to the upper school; are not your pupils lower school boys?—No. I have sent you the work of the lower school.

6107. (*Lord Lyttelton.*) Have you any lower school boys in your house?—I have one.

6108. (*Lord Clarendon.*) He is your private pupil?—Yes, but I do not teach him.

6109. Have you pupils other than those boarding in your house?—I am not allowed to take others.

6110. (*Lord Lyttelton.*) That is an ancient rule, is it not?—Yes.

6111. (*Mr. Thompson.*) Could you not give a return like Mr. Durnford's?—I could give that sort of thing.

6112. (*Lord Clarendon.*) That is what we want?—I will prepare it.

6113. (*Mr. Vaughan.*) Now we are on that subject would you permit me to make the same observation with regard to the class work of the lower school; you have not included it in table C, only in D. For the sake of uniformity it would be very desirable?—If you wish it I will send it to you.

6114. (*Lord Lyttelton.*) Do you apprehend that with respect to having time enough to attend to the boys in his house, the lower master is as well off as an assistant master. An assistant master in the upper school has a certain number of boys in his house, and the Head Master of the lower school has also a certain number. Do you think that the Head Master of the lower school, with his present numbers, has as much time to give to his private pupils as an assistant master in the upper school has?—Quite the same, because there are the four hours of school which he has; in other respects it is quite the same.

6115. Is there any reason why the lower master is not allowed to have private pupils, except these boarders?—I suppose, originally, it was not considered etiquette for him to do it; and tutors used to have 80 or 90 pupils. When the late Provost was an assistant master he had as many as 80 pupils, and it was to make up to the lower master for that.

6116. How do you mean to make up to the lower master?—The lower master, generally, was the senior assistant or something of that sort, then he had to give up perhaps 60 pupils.

6117. When did he give them up?—When he ceased to be an assistant, and became lower master.

6118. (*Lord Clarendon.*) That is assuming he had such a large number?—I am speaking of old times.

6119. (*Lord Lyttelton.*) Do you mean he had 60 pupils in his house?—No, out of his house.

6120. Why was he restricted? why was he not allowed to have any number of pupils out of the house?—I do not know why.

6121. Do you know when it took place?—No, but a very considerable time ago.

6122. Do you suppose that it may be some question of dignity?—I should think it originated in that.

6123. (*Mr. Twisleton.*) In the upper form of the lower school the boys, for translation, translate eight verses of Greek Testament for a lesson, eight lines of *Excerpta Græca* with grammar, and 18 lines of Ovid's Epistles. At what age do you think that boys of average abilities, who begin well taught, ought to be able to go through those lessons?—Boys of 10 can do them, but then they are good boys, 11 and 12 are about the average. I should say, at the same time, that we have increased it; the work is different from what it was.

6124. I observe that of 28 boys in the form who go through those lessons 19 are above 14 years of age?—You must remember that those are all dull boys, and very backward boys.

6125. Then in fact in the highest form of the lower school the greatest number are either dull boys or have been ill taught?—You must remember that boys come much later to school than they used to.

6126. But in reference to your previous answer, would it not be true that out of 28 boys 19 would either be dull boys or boys who had been inadequately taught?—At this particular time it would be so, or boys who had not begun learning sufficiently early, which is quite another thing.

6127. Do you think that it would be an advantage to a boy to be placed in the lower school with so many of a class of 28, who were either dull or had been inadequately taught, or who had begun too late?—They are all equally advanced because they have been put there, by examination.

6128. As I understand you the majority of these boys are of an age beyond what you could fairly require from boys of average ability, who are properly taught, that the work of these boys ought really to be performed by boys of average ability, say between 11 and 13?—The work they do would be done by boys between 11 and 13 if they began sufficiently early. Perhaps this would answer your question, that if a boy began in the lower school at the usual age he would reach this part of the school at about 11 or 12.

6129. As a matter of fact I find that there are only three boys in the form under 12 years of age?—Yes.

6130. As a matter of fact the greater number of these boys ought not, if they had been properly taught and if they had average abilities and had begun early, to be in the form?—No.

6131. (*Mr. Vaughan.*) In the lower school as far as I collect from table D, the boys all have regular lessons in history?—Yes.

6132. English history alone, is it?—Yes.

6133. They do not begin classical history?—No; excepting so far as occurs in the classical lessons.

6134. Are you aware whether in the upper school history is taught at all in the same systematic way?—I think not, it seems to be very irregularly taught as far as I see.

6135. Is it English history or classical history in the upper school?—I think it is classical history.

6136. Are you aware whether classical history is taught in some forms and not in others?—It is taught in the fourth form.

6137. But not in the forms above?—Occasionally, but very rarely in the remove.

6138. Is it taught at all in the fifth form?—No, it is not taught.

6139. They have a certain allotted portion which they must get up?—At certain periods, twice in the year, during holidays, and also before collections.

6140. Is there a certain portion to be got up in the half year, and also a certain portion in the holidays?—Before the end of the half year. Why I guarded my answer was, that I did not know whether you meant it was taught at the beginning of the school time and required at the end.

6141. Is there a part set at the beginning of the school time and required at the end, and is there another part set at the beginning of the holidays and required at the end of the holidays?—There is a part set at the beginning of the holidays which is required at the end, and there is a part set generally some short time before the end, which is required in collections.

6142. Do you know whether those parts of history are set uniformly in the fifth form?—Those which are done in the holidays are in a regular cycle through a certain portion of the fifth form, not the upper portion.

6143. And through the sixth form?—No; the sixth form have a period set for collections.

6144. Do you know what is the reason for setting more in the lower part of the fifth form than in the upper part, and in the sixth form?—It is a substitute for holiday task; there is what is called a holiday task at Easter and Christmas.

6145. Throughout the school?—Throughout the fifth form. Some few years ago that was changed, it was thought more advisable for the lower part to have history, retaining the composition in the upper part.

6146. Does that embrace only classical history?—It is entirely modern history.

6147. Is there any part of school in which classical history is systematically taught?—It is required with all lessons.

6148. Do you mean that historical questions are asked in their lessons?—Yes, for collections classical history is given as well as modern history. It is left very much to the discretion of the master.

6149. Do you know how long those subjects have been introduced into Eton as regular subjects for examination?—As far back as 1843 or 1844, certainly it was done, because I have had to examine in it myself as far back as that.

6150. Will you have the goodness to look at the returns; under the column of No. 6, table C, you observe there is a return of "none" in the sixth form, and in the second division, part of upper fifth form, there is no history set down in the proper column, but some historical works are mentioned merely as books of reference?—It must be an omission of the Head Master's. The two first divisions about three weeks before collections have a portion of Hallam's Constitutional History or a portion of Merivale or Grote, as the case may be, given them to get up, and they have a paper in it set them in collections; that I know to have been the case all the time I was the senior assistant and since.

6151. Again, in the divisions 14, 15, 16, and 17 of page 6, there is "none" under the same column, is that an omission?—That is fourth form. There is repetition done in each of these divisions.

6152. Then, if you look to the two forms, the remove and fourth form, they are differently returned. One states that the Eton Compendium of Geography and Smith's History of Greece to the Macedonian period, and Outlines of Astronomy are learnt, while in the form below there is a return of "none," I suppose that is a mistake?—Do you mean by that repetition lessons?

6153. No; it is not strictly repetition; repetition is, I consider, verbal repetition. This is matter committed to memory, but not in the words of the writer. In the one return it appears to have been understood, and not in the other. The Eton Compendium, Smith's History, and Outlines of Astronomy are put in column 6?—They should not be there.

6154. It is a mistake, is it not?—Yes. I had nothing to do with any but the drawing up of my own.

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6155. (*Lord Clarendon.*) The communications between the lower master and the Provost are direct, are they not? I mean they do not pass through the Head Master?—No, except that in the appointment of an assistant I should speak to the Head Master before I spoke to the Provost.

6156. That would be with reference to the probability of an assistant master passing from the lower to the upper school?—No, simply that before appointing an assistant I must speak to the Head Master and get his sanction, and I consider that I should do that before I went to the Provost.

6157. (*Lord Lyttelton.*) You are bound to have the Head Master's sanction?—Yes.

6158. (*Lord Clarendon.*) But in all other matters, such as administration, discipline, or changes of system, or editions of books, you would communicate with the Provost direct?—Yes.

6159. Do you consider that those relations between the Provost and the lower master are beneficial?—I should be very sorry to see them entirely broken.

6160. How far do you think they are beneficial?—I think it is a useful thing for us to have a check which is not very severely or partially exercised.

6161. There is not more interference on the part of the Provost, as far as your experience goes, than is wholesome?—I really think the idea has been very much exaggerated among our own body. I judge simply from having been lower master for five years, and also from having been on very intimate terms with the late Head Master, and I know pretty well the occasions on which he had to speak to the Provost, and I think there were very few upon which he met with any refusal.

6162. Some instances have been given us in which it has been supposed that the Provost's interference has been not altogether useful?—Of course, that might arise.

6163. Do you not think this state of things might exist, that an unwillingness on the part of the Provost to consent to changes or reforms would prevent the lower master from suggesting things?—I think that is quite possible, but at the same time, I think a check is useful.

6164. Do you not think that the Head Master who had during a period of years considered that the school was incapable of improvement, and who had consequently resisted any changes in it, would be likely to continue in the same views and insist upon the same abstinence from change when he became Provost?—To give you an instance to the contrary, when Dr. Hawtrey became Head Master, he altered the whole system of the school. It was in the time of Provost Goodall. The system had been adopted by Provost Goodall, and again adopted by Dr. Keate. When Dr. Hawtrey came he broke up all the divisions, which then were very large, into small classes of the number of from 40 to 50. It was a fundamental change, as far as the work of the school goes, and that was assented to by Provost Goodall at once. There was a fundamental change in the whole system of the school teaching, and that was not opposed by the Provost in the least. I think that interference in minute points is not desirable, but I think that some general check is a good thing.

6165. This right of interference in minute points is exercised in fact?—It really is not, at least very little. I have altered almost every book in the lower school. I merely had to name it to the Provost; he begged to see the book; I showed it to him, and told him my reasons why I wished the change; and he assented to it.

6166. Have you altered the school grammar?—No, I wish we had. There is one preparing at present, which I hope will be ready before long.

6167. A grammar?—A Latin grammar.

6168. Do you think, if Dr. Arnold's idea were acted upon, that there should be a meeting for the purpose of making an international grammar, as it were, it would be a good plan?—Quite so. There was such a meeting of the Head Masters at Christmas, I was not present. That wish was very strongly expressed, and the question discussed.

6169. Is it likely to be attended with any result. I think it is too bad that you should not have a better grammar?—It is so. I believe the best grammar at present is Dr. Kennedy's.

6170. (*Lord Lyttelton.*) You state that you do not wish to see the controlling power of the Provost *wholly* abolished. In what way would you modify it. You implied that you would wish some modification?—I should not wish that in all slight alterations in the school work or anything of that kind, but that in any great alteration of the system the Provost should be consulted.

6171. Do you think that it would be possible to draw the line?—I think it would be very difficult. I really do not see the evil arising from it, though I know some persons do.

6172. (*Lord Clarendon.*) Power being possessed, its abuse is assumed?—I think so. I mentioned as a fact that I have never been refused. Certainly one point was introducing Dr. Kennedy's books, which was a thing that Provost Hawtrey would not be likely to approve of.

6173. Is it your practice to consult your assistant masters collectively or individually?—Not collectively; but I never have made any change whatever without consulting, at any rate, those two who are the special lower school assistants.

6174. (*Lord Lyttelton.*) You have no system of meeting them at chambers?—No, none.

6175. (*Lord Clarendon.*) I see that arithmetic in the lower school is made to bear the same proportion to the classical work as mathematics do in the upper school—that is, one-fifth?—Yes, but there is the addition of writing.

6176. On question 15 will you have the goodness to give us your views. We certainly have heard that much that is done by the tutor is deemed unnecessary and undesirable with respect to the construing, and we have heard that time is unnecessarily expended on that. Would you come to a contrary conclusion?—I should. It is very irksome, and it is one of the first things a master would be glad to throw over. It is a thing in which one ought to be suspicious of oneself.

6177. Do you not think that there is too much time given to it?—I do not think so.

6178. With your boys do you look for a literal construction, or a liberal though correct construction?—I look upon it, that in construing you have to see that a boy has thoroughly learnt his lesson, and you give him such ordinary information, either see that he acquires it or give it to him, for taking the lesson into school; as, for instance, any historical allusion there might be in the lesson you would ask him on that subject, and if he did not know it you would either tell him where to find it, or give it to him as you thought desirable.

6179. At these construing lessons do the boys parse?—They only parse here and there. In reading a passage of Homer, if you come to a word unusual in form or anything else, you would ask a boy what that was, and require that he should know it,

6180. (*Lord Lyttelton.*) The work is all done double, and exercises are all looked over double?—Yes.

6181. Do you attach importance to that?—Yes.

6182. You think it tends to improve the exercises?—I think so.

6183. It does not follow, as it seems to me, that if the construing was done away with the intercourse between master and pupils would necessarily be less; because it would be obvious if the construing was done away with you might substitute something for it?—You must have something which would take up the time.

6184. It might be equally compulsory, and equally tend to the distinctions and rewards of the school?—I do not think you would find that would be the result.

6185. Something might be substituted equally compulsory and important?—No; you would find in point of time that that could not be arranged, because you have your whole fifth form doing the same work, which brings them altogether with you. Then if you bring them up into private business you would have them distinct, you would see much less of them.

6186. Have you considered the point whether all the fifth form should do the same work?—I think it is wrong, decidedly; I think clearly that about the fifth form work there is something wrong.

6187. (*Mr. Vaughan.*) You have said that that kind of tutorial work has been diminished very much in quite the upper forms. We have heard the same account from others as to the fact, but you say the result here has not been quite satisfactory?—I do not think the lessons are so well done as they would be if they were construed. At the same time one does not see so much of the boys.

6188. To change the mode of expression a little, do you not think that although the lessons may not be so well done, yet the boys may learn as much under the one system as under the other?—I think not.

6189. Is there any thought of returning to the old system, do you know, with the upper divisions?—It would be impossible; there is no time for it, and that is the reason why it is not done.

6190. Do you think, if time permitted it, it would be an improvement?—The work would be better done.

6191. Generally speaking, would it be an improvement in the education of the boys?—I think so.

6192. I suppose you would admit that the mere manner in which the work is done before the master of the form furnishes no perfect test as to the benefit of the work to the boys themselves who do it?—It is some test, I think.

6193. For instance, supposing that one boy did it well who had been construed to, and another boy did it indifferently, who had worked it all up by grammar and lexicon, the one who had done it imperfectly would have derived great advantage, while the other boy who to all appearance had done it perfectly would have derived no advantage at all?—Quite so.

6194. Do you or do you not think that the system of construing at all tends to substitute the perfection of appearance for the thoroughness of the work?—Not at all, if the tutor does his work well.

6195. (*Lord Lyttelton.*) Have you prepared any details on the point you have just mentioned, as to the alteration which you would make in the fifth form work. Do you think an alteration in the arrangement of the lessons and a general revision of it is desirable?—I think there is one thing in the fifth form which is very remarkable; that is, what we call the upper division trials; after a boy has passed them, after he has been two years in the fifth form, his work should be changed. Boys get tired of the same books and the same work. Since the introduction of Greek play at a certain part more advanced, they have taken very much more interest in that. They want change.

6196. Would you think any further alteration requisite in the fifth form work?—I think so. I do not think the lower part of the fifth form have enough to do.

6197. Would you introduce more new books than they are now reading?—I should be for retaining the old books up to these middle division trials, having a Greek play as there is now, but I would make the Greek play extend over the whole fifth form.

6198. Is that the only change you would make?—It is a subject which I have not considered sufficiently to give you a scheme; but that seems to be a clear line where you ought to have a break.

6199. (*Lord Clarendon.*) The lower school do not go to chapel, do they?—They go to service; they do not go to the college chapel, but they have a service at the same time. They go to a small chapel, which there is, on a week day, and they go to the parish church at Eton on the Sunday.

6200. You do not think there is a disadvantage in the boys being deprived of going to the college chapel?—No, I think they attend just as well, or perhaps from being a smaller number, better.

6201. Are they required to go to church on holidays and half-holidays?—Yes, just the same as the upper school. They go exactly at the same time.

6202. (*Lord Lyttelton.*) It seems rather a loss to them; they lose all the associations of the place?—But as soon as they get into the upper school they get that.

6203. (*Lord Clarendon.*) As to the confirmation, that is hardly applicable?—I merely returned that as tutor.

6204. But as tutor, I suppose you prepare the boys in your house for confirmation?—Yes.

6205. What is precisely the religious instruction which is given to the boys in the lower school?—They read the Bible three mornings in the week for half an hour.

6206. In class?—In class. On Sundays they have a school, at which they have the Gospel, Epistles, and Collects explained, and the Church Catechism is said.

6207. Are they examined in the Church Catechism?—Yes, and they are questioned on it, and it is explained to them. On Monday morning the whole lesson is divinity, when they read in the Gospels. They read the Old Testament on Wednesday and Friday morning, and the New Testament on Monday morning.

6208. Do they read the Old Testament continuously, or are there chapters selected?—That is left to the discretion of the master, but I fix the portions that are to be read in a certain part; that is to say, that the lower part take the Pentateuch; then the next take Joshua and Judges, and so go on, to arrange that they shall in theory read through all the historical parts, not the Prophets, of course, because that would be clearly beyond them, but only the historical parts; and the omission of certain parts is, of course, left with the Head Master.

6209. What examination have they in Scripture?—A divinity paper always forms a portion of their examination, and also in collections.

6210. That is twice a year?—For the lower school generally twice a year, sometimes three times a year.

6211. Is it the result of your observations that the divinity instruction has been satisfactory?—I think so. It varies very much, depending on what the boy's teaching at home is.

6212. Whether he comes well prepared, do you mean?—Whether it is a thing which is made much of at home or not. You will here and there find a boy who comes almost entirely ignorant of the Bible, and in another case you will find a boy who comes knowing it fairly well.

6213. Do you make it a special object with your assistant masters to inspire the boys, as far as they can, with a religious feeling and a sense of their responsibilities, and to try to give them a reverential feeling from the first?—That rests with the tutor, I think, rather more than with the master in school. It is there that the tutor's main use comes in.

6214. But, as far as you know, superintending the whole of the lower school, and, of course, being interested in their moral training, is that duty successfully performed by the tutors?—Yes, indeed, I think it is.

6215. Do you believe that these boys are encouraged or enjoined to the use of private prayer?—I can only speak for myself; that is a subject which I never touch upon in school.

6216. I was addressing myself to you as the head of the lower school, and therefore as interested in that very important part of the education of very young boys—the early instilling into them of a religious feeling, and, above all, a sense of their moral responsibility?—I should have little doubt that every tutor did; I should feel that he would not be fulfilling his duty if he did not; but I have not asked any tutor whether he has done it or not.

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6217. Each of the boys in Mr. Hawtrey's house, I believe, has a single room?—Yes.

6218. You do not know whether Mr. Hawtrey, without making it compulsory, makes it a point that each of these boys says private prayers?—I have not the slightest doubt in my own mind that he sees it is done, but not by compulsion; that if he observed a boy did not do it he would speak to him.

6219. How is that with respect to the boys in your own house, particularly as to private prayers?—In going to a boy's room at night before he is going to bed, here and there you drop in one night, on one boy saying his prayers, and another night on another boy.

6220. You believe it is the general practice?—Yes, and the contrary is the exception.

6221. And that a boy would be rather looked up to than laughed at for praying privately?—There would be very few boys who, in the presence of others, would kneel down; they have all single rooms.

6222. You think not many boys would do so in the presence of others?—I think few, except brothers, would; I think it would be a trial to a boy.

6223. Do you consider, as far as you know,—I am talking of the upper school,—that the Sunday is properly observed, as you say, without any pharisaical demonstration, that there is a proper and decorous distinction made between Sunday and other days?—Quite so.

6224. With respect to punishments in the lower school, you would say it is quite on the same principle and the same usage in the lower school as in the upper school?—I think so, quite. There would be fewer punishments because it is a great trouble to some of those small boys to write. They would have much shorter punishments.

6225. If a boy does very ill, or commits any offence worthy of severe punishment, he would be sent up to you?—Yes.

6226. Your assistants are not empowered to inflict corporal punishment themselves?—No.

6227. Has the system of corporal punishment diminished much?—Most considerably.

6228. How often do you flog?—Often a week or a fortnight goes without any boy being flogged.

6229. For how many boys?—There are now 93 or 94.

6230. (*Lord Lyttelton.*) I thought you said 130 boys?—That was before the removes were taken.

6231. (*Lord Clarendon.*) Then, perhaps, it would not apply?—As it happens it did apply.

6232. Ten or 20 years ago it would be very much more than that, would it not?—Very much more, it is very much on the decrease.

6233. That is to say, so many more offences were thought to require that severe punishment than are now?—Yes, and besides that there has been a very useful check in the tutor being always made aware, and, in fact, being consulted before aboy is complained of.

6234. Was not that the case in former years?—No, it has been introduced within the last few years. The consequence is, that if a boy is going on well the tutor may always intercede for him, and with a word of advice he can do what in old times would have been done by flogging.

6235. That must much increase the influence of the tutor?—Yes.

6236. What do you consider has been the practical moral result of this diminution in the flogging?—Extremely good.

6237. I take it, it is that the boy's honour and good sense, his own interest, are more appealed to than used to be the case?—Yes, I do not appeal to honour with a boy, one does not like to put anything to a boy's honour. I think perhaps I misunderstood you; you do not mean appealing to a boy's honour further than that he ought to look to the thing as a disgrace?

6238. Yes?—In that point it is certainly.

6239. I should conceive that nothing could be more useful, or that you could begin too early to appeal to a boy's honour?—Yes, I was taking it in another sense, there is another technical sense of honour which mislead me.

6240. (*Mr. Vaughan.*) I think you alluded in your evidence to a custom that has grown up at Eton of teaching French by the assistant masters?—No, it has never been done.

6241. The assistant masters in pupil-room?—Yes; that is simply a private matter, not in school.

6242. You think that it has failed?—I am speaking of it not in the pupil room but in school.

6243. (*Lord Lyttelton.*) You say, "Attempts have "been made elsewhere;" in other schools you mean?—Yes.

6244. (*Mr. Vaughan.*) With regard to the tutorial instruction in French at Eton, do you think that has failed?—We have had no means of judging.

6245. Do you not in your written answers allude to certain causes of failure in schools where the assistant masters have taught French?—Yes.

6246. Do not those causes of failure in your opinion apply to teaching by tutors?—I think so. You mean as between school and pupil-room?

6247. Would they apply to pupil-room as well as to school?—I think so.

6248. (*Lord Clarendon.*) You say that French must be taught by Frenchmen?—It had best be taught by Frenchmen perhaps.

6249. Has there ever been an attempt made by the authorities of Eton to find an Englishman who, under peculiar circumstances, having been educated or having lived for a long time abroad, has a pure French accent and who would be able to teach French correctly, and at the same time maintain authority among the boys; has there ever been any attempt of the kind?—I think none. The man you are supposing would be almost a Frenchman.

6250. If he speaks English like an Englishman there would not be that ridicule attaching to him which is subversive of order?—There are very few men of that kind I think to be found.

6251. Have they ever been sought for. Has there ever been a *bonâ fide* attempt to teach French properly at Eton?—Do you mean generally throughout the school?

6252. Yes?—No, certainly not.

6253. (*Lord Lyttelton.*) Do you think the great number of the boys makes it a difficulty?—You must have such a large staff.

6254. Do you think if you had a school of half the size you would undertake it with more hope of success than with such a large school?—I think so.

6255. (*Lord Clarendon.*) There is only one more question which I would ask, which is with respect to the emoluments. I think there was nothing said here about leaving presents; that I think is the custom with the lower master the same as it is with the master of the upper school?—The lower master receives no presents from boys going out of the lower school.

6256. Does the lower master receive no presents like the Head Master?—No; only as tutor.

6257. That is the same as all the other pupils?—Yes.

6258. (*Sir S. Northcote.*) With regard to teaching French I gather your opinion to be that it should be made compulsory in the lower part of the school?—I think so.

6259. By the lower part of the school you mean the upper school up to the fifth form?—Yes.

6260. You think if that were done it would probably be continued by the great majority?—Yes; it might then branch out.

The witness withdrew.

The Rev. S. T. Hawtrey, M.A., examined.

6261. (*Lord Clarendon.*) I believe, Mr. Hawtrey, you are mathematical assistant master at Eton?—I am.

6262. How long have you been so?—Since the year 1851, which was the time when mathematics were first made part of the school business.

6263. Up to that time mathematics can hardly be said to have been taught, either systematically or as obligatory, at Eton?—No.

6264. Would you say that before 1851 mathematics were taught at all at Eton?—Yes, but as French is now. The boys whose parents wished them to learn attended, and those whose parents did not wish them to learn did not attend. It was voluntary on the part of parents.

6265. But the numbers were small, were they not?—No; the numbers were very fair; I should think there were 200.

6266. Who learnt mathematics?—Yes.

6267. Taught by whom; by Mr. Hexter?—No, I have been there since the year 1836.

6268. You had a class?—Yes, of boys whose parents wished them to learn.

6269. How long have you been there altogether?—From 1836.

6270. And you came there, then, as an assistant mathematical master?—No; I was there as a private tutor on the spot; and as I mentioned in my written answers, when Mr. Girdlestone, who was my predecessor, resigned, and Mr. Boteler, another Eton man, declined the appointment, then it was offered to me. The appointment was a permission to teach a certain number of boys, about the first 30 in the school.

6271. Was it then it was made obligatory?—No, it was not made obligatory till 1851. It became incorporated then as part of the school business.

6272. Then at that time Mr. Hexter was the arithmetic master?—Yes, and professed to teach mathematics. He was originally styled, I believe, teacher of writing and arithmetic; mathematics was afterwards added. Whether he did teach anything beyond arithmetic I do not know, but he stood on the list as teaching writing, arithmetic, and mathematics.

6273. Therefore you do not know what branches of mathematics he taught?—No; I think it really amounted only to writing and arithmetic.

6274. Was he capable of teaching mathematics at the time that this title of mathematical master was assumed?—I do not know; it was before my time; I could not say one way or another. I have heard it reported that he went away for a little while, and came back as mathematical master.

6275. You were mathematical master, then?—No, this took place before my time.

6276. You were mathematical master at the same time as Mr. Hexter, were you not?—Mr. Hexter, I believe, for a very long time had been holding that position, and in 1836 I was appointed.

6277. But you were there at the same time as Mr. Hexter, because he retired on an agreement with you?—Yes; but he was then an old man. I do not know much about him. He had been there for a very long time. I came and paid him an annuity, and then he retired altogether.

6278. In short, you were not allowed to enter on your duties as a mathematical master until you had agreed to pay Mr. Hexter an annuity for not teaching mathematics?—Let me explain. I was allowed to take the first 30 boys in the school, and besides them any boys that Mr. Hexter asserted had attended his class and were competent to come to me, but unless they had a certificate to this effect from Mr. Hexter I was not allowed to teach any boys but the Head Master's division. I think it was three or four years afterwards that, with the Provost's consent, I paid this annuity to Mr. Hexter, and then he retired altogether; and I might have boys from any part of the school whose parents wished them to learn.

6279. It was in 1832, was it not, that the school authorities discovered that it was for the interest of the school that Mr. Hexter should retire?—I think it was about 1840.

6280. Was it from his deficiency in teaching arithmetic or his incapacity to teach mathematics when he had assumed the title of mathematical teacher?—I think that there was a great cry among parents who objected to their boys not being allowed to come to me at once without going to Mr. Hexter.

6281. The boys were simply learning arithmetic, I suppose, of Mr. Hexter, as far as you know?—As far as I know.

6282. And the parents who desired that their boys should come to you desired that they of course should learn arithmetic as well as mathematics?—Yes.

6283. But that they should commence mathematics with you?—I suppose so.

6284. Do you suppose it was the remonstrances of the parents that opened the eyes of the school authorities to the incapacity of Mr. Hexter, or was it their own inquiries?—I was young at Eton then, and I should not like to give an opinion. I should think it was both motives. I think I have heard some of the tutors say that they considered it an evil that their boys could not come to me without going to Mr. Hexter, or having a certificate from him.

6285. In short, both the parents and the school authorities were of opinion that Mr. Hexter was not beneficial to the school?—I think so.

6286. And in consequence of that they decreed that you should give him 200*l.* a year?—Yes.

6287. The deed by which you bought out Mr. Hexter had the sanction of the Provost and Fellows?—Yes; this is, I believe, the customary plan in order to facilitate the retirement of a master when he is getting past work. Mr. Hexter had given 100*l.* a year to his predecessor, on his resignation.

6288. You have, with the consent of the College, built a mathematical school, which we saw the other day?—Yes.

6289. It is exceedingly well adapted for the purpose for which it was built. May I ask on what terms you built that theatre, as one of the masters called it?—A lease of 40 years, with a recommendation to their successors to renew at the expiration of 14 years, without paying further fine, which was represented to me as tantamount to a lease of 54 years.

6290. It is college ground on which you have built it?—Yes.

6291. You say, "without a further fine," did you pay any fine for building that?—The way the college leases are managed, I think, is that every 14 years there is a renewal on paying a fine, but if they renew at the end of the first 14 years without any fine at all, it is really tantamount to a lease of 54 years. Then, at the end of the second 14 years, if they choose to prolong the lease, I shall have to pay the fine.

6292. When the College leased you the ground on which your building was erected, had you to pay any bonus?—I pay a ground rent of 20*l.* a year.

6293. Is that all the rent you pay for it?—That is all the rent I pay for it. There is a small garden, which is not built upon.

6294. The whole which you pay is 20*l.* a year?—Accurately, it is 25*l.* ground rent that I pay, but there is a small garden attached which lets at 5*l.* a year.

6295. And there is an understanding that no fine will be levied upon you on renewal of this lease at the expiration of the first 14 years?—Yes. The first 14 years has passed. I have applied for the renewal, but have not yet had an answer.

6296. You have the lease for how long?—I have the lease for 40 years. At the end of the first 14 years I applied to the College for a prolongation, according to the recommendation of their predecessors, of the lease for 14 years without payment of fine.

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6297. And to that you have had no answer?—No.

6298. (*Mr. Thompson.*) How many years have expired since you applied?—About four years. It is some years since the expiration of the 14 years, about four or five years.

6299. The lease has run 18 years?—Yes; I think the lease dates from 1843, so it is nearly 20 years.

6300. (*Lord Clarendon.*) You have applied to renew it for 14 years?—Yes, but have received no answer.

6301. How much time has elapsed since you made the application?—About four years, I think.

6302. Four years since you applied to the College?—Yes.

6303. And the answer has not arrived yet?—No.

6304. (*Mr. Thompson.*) You pay 20*l.* a year ground rent?—Yes.

6305. You are liable to a periodical fine?—If they choose to renew the lease.

6306. (*Mr. Twisleton.*) Do you regard their silence as a proof that they do not intend to levy the fine?—I really cannot exactly say whether they mean to accede to the recommendation of their predecessors or not; I am not competent to say. I simply have not heard.

6307. (*Lord Clarendon.*) The predecessors are many of themselves in person?—Some are. I quote the words of the bursar in his letter to me, "We have "granted you a lease of 40 years, with a recommenda- "tion to our successors to renew at the expiration of "the first 14 years, without payment of fine." They are not competent to give more than 40 years leases, and they get over the difficulty in that way.

6308. Is it the same gentleman who is bursar now who wrote you that letter?—No, the present Vice-Provost was bursar then.

6309. Do you consider then that you have an interest in that building, and that you can dispose of it to any person you like?—I am bound by the terms of the lease that no use shall be made of the building, except for teaching mathematics.

6310. Could you select your own successor?—No. Things have kept on altering since then. I was at that time hardly more than extra master, and was not incorporated as one of the body.

6311. (*Mr. Thompson.*) You were like a private tutor residing in the neighbourhood of Eton?—I was much in the same position as the French master. My name was in the list as mathematical master. Those boys whose parents wished them to learn of me might do so, and my bills were taken in by tutors and dames.

6312. (*Lord Clarendon.*) Supposing you were to wish to retire now from the position you hold, and to dispose of your interest in the building to some body whom you believed would worthily succeed you as mathematical master, should you consider yourself authorized to do it?—I could not do that.

6313. What would interfere? The terms of your lease, or what?—Simply I have no power of appointing anybody.

6314. (*Lord Lyttelton.*) Could you sublet?—No.

6315. Are you restrained from subletting?—Practically.

6316. Because, you mean, it would not answer for anybody who was not mathematical master?—Yes.

6317. (*Lord Clarendon.*) Supposing you wished to retire, and that not being able to appoint your successor, that the Provost and Fellows did appoint your successor, and that that successor was not prepared to reimburse you for your outlay on the buildings, how should you proceed then?—I have nothing to do but to submit. I am quite in the power of the Provost and Fellows.

6318. (*Sir S. Northcote.*) That you understood to be the case from the first, you knew that you were at their mercy to some extent?—I think I must say so, but my position is altered in the meantime, through my being made one of the masters of the school.

6319. (*Lord Lyttelton.*) What alteration has been made that affects your pecuniary position?—I have been made an assistant master of Eton.

6320. What does that do?—It alters my position in reference to the room: till then I had taught independently in my own room. When mathematics were incorporated into the school work, and I was made an assistant master, the College consented that mathematics should be taught in the building which I had erected when I was in my former position, and sanctioned my building the additional class-rooms that became requisite when the whole school learned mathematics.

6321. I mean, does that give you any security against what I do not suppose would be done, but what I understand the College would have the power of doing?—I do not think I have any security at all. If the College chose to build other mathematical schools altogether, I believe they could order me and all the assistants to go and teach mathematics in those other schools. I have no remedy but a moral remedy, the feeling that I had acted under their sanction in what I had done.

6322. (*Lord Clarendon.*) You built that school on trust?—Yes.

6323. (*Mr. Vaughan.*) In fact, did you build it really on that consideration?—Certainly I did so with reference to the buildings added in 1851 to meet the wants of the whole school. With regard to the great school room or theatre which was built in 1843, before mathematics were made part of the school business, it was a good investment, as things were then; for the extra masters had to provide their own school rooms, and if things had remained as they were, I had a moral certainty that my successor would have taken the building off my hands, or paid rent for it.

6324. (*Sir S. Northcote.*) If they were to order the mathematical teaching to be carried on in another building, this building would still be your property?—Yes; but it would be valueless.

6325. You might turn it to any other purpose?—I could not. I am completely in their power. I do not misdoubt them at all, but I am completely in their power.

6326. (*Lord Clarendon.*) You did that with your eyes open?—Yes.

6327. May I ask you to look at page 118, paragraph 5? You there say, "There were then eight "classical divisions in the fifth form, each under a "separate master;" that is the system which obtains now, is it not?—The number of divisions slightly varies.

6328. I do not quite understand the system on which these groups are formed. Will you explain that?—We will say the Head Master and the senior assistant have each a classical division of between 30 and 40 boys. At 11 o'clock on Monday, five o'clock on Wednesday, and 11 o'clock on Friday the Head Master and the senior assistant do not go into school, and their 70 or 80 boys come into the mathematical school, to the theatre you allude to, and to the seven class rooms which you saw,—I teach in the large room and the assistants teach in the class rooms,—and these 80 boys are divided into eight divisions among the eight masters.

6329. Of ten each?—Of about ten each.

6330. In separate rooms?—Yes. Those 80 boys are divided amongst myself and my seven colleagues.

6331. Should you consider that the division into those groups, (being so small, comparatively, to what the classes are in the rest of the school,) of ten each, is the most convenient division for teaching and learning mathematics?—I think it is very good.

6332. Do you, as far as you know, judging of the classical classes, draw a distinction between mathematics and classics; that you would not be able to teach as many boys in mathematics as in classics?—I do not think we could manage to teach so many; but you will observe that the boys are classed according to their *classical* proficiency, therefore the larger number can naturally go together better for a classical lesson, but those same boys, not being arranged according to their comparative merit or proficiency in *mathe-*

matics, there is a greater diversity of proficiency among them, and therefore when they are subdivided among the mathematical masters, it is more advisable to separate them into smaller classes.

6333. Do you divide the boys into classes according to their mathematical proficiency and according to the desirableness of the boys reading the same subject, or is it with any reference to their classical *status* in the school?—The boys who form the several groups and come together to the mathematical school are about the same age. The two divisions of the Head Master and senior assistant, which form group A, of course contain the eldest boys in the school, and they are separated into eight portions, according to their mathematical ability, and similarly with the other groups.

6334. And that is how these groups are formed?—Yes.

6335. In each of these groups, of course, the same books are used, and the same branches of mathematics are taught?—Yes.

6336. Is there any change in these classes. Suppose you place a boy in a class and he is not able to go on to the higher branches, does he fall into any other class; from group B, where you find a boy of great power in mathematics, does he pass into group A?—You must keep your mind entirely at present on group A. Group A is subdivided into eight different classes, and if it is found better for a boy not to be in the first of those subdivisions of group A, he would be put in the second or third division, or if desirable, he would be promoted into a higher subdivision of the group, because group A all come together, being divided into eight different portions; but group A and group B come at different times, and there is no connexion between them. The best boys in group A are in the highest division of group A, the next best in the second division of group A, and so on; the least advanced boys forming the eighth division of group A.

6337. Suppose you found in group B a boy very superior in trigonometry or conic sections?—He could not come in group A.

6338. Although you know there is a boy in group A very inferior to group B?—Still he could not.

6339. (*Mr. Vaughan.*) You understand the whole division that comes to you as group A?—Certainly.

6340. Lord Clarendon understands the first division of group A as group A; you are taking the whole group A as group A?—Group A is the two first divisions of the school which come at the same time; group B is the two next divisions of the school which come at the same time, and are subdivided when they come, in the same way as group A.

6341. These two groups begin by being distinct, and are kept distinct?—Yes; in fact whenever a boy moves up to Mr. Durnford or the Head Master he comes with group A, and the two next masters' divisions form group B.

6342. Lord Clarendon asked whether, after group A had been subdivided into eight divisions, a boy who had originally stood in the third of those eight divisions, and who by great progress had qualified himself to stand in the first of those divisions, was promoted into the first of those divisions?—Certainly he would be. I ought to say, however, that when boys get near to the top of the school, with the exception of myself and one other assistant, I do not think there is much class-teaching, I think the other masters find they get on better by teaching the boys individually.

6343. (*Lord Clarendon.*) How far in mathematics do you go with your higher boys?—I think the highest reading that I remember is Todhunter's Analytical Geometry. Some boys have read that.

6344. Have you ever taken any boys into the differential calculus?—Never.

6445. Into conic sections?—Yes.

6346. (*Lord Lyttelton.*) What is there between conic sections and analytical geometry?—One passes into the other.

6347. You mean it is a stage just beyond conic sections?—It is the same subject, mainly, treated in two different ways.

6348. And that is as high as you have gone?—Yes; a few have read geometrical conic sections, and still fewer analytical conic sections.

6349. Would the boy who gets the Tomline scholarship ordinarily speaking have gone as high as that?—As high as geometrical conic sections.

6350. (*Lord Clarendon.*) How many boys proceed to these higher branches?—Very few; very few to conic sections.

6351. What would you say is the stand point of the average number of boys in general; how far do they go?—The average number of boys do not do more than arithmetic, Euclid, and algebra.

6352. (*Lord Lyttelton.*) How far in algebra?—Not beyond Colenso's first part.

6353. (*Lord Clarendon.*) Do you take the whole of Colenso's book?—Yes.

6354. (*Lord Lyttelton.*) Do you go to quadratic equations?—Yes.

6355. Is that about as far as a boy in the sixth form would go in mathematics?—I should say further than that. I should say that a considerable number in the sixth form will have read very fairly the whole of that first part, as far even as the binomial theorem, and some of them would read trigonometry.

6356. And they have read the first six books of Euclid?—You might say four books, but not six.

6357. (*Lord Clarendon.*) You allude to some boys having done conic sections?—They are quite the exception.

6358. They are exceptional cases; boys who have peculiar aptitude or desire to qualify themselves particularly in it?—Yes.

6359. What is the nature of the examination given in mathematics? are they examined according to the groups?—There are two species of examinations every school time. First, the examination, or "Trials," which different divisions of the school undergo before "Taking their Removes;" and, secondly, at the close of each school time, an examination on the work of the school time then terminating.

6360. Are different groups examined together?—No; we cannot bring different groups together; groups A and B cannot come together.

6361. Because they have read differently?—No, because the hours for coming to the mathematical school are different.

6362. They might all come to the examination?—No, but because those boys who are not with us are with their classical masters at the time.

6363. Should you consider it desirable that they should all come together for examination?—It is not necessary; perhaps occasionally we might feel it desirable, but it could not be managed.

6364. Would A and B be reading the same subjects?—Hardly the same subjects; A will be in advance of B as a general rule.

6365. (*Mr. Thompson.*) There would be exceptions when a boy in group B is superior to any boy in group A, is that possible?—Very seldom. I have never known an instance.

6366. (*Sir S. Northcote.*) Have you ever known a Tomline got by a boy below group A?—I think I remember about eight or ten years ago a boy getting the Tomline prize while he was in group B.

6367. Being rather a bad scholar but a good mathematician?—A young boy but a good mathematician, a very quick writer and an able boy, though not the most advanced. The examination suited him, and he got the prize.

6368. (*Mr. Thompson.*) Can you say how many boys, for instance in group A, could do any proposition in the five books of Euclid?—We do not read the fifth.

6369. I mean the four books, with the sixth?—Do you mean at this moment?

6370. Yes; not many perhaps?—No; I think a fair number have read four books.

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6371. How many in group A do you think have read all five books and understood them?—I should say not more than 12.

6372. And how many do you think in group A can solve a quadratic equation involving two unknown quantities?—It is hard for me to say that. I never meet any but the boys that are up to me. I might say perhaps half, but I am doubtful of this.

6373. (*Lord Clarendon.*) Half of group A?—Yes.

6374. (*Mr. Thompson.*) Do you think that half that number, a quarter, have made fair progress in trigonometry?—I think so.

6375. I suppose you find that the attention boys pay to mathematics at Eton is partly dependent on the intentions of their parents, whether they are going to Oxford or Cambridge?—I think the majority merely look to the matriculation examination.

6376. At Oxford or Cambridge?—Both.

6377. Is any mathematics set in the matriculation examination?—Yes. The amount varies in different colleges; in none, I think, does it exceed a couple of books of Euclid.

6378. Do you think that the throwing open, as it is called, of the classical Tripos at Cambridge has operated at all to the disadvantage of mathematics at Eton?—No, I do not think we feel it.

6379. You do not think it would be possible for a boy, who before he went to Eton had read, say three or four books of Euclid, and was supposed by his friends to understand them tolerably well, for that boy to be put when he went to Eton into the rule of three, and stick there for a couple of years, owing to his low place in the classical school?—It is not usual for boys to begin algebra and Euclid till they get into the fifth form.

6380. It is possible that a boy might be kept to arithmetic who had read, say three books of Euclid?—Yes, it would be possible.

6381. Do you think it salutary on the whole to keep him under water so long?—First of all, I would say that those boys in the Remove, who are able have latterly been taken a step in advance, and have begun Euclid and algebra.

6382. (*Sir S. Northcote.*) How long has that been the case?—It emanated from that paper which was printed in 1858, saying what the boys would be required to know in passing through different parts of the school. It is put down there that there is a certain minimum they must know, and that higher questions may be asked. Since that time, when there were any boys who seemed competent in the Remove, they have been put into Euclid or algebra.

6383. (*Mr. Thompson.*) Was it salutary for a boy to be kept back in his mathematics?—Certainly not, if he really knew what he professed; but I have almost invariably found that boys who professed to have read a great deal are very imperfectly grounded. When they are required to produce their knowledge in examination it is very different from what a parent or a tutor would imagine. It is one thing to sit by a boy and go from proposition to proposition with him, and it is quite another thing to prepare that boy so that sitting down he shall produce his knowledge in examination. I find that many of those who have a reputation for having read much are not at all up to what their friends think. In the whole course of my Eton experience, among all the boys I have examined on coming to Eton, I have not found one in a hundred of those who professed to have read Euclid, who were able to write out the fourth proposition of the first book of Euclid in a way that showed they at all understood the meaning of what they were writing; and this, too, after being allowed a reasonable time to look over it. I am not speaking of the celebrated fifth proposition, but of the fourth, which is the key to Euclid, and of which it is not too much to say, that if it is not understood and appreciated, the whole of a boy's Euclid is valueless.

6384. (*Lord Clarendon.*) But as the whole school passes under you, would you say that the generality of Eton boys leave school fair arithmeticians?—I really think I can say so. There are boys who can be laid hold of as having passed through all our hands and who are able to produce nothing, but I really think that as far as intelligent arithmetic goes that we rank very fairly with other schools.

6385. We are talking of the average, we are not talking either of the very dull boys, or the very capable boys. What do you consider an average boy can do easily and correctly in arithmetic?—We profess that a boy does not come into the fifth form until he is a fair arithmetician; that is, till he has read fractions, decimals, the rule of three, and its applications, including interest, &c. The rule is, that until he knows this much fairly he is not allowed to go into the fifth form.

6386. (*Mr. Thompson.*) There must have been a very great improvement at Eton during the last 20 years in that respect?—Yes, an entire alteration. You can easily imagine that eight men working together must be very dull, and very forgetful of their duty, unless they produce a result very different from what had hitherto been produced.

6387. (*Lord Lyttelton.*) Have you adverted in your answers to what is called extra mathematics?—Yes, I have.

6388. You have said at the lower part of page 121, that it cannot be said that there is an extra fee for instruction in mathematics,—that is the regular instruction—but there is a system of extra tuition in mathematics for which the boys pay 10 guineas a year?—Yes.

6389. How many of the boys in the school pay for extra mathematics?—I have not the most remote conception.

6390. I should wish to know the number of boys who receive extra instruction in mathematics?—I could ask each of the mathematical assistants how many boys he has.

6391. Do you suppose there are 100 boys altogether in the school who are learning extra mathematics?—Possibly; but I do not know.

6392. Have you ever known any boy get the Tomline who had not extra mathematics?—There is not one boy who has got the Tomline who has had extra mathematics. Every one of the boys who has got the Tomline is a boy who has not had any private instruction whatever in mathematics.

6393. Such boys must then have shown considerable aptitude?—Yes.

6394. Are there many boys who go as high in mathematics as trigonometry or analytical geometry, who have had private tuition?—There is a fair number who are as high as trigonometry, but very few are reading analytical geometry. Only two or three; quite exceptional cases.

6495. You do not give extra mathematics to them?—No; that is the stipulation.

6396. (*Mr. Vaughan.*) Are you satisfied with the mode in which the private mathematics are done at Eton—that is to say, are you satisfied with both the mode in which the private instruction is conducted, and with the effect it has upon the boys who take it?—Yes; I have stated in my answers fully what my feelings are upon the matter. I did object to it at first, because I said it was making it a pecuniary advantage to the assistant masters that the school teaching should not be sufficient. That was my idea at first, but practically I have got to feel differently.

6397. It is asserted in the written evidence of one of the witnesses who gave evidence, I think, but who was not a mathematical master, that a proper proficiency in his view was not obtained because the boys have the opportunity, and use it, of shuffling in their private mathematical business?—I do not catch the meaning of the question.

6398. Perhaps I shall be able to read an extract. As to the reason why mathematics generally do not flourish at all in proportion to the classics, he mentions two or three causes, and one of them he says is the habit of "shuffling in the extra work." What is extra work?—I will explain. Between

each lesson that we give and the time the boy comes again, there is an interval of a day, and we always give some six or eight examples, or some explanation of principles to be brought for an exercise, and shown up at the next lesson. Now the witness here observes that boys tell one another, and shuffle about these examples; for instance, one boy will do another boy's exercise.

6399. You have the means of knowing that, I suppose, as well as anybody?—That they do?

6400. Whether they do or do not?—I suppose some do, but I should not think it was general. I imagine that boys do verses for each other sometimes.

6401. The extra work is work not done in the presence of the mathematical master. It is doubtful whether it is done properly or not. Do you think you agree so far as that?—I should think, speaking of the boys who are up to me in school,—and judging from interual evidence, my knowledge of the boys, and so forth,—that in the great majority of cases it is honestly done.

6402. You think that cases in which it is not are exceptional?—I think so.

6403. Have you the same means of maintaining discipline among those boys that come before you for instruction, that the classical assistant masters have?—Just the same.

6404. Are you able to keep them in an attentive state?—Yes.

6405. Is there any intervention of a tutor before a boy can be punished who does extremely ill, or misbehaves himself in the mathematical class, such as does not exist in regard to the classical class?—No; it is exactly the same.

6406. Has it always been the same?—I think always since mathematics have been part of the school business, but perhaps not fully so. In my evidence I have called the past up to the present a transition period. I think that the privileges and advantages and the general status, if I may so call it, of the body, has been progressive.

6407. Of the mathematical masters, you mean?—Yes; they were not at first permitted to wear gowns. Then permission was granted to them to wear the academical dress, first in school, then in church. Then they dined in hall. Their status has been gradually raised.

6408. Have you found that in proportion as these privileges have been granted to them, there has been an increase of attention to mathematical teaching?—I could not venture to say positively. We are getting better and better assistants, and I think the teaching is getting better and better.

6409. In consequence of that status and position, you think?—Yes; I knew one instance some years ago, in which the question was asked, "Do they "wear gowns?" and the person who was invited to come declined coming because they did not wear gowns.

6410. Do mathematics in one part of the school and arithmetic in the other, form any part of the examination which the boys have to undergo in order to obtain the King's scholarships?—Yes; there is a very severe examination now.

6411. And these points form a part of it?—Quite so.

6412. I need hardly ask, then, whether the college boys preserve the same superiority over the oppidans in the mathematical classes of the school that is ascribed to them in the classical classes of the school?—I think the oppidans do better in mathematics relatively to collegers than they do in classics.

6413. Notwithstanding that mathematics is one of the subjects of examination for admission to the college?—Notwithstanding that.

6414. Do you know what to attribute that to?—The competition and examination for entrance into college are very severe, and chiefly classical, although there is a little mathematics in the examination.

6415. You understand that was the very question I was asking?—I thought you meant the examination on going to King's.

6416. I intended to ask you whether mathematics formed a part of the examination of youths and boys for entrance into the college?—I beg your pardon. Yes, it does a little, but that has been recently. It was first required, I think, about seven years ago, that boys of 13 and upwards should know something of mathematics, and now I think there is an examination in mathematics for all the boys.

6417. Does the qualification in mathematics which is required, vary with the age of the boys?— rtainly.

6418. Is that a very small proportion of the examination?—It is small as compared with the examination in classics.

6419. Does it come to this, that the boys are elected for the college too early for their proficiency in classics, to have attained also a moderate amount of knowledge in mathematics?—The examination is conducted by examiners from King's College; I have nothing to say to it, and do not feel myself qualified to answer the question.

6420. But whatever may be the cause, you think the oppidans, as compared with the collegers, do maintain a better position in regard to mathematics than they do with regard to classics?—I think so. I may be wrong, but I think so. I believe we have had more Tomline prizemen among the oppidans, as compared with collegers, than we have had Newcastle scholars among them.

6421. Has it been a matter of keen interest to obtain that Tomline prize?—Yes.

6422. Do you happen to know what the proportion of oppidans is who have obtained that prize?—No.

6423. Have you any list of the Tomline prizemen?—There is one in the Eton calendar.*

6424. Let us take group A. Are the majority of the boys in group A collegers or oppidans?—I should imagine they are about equal.†

6425. Do you happen to know at the present moment which element predominates most, the collegers or the oppidans in the highest class of group A.?—I should think at present that there is rather an advantage on the side of the oppidans. We will say there are perhaps six oppidans to four collegers.

6426. You mention that the examination for going to Cambridge is fairly mathematical?—Yes, it is.

6427. For King's I mean?—Yes.

6428. Is it sufficiently so to keep the scholars well up to the work of mathematics?—Certainly.

6429. So that the examination is not so exclusively classical as that they should prefer neglecting mathematics in order to get greater proficiency in classics?—No, there was an instance some time ago of a boy losing a scholarship at King's because he was not proficient enough in mathematics. He was a very good classical scholar, but he had attained so little proficiency in mathematics that he failed.

6430. (*Lord Lyttelton.*) The Tomline is open without any restriction to the lower school, is it not?—It is only open to the upper and middle divisions of the fifth form. Practically it is open to the whole school, for no boy below the middle division would have a chance of it. There is also a prize given by the assistant masters of Eton to be competed for by the boys in the lower division; also another to the lower boys: these are called by the boys "lower division" and "lower boy Tomline" respectively.

6431. I do not think you specify the amount of labour devoted to extra mathematics in consequence of the payment of 10 guineas a year. Will you tell us exactly what a boy gets for what his parents pay 10 guineas a year for?—The boy goes three times in

* The following is the list of Tomline prizemen:—

1846. Ferrers.	1854. Puller.
1847. Blore.	1855. Churton, ma., K.S.
1848. Coltman.	1856. Mozley, mi., K.S.
1849. Bosanquet.	1857. Mr. Stanley.
1850. Cotton.	1858. Mozley, mi., K.S.
1851. Puller, ma.	1859. Follett, ma.
1852. Brandreth.	1860. Danan, ma. K.S.
1853. Barter.	1861. Puller, ma.

† The witness subsequently added:—
"I find I am mistaken in this estimate: the relative proportion of oppidans to collegers among the first 80 is about as 5 to 3. Therefore any argument founded on the estimate that the numbers are equal falls to the ground."

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the week to the rooms of the mathematical assistant, where he gets private instruction.

6432. He gets three hours a week more teaching?—Yes; most frequently a good deal more than that.

6433. Is the boy bound to go?—I should say he ought to be; I cannot say what is done. If a boy does not go, I should be surprised at any parent continuing to pay the extra amount.

6434. The question which I ask you is, is the boy obliged to go?—If he does not, I suppose the master to whom he had to go would complain to the tutor or refuse to take him.

6435. Supposing a parent to pay ten guineas a year to have his boy taught extra mathematics, is it enforced upon him. He has to go to one of the assistant mathematical masters three times a week. If he does not go would he be complained of?—That would rest with the assistant with whom he was reading. I cannot tell the practice of each. I should think perhaps it varies.

6436. You do not exactly know yourself, but you believe it rests with the assistant?—Yes. It is open to the assistant to complain to the boys' tutor or to the Head Master, and the matter would be taken up by either of them.

6437. When you say there are more oppidans who do well in mathematics than collegers, do you attribute that to the fact that there are more oppidans who are looking to the higher branches of the army, in which the mathematics are more wanted, than collegers?—I should not say so.

6438. (*Mr. Twisleton.*) Are there more in proportion to the numbers among the oppidans than there are among the collegers?—If you take them relatively the numbers there ought to be ten times as many.

6439. (*Mr. Vaughan.*) I asked the question in regard to the highest group, and I think you said that the oppidans and collegers were not equal in number, but that the oppidans predominated in the very highest division in group A?—Yes, I think they do.

6440. But in the whole of group A they are about equal in number?—Yes. I think if you look at the Eton list you will find in the first 80 boys there are about half collegers and half oppidans.

6441. (*Lord Lyttelton.*) What do they do in these extra mathematics. Do they learn more fully and carefully the ordinary school work, or something above the ordinary school work?—Sometimes they do one and sometimes the other. Sometimes it is that boys very incompetent take additional mathematical instruction because really they are not able to keep up to the rest, and sometimes it is that boys are reading quite above the others.

6442. (*Mr. Vaughan.*) Do you happen to know particularly at whose option it is that boys take the extra instruction in mathematics, whether it is their own or their parents' wish?—I suppose it is in consequence of correspondence between them and their parents.

6443. (*Sir S. Northcote.*) Do you think the boys propose it very often?—Sometimes they do.

6444. (*Mr. Thompson.*) I suppose the tutors would recommend it sometimes?—Yes, they do.

6445. (*Lord Lyttelton.*) It is simply at the request of the parents that it is done?—Certainly.

6446. (*Mr. Vaughan.*) I want to know whether, if the option lies with the boys, there might not possibly be a little apprehension on the part of the Master, that if a boy were kept too strictly to his work he would throw it up altogether, and whether he might not be a little tenderly treated for fear that he should so throw it up altogether?—That depends on the assistant: but it is a thought that I do not think occurs to masters or boys. The boys who go for private instruction feel that they need it, and so as a rule get the most they can out of their private tutors. The opposite case would be exceptional.

6447. (*Mr. Thompson.*) Do you anticipate that by degrees it will become compulsory, and that a boy instead of paying four guineas a year for mathematical instruction will really have to pay 14?—I do not think it is increasing.

6448. Looking at what has occurred in other parts of the school, do you not see any danger that that may be the case?—No, I do not, because it is three hours a week out of the boy's play time, and he is not disposed to give up his play time.

6449. Does not the same thing occur with reference to the tutors' private business?—Yes.

6450. You do not think it would be to the advantage of Eton and the mathematical education of the boys if the practice of reading extra mathematics became general?—I think it is better as it is.

6451. (*Mr. Vaughan.*) There is a confusion under which I still labour, owing to the question I asked you about the meaning of extra mathematics. I understood you to define the extra mathematics to be that part of the regular mathematics which is set for preparation out of school. Then I understood from the answer you gave to Lord Lyttelton that the extra mathematics also meant the mathematical instruction which is given as private business by the tutor and not as part of the school work?—I will explain. The confusion arises from the mathematical exercises being called by the boys "extra work." It is a word I do not acknowledge: but the boys say "my extra "work" instead of "my mathematical exercise."

6452. They mean it is work done out of school?—Yes; the exercise that we set at one school time to be brought at the next, is what they call "extra "work"; and when they learn privately they say they "have extra mathematics."

6453. (*Lord Lyttelton.*) That is what they pay 10 guineas a year for?—Yes.

6454. (*Sir S. Northcote.*) Suppose a boy has extra mathematics, and it is arranged that he is to go to his mathematical private tutor at nine o'clock three mornings in the week, and supposing his classical tutor wants him at that time to have his verses looked over, or for anything else, is he allowed practically to plead as an excuse that he is going to his mathematical tutor, or does the demand of the classical tutor on the boy's time and attention override that of the mathematical tutor?—I should think that the classical tutor would give him his verses at another time, and not interfere with the mathematical lesson.

6455. But, practically, is one considered regular school work, to which he must attend, and for a breach of attention to which he would be punished, while the other is not. In point of fact, if he did not go to his classical tutor when he is sent for he would be punished, would he not?—If the classical tutor had his private business at the same hour that the boy had arranged to go to the mathematical master for extra instruction in mathematics, he would make a fresh arrangement with the mathematical master and fix another hour with him.

6456. The mathematical master would have to give way?—Yes.

6457. The boy who missed attending on the classical master would subject himself to school punishment, would he not?—Yes; but I cannot imagine any boy arranging to go to the mathematical master at the same time that he has to go to his tutor. But if it so happened that a tutor wished to look over a pupil's exercise with him at a certain hour, and that hour happened to be the hour that he had agreed to go to the mathematical tutor, I think the tutor would forego his claim, and say to the boy, "You "may come for your exercise at another hour."

6458. But I want an answer to this question—Supposing the boy omits to go the classical master, that is a school offence, is it not, and would involve school punishment?—I do not think where his failing to go to the classical master was owing to his going to the mathematical master it would be so.

6459. Do you mean to say that if a boy omits to go to the tutor's private business, having no excuse, he would not be punished?—Certainly he would.

6460. Supposing he omits to go to the mathematical master, having no excuse, would he be punished in that case?—I think so.

6461. You cannot say exactly?—No; I think some masters would and some would not give the defaulter a punishment.

6462. When you say some masters would, you mean some mathematical masters would?—Yes.

6463. But they have no authority, have they, to set punishments?—Yes, they have just the same as the classical master. They may set a boy exactly the same punishment as the classical master sets.

6464. Supposing he did not do them?—He would be flogged. The complaints of a mathematical master are received in exactly the same way as the complaints of a classical master.

6465. Do you mean to say, that supposing a boy failed to go to the mathematical tutor for extra private business, and did not give any sufficiently good excuse to the mathematical tutor, he might set him to write out two or three propositions of Euclid?—Certainly.

6466. If he did not do that he would report him to the master, and the boy would in such a case be flogged?—Yes.

6467. Have you ever known a case in which that has been done, or anything analogous to it?—I have known a boy flogged for not going to the French master.

6468. And he would be flogged *à fortiori* for not going to the mathematical master, who stands on a higher footing than the French master?—Yes.

6469. It would be the same offence to miss the one as to miss the other?—Quite so.

6470. You are not yourself an Etonian, I believe?—No.

6471. Did you, when you first went there, labour under any disadvantage in dealing with the boys in consequence of your not being an Etonian?—No. I went there first of all as private tutor, and in the course of two or three years I got to know the boys, so that I was not quite fresh among them when I was appointed to take the first 30 boys as mathematical master; and when Mr. Hexter resigned, a larger number came into contact with me. It was not till 1851 that I was made a regular master, and by that time I may say that I thoroughly understood the boys.

6472. I think some of the mathematical assistants are not Eton men?—Six out of the eight.

6473. Do you find any difference with respect to their power of dealing with boys and governing them, in consequence of their not being Eton men?—Reflecting on the colleagues working with me now, I should be disposed to say that it does not matter; those who are not Eton men seem to do as well as those who are, as far as I know.

6474. From the very first?—No, I do not say that. I think it has been in the way of some of them that they were not Etonians.

6475. But were there not other causes in these cases, or was it entirely in consequence of their not being Etonians which operated to their disadvantage?—There may have been in one or two cases: but I can generally trace an ill-advised step, if taken by an assistant, to his not understanding the boys.

6476. But that is not a gift peculiar to Eton men, that of understanding the boys; they do not imbibe that necessarily with their education?—I think that a man who has never been at a public school does not manage boys so well as one who has.

6477. But still they do acquire the art?—They acquire it sometimes.

6478. Were you at a public school?—No, I was not.

6479. (*Lord Clarendon.*) You do not say that there is anything that militates against the possibility of an intelligent man, a mathematical master, coming to Eton, and possessing himself of the habits and usages of Eton in the course of a moderate time?—No; but at the same time, I think that an Etonian would do it much better. There can be no doubt whatever that an educated man, (taking the general run of educated men,) would adapt himself in time to his position, and be able to perform its duties satisfactorily.

6480. There is no extraordinary mystery in it, which can only be solved by an Eton man?—No; for at the present time, six out of eight of the assistants in the mathematical school are not Etonians.

6481. You would not have selected these six out of the eight, if you had believed that their not being Etonians would have been a serious objection to them?—It is not I that object or appoint.

6482. They are selected upon your recommendation?—Yes.

6483. You recommend them to the Provost?—No; I recommend them to the Head Master.

6484. And inasmuch as they have been appointed, it is plain that the Head Master does not consider it a very objectionable thing to appoint masters who have not been brought up at Eton?—No; I think if the Head Master had to decide between two equally eligible candidates, he would give the preference to the Eton man; but he would not give the preference to the Eton man if he thought he was an inferior man in point of qualification to the other.

6485. Do you happen to know if the same rule is observed in respect to the classical masters?—I think they are all Etonians—all the classical masters. There is a wider field to choose from in the case of the classical masters.

6486. In what way do the lower school come to you, Mr. Hawtrey, in groups?—No; the lower school come altogether. They come into the large theatre.

6487. They come together, but they do not always learn together?—Yes; the whole of the lower school come at one time.

6488. In the theatre?—Yes; in the theatre.

6489. (*Lord Lyttelton.*) All the 100 are in one class?—No; there are seven different masters.

6490. (*Lord Clarendon.*) They all come to you; but although they learn together, they have seven masters; that is to say, each master takes about 15, I suppose, or something of that sort?—Yes.

6491. Does not that cause a great interruption and inconvenience?—No; there are a great many groups, and each group is presided over by one of the masters. There is of course a certain degree of noise in consequence of the different masters and boys speaking at once, but it is not so much as to distract attention; each class, as you doubtless observed, is separated from the next by thick curtains.

6492. During that time do the boys in the lower school all do the same thing?—There are seven different classes according to their state of proficiency.

6493. They are in groups?—Yes; they are divided among seven assistants.

6494. The same principles are observed with respect to the provisions for teaching them different subjects according to their proficiency?—Yes, as in the upper school.

6495. They are taught arithmetic. You do not go further than that?—No.

6496. How far do you go in arithmetic?—The best of them have gone through vulgar fractions, but the want of a knowledge of vulgar fractions would not be a bar to a boy going up into the fourth form. If he was not able to do reduction and the compound rules that would be a bar.

6497. Besides that their writing is looked after?—Yes.

6498. Do they write regular copies?—Yes.

6499. And in addition to that they write from dictation?—Yes.

6500. The whole school are taught together during dictation?—No; the dictation takes place from 12 till 1, at which hour the class-rooms are unoccupied. For dictation I take the first division of the boys in the theatre, and dictate to them. Easier passages are dictated to the lesser boys, in one or other of the class-rooms.

6501. (*Mr. Thompson.*) Is there anything in your position of mathematical master which would make

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dictation more appropriate to you than to a classical master?—No; except that it is associated with writing.

6502. (*Lord Lyttelton.*) You conduct the writing lessons?—I am there superintending. I may mention here, that Dr. Okes used to superintend during the writing and arithmetic lessons; but when Mr. Hexter resigned, he suggested that I should take the superintendence, and from that time I have had the oversight of the writing and arithmetic of the lower school.

6503. (*Mr. Thompson.*) Do you think that the circumstance of a mathematical master being set to dictate and superintend writing, would have a tendency to degrade him in the eyes of the boys?—No; not in the least.

6504. Not on the terms on which you are?—Not in the slightest degree.

6505. Do you not think that the classical masters ought to attend to the dictation, and a professed writing master to the writing?—This kind of thing grew up thus: Dr. Okes used to sit in the lower school, and the writing master taught there. When I succeeded to Mr. Hexter's position, he suggested that I should take the oversight that he had been accustomed to take, and so I am in the room while the writing lesson goes on. There are two or three writing masters who go walking about among the boys and teaching them. Mr. Carter, some time ago, found that some of the boys spelt very badly, and he thought it would be a good thing to have a bit of English dictated to them to write at times instead of a copy. He did not ask me to do it, but having a clear voice, and liking the boys, and wishing them to feel it was important, I undertook it myself.

6506. I can perfectly understand that, but your successor might not like to do it so well, and certainly would not like to be forced to do it?—No; nor would he be forced to do it. It is not in the least obligatory; it is entirely of my own choice that I do it.

6507. (*Sir S. Northcote.*) Your work is very much a labour of love, is it not, with the lower school?—It is.

6508. (*Lord Lyttelton.*) What time in the day do the boys in the lower school come to the mathematical work?—On Tuesdays, Thursdays, and Saturdays they come from a quarter to 11 till 12 o'clock for arithmetic; on Mondays, Wednesdays, and Fridays from 12 till 1 for writing.

6509. Do they come pretty fresh?—Yes; there is a wonderful elasticity in boys, and although they have much to do in one place, yet when they come to another, and begin a fresh lesson, they are all alive again.

6510. In the winter I do not see that they have any play at all. Can you point out where they have?—That I do not know anything about.

6511. What we know is, that every boy in the upper school looks to 12 o'clock for his play time, whereas the boys in the lower school go to their writing at 12 o'clock. Is not that hard upon them?—They have from 1 to 3, though they sometimes go from me to their tutor. There is great elasticity among them; they are kept occupied a good deal, but still their brains are not over-worked, I think.

6512. The fact is they get no play?—Not much, except running about in the school-yard, and from one place to another.

6513. (*Mr. Vaughan.*) Are they so pressed as to be obliged to run that way?—Not quite.

6514. Do you think it might be the case that if they had less to do they would give more attention to what they were doing?—I do not know.

6515. (*Lord Clarendon.*) Have the lower school boys anything to prepare?—Not in arithmetic.

6516. All the work they do is in the school?—Yes, it is. The arithmetic lesson used to be an hour long, but I asked for an hour and a quarter on account of their not having anything to prepare.

6517. (*Mr. Twisleton.*) Are the boys taught mental arithmetic?—No, not professedly.

6518. But they are taught occasionally?—Not to bring out results by the professed rules of mental arithmetic; we do not attach any importance to it.

6519. Have you ever been at the schools of the British and Foreign Society and the National Society, and heard the boys examined?—Yes.

6520. You have heard them asked questions in mental arithmetic?—Yes.

6521. Can the boys in the lower school answer questions in mental arithmetic as well as the boys do in the British and Foreign Society's schools?—No.

6522. Are the boys in the lower school older or younger than the boys whom you have heard answer questions in mental arithmetic in the British and Foreign Society's schools and the National Society's schools?—They are about the same age.

6523. In respect to the knowledge of arithmetic required in the upper division of the lower school what is the age at which a boy of average ability who is properly taught should be able to answer questions such as these?—To answer what?

6524. Should be able to say his arithmetical lessons through?—I do not quite catch what you mean.

6525. At what age ought a boy to be able to know thoroughly the first four rules of arithmetic?—We say that they should not go into the lower Greek until they know them.

6526. What is the age at which a boy should know them?—The average age of boys going into the lower Greek is 10 or 11 years.

6527. You think that a boy 10 years of age should know the first four rules of arithmetic thoroughly?—Should know how to do the sums thoroughly?

6528. What is the age at which it would be reasonable to require boys to know the first four rules of arithmetic?—An average boy?

6529. Yes?—I should say between 11 and 12 years; but it is a difficult question to answer, for this reason, that it depends so much upon home teaching. Some of the boys come at 10 or 11, and even 12 and 13, who really know nothing; but some have been taught very well indeed before coming to Eton.

(*Lord Lyttelton.*) Take them in favourable circumstances.

6530. (*Mr. Twisleton.*) Take them as having been properly taught at home. You think they ought to know the first four rules of arithmetic at the age of 11?—Yes.

6531. Are you aware of the ages of the boys in the upper division of the lower school; that is to say, how many are there above 13 years of age?—I do not know at all.

6532. According to the returns we have here it would appear there are 28 boys in the upper division of the lower school, and 24 of them are above 13 years of age. Should you not say, in reference to your previous answer, that 24 boys out of the 28 are in a lower state and have a lower amount of knowledge of arithmetic than can be fairly said of the average class of boys whom you have seen examined in the British and Foreign Society's schools and the National Society's schools?—By no means. The boys now alluded to are in the *upper* division of the lower school, and are very much in advance of the first four rules of arithmetic; what I said was, that boys are not allowed to go into lower Greek (that is, the *second* division of the lower school) till they know the first four rules.

6533. How far do they go?—Some of them are doing fractions. But we make them do a great many examples in reduction and the compound rules, so as to give them quickness and readiness. There are an amazing number (some two thousand) useful and instructive examples in the two first parts of Colenso's elementary arithmetic; we take them backwards and forwards through these, to make them familiar with all the rules, and quick and correct in calculating.

6534. How many should you think there are who know the first four rules of arithmetic properly?—Nearly three-fourths of them, I think.

6535. What is the minimum amount of arithmetical instruction they require before they can get into

the upper school?—They must be able to do compound rules of money, weights and measures, and reduction.

6536. (*Mr. Thompson.*) With respect to the theory of arithmetic, when do you begin to teach the theory of numbers in its simplest form?—Do you mean the reasons of the rules?

6537. Yes?—Always from the first.

6538. With respect to a boy who could multiply two numbers should you say that he would be able to explain in an intelligible manner what was meant by multiplication?—I should doubt whether every one of them would be able to do that.

6539. They would be taught it, and the more intelligent among them would be able to do so, I presume?—Yes.

6540. Would they be able to understand the theory of the rule of three before they get into algebra?—No boy can tell why the "rule of three" brings out the right answer till he has read the theory of proportion. But in the earlier stages of arithmetic we treat questions, commonly solved by the rule of three, by the method recommended by Mr. Moseley, and suggested by Colenso, viz., to find the value of *one*, and multiply this by the specified number of articles.

6541. That is the principle adopted in the National schools?—Yes, in many of them.

6542. (*Mr. Thompson.*) Adverting to the questions already proposed, do you think that practically mental arithmetic is very useful?—I should not think so.

6543. You do not think that a banker's clerk, for instance, would practise it if he were able to do so?—I think that rapidity of calculation is rather acquired by practice in the old and legitimate rules than by the expeditious and accidentally applicable rules of mental arithmetic. Rules of this kind are given to boys to make them bring out results mentally with astonishing rapidity; but I do not think that practically in after-life they ever have recourse to them.

6544. (*Mr. Vaughan.*) You think it becomes a mere matter of dexterity?—Yes; something, perhaps, between dexterity and trickery.

6545. (*Mr. Thompson.*) Do you think the practice of mental arithmetic is encouraged very much by men of business?—I do not. I have often asked shopmen to show me how they made their rapid computations behind the counter, and have always found it was by the straightforward processes of arithmetic, generally by the method of "practice."

6546. (*Lord Clarendon.*) With reference to the second section, and to the payments of four guineas, which forms the mathematical fund, is that applicable only to the boys in the upper school, or do the lower school boys pay four guineas also?—The lower school boys pay four guineas too. The payment by the lower school is not put into the mathematical fund, which is divided amongst myself and seven colleagues, who teach the upper school. The four guineas a year which the lower school pay is divided between myself and the teachers of the lower school, who are different persons altogether from the graduates who teach the upper school.

6547. The four guineas a year which is paid by the lower school is divided amongst the assistant masters in the lower school?—Yes.

6548. (*Lord Lyttelton.*) Who are those other persons. You have seven assistants, but now you enumerate some other persons amongst whom these payments are divided?—Yes.

6549. Who are they?—They are teachers of arithmetic for the lower school.

6550. (*Lord Clarendon.*) Are they confined to the lower school?—Confined to the lower school.

6551. (*Lord Lyttelton.*) How many are there?—Seven.

6552. Are there seven teachers of arithmetic besides seven mathematical assistants?—Yes.

6553. (*Lord Clarendon.*) What proportion of these fees goes to you?—One guinea for each boy comes to me, and three guineas are divided amongst the teachers.

6554. Is the sum with respect to the upper school, the same as it is with respect to the lower?—No; I have a larger proportion of the upper.

6555. What is your proportion for the upper?—Eleven-twentieths.

6556. Where do you state that. It comes to you still, does it?—In my written answers. Yes.

6557. You have no boarders?—No. I have no house of boys.

6558. Then your income is derived entirely from these fees?—Yes.

6559. With respect to your assistant masters, they have private pupils?—Yes; and they have boys boarding in their houses.

6560. (*Lord Lyttelton.*) Not all of them?—No; the junior ones have not.

6561. (*Lord Clarendon.*) Do you expect that as the dames' houses fall vacant the mathematical masters will have them?—I hope so.

6562. There is some little competition for them. You are not altogether secure, are you?—Not altogether secure of the assistants having them.

6563. But there is some sort of promise that when the dames' houses become vacant they will fall to the mathematical masters. Is there not something like a promise?—I understood so.

6564. Although that has been alluded to before by Mr. Johnson, I wish you to tell us a little more about the status of the mathematical master and his assistants in the school. There is no doubt that it has been improved of late years, has it not?—Yes.

6565. The social status is no longer so inferior a one as it used to be?—No.

6566. Do you not consider that the inferior status of the mathematical master in the school has been prejudicial to the study of mathematics. What I mean is, do you not think that a notion was entertained by the boys that the superior authorities at Eton did not attach so much importance to mathematics, or otherwise they would have been taught by persons who were entitled to the same amount of respect from them as the classical masters?—I think it did act prejudically in that way.

6567. Was it in consequence of that notion having been discouraged or repudiated by the school authorities, that some improvement in their status was introduced?—Yes.

6568. Up to a very recent date no mathematical master was allowed, however high his degree, or however distinguished he might be in mathematics or physical science, to wear his gown in chapel. Was not that so?—Yes.

6569. Do you consider that that was a decided mark of inferiority put upon him?—It was, certainly.

6570. Can you account at all for what was the origin of that practice,—how it was established or continued,—because I should think that as soon as the authorities at Eton had determined that mathematics should be a part of the regular curriculum of the school, they would have desired that it should be taught with all the effect that other branches of education were, and imparted by masters entitled to the same authority and respect as the classical masters?—Ancient institutions like Eton move slowly. There is a certain prejudice in favour of existing arrangements, or rather, I may say, a slow motion, which is a bar to rapid changes. Alterations are brought about gradually. First I was appointed to a position between that of an "extra master" and an "assistant master." In time I became surrounded by a band of assistants. Then I was made a regular assistant, and wore a gown, and my assistants became the Head Master's assistants. In process of time they too wore gowns, first in school, afterwards in chapel. The not wearing gowns was not a "practice established," it was rather a usage continued, and the question for decision was when it was to cease.

6571. That is to say, that it should be indefinitely postponed?—Things are moving on steadily, if slowly, that is all I can say.

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6572. Is it not the fact, that the boys do not cap the mathematical masters, and is there not an inference to be drawn from that, as a matter of fact, either one way or the other?—I should have thought that if one of the assistants noticed that he was not capped by a boy, he would have asked him why he did not do so.

6573. That is not an answer to the question, which is, have the mathematical masters been capped or not by the boys?—Yes. I do not know that I ever observed that a boy did not cap them.

6574. You have always been capped yourself?—Yes.

6575. From the time you first went there as a mathematical master?—I think so, but that is a long time ago.

6576. Do you make any distinction between yourself and the assistant classical masters?—Since 1851 my standing has been the same as that of the classical assistants.

6577. (*Lord Lyttelton.*) That has been your particular case only?—Yes.

6578. You have been formally raised to the same status, have you not?—Yes.

6579. Your assistant mathematical masters are not in the same position?—No; but in the tokens of respect they pay, the boys make no difference between them and me. I do not recollect ever following them down Keate's Lane, without the boys touching their hats to them, as they passed down.

6580. (*Mr. Thompson.*) Do they cap the French master?—I think not, unless they are his own pupils.

6581. Would they cap a dame if that dame happened to be walking down the lane?—Not, I think, unless they boarded in their house. There may be exceptions, for instance, I think that Mr. Evans would never walk up that lane without being capped by the boys.

6582. By all the boys?—I cannot say; perhaps not. May I be allowed, however, to add, that capping is a matter which I do not much notice or think about, and therefore my testimony on the subject is not worth much.

6583. Referring to the case of the comparative neglect of mathematics at Eton, it was neglected there longer than it was at any school, I think; was it not. Mathematics at our public schools have been more or less deficient; but would you not say that the deficiency has existed for a longer period at Eton than at any other school?—I am not aware. We do not know very well what goes on at other schools, and I am not able to say.

6584. The governing body, generally speaking, have had their education at King's College?—Yes.

6585. Would not that assist in explaining their indifference towards mathematics?—Very likely.

6586. Did you ever know any Fellow of King's College at Cambridge evince any interest in mathematics?—Not before mathematics were a part of the school business.

6587. I mean until the recent changes?—No.

6588. When I asked that question I was seeking the historical cause of the neglect of mathematics at Eton?—I think the historical cause may be ascribed to the little interest naturally felt by the Fellows of King's for a study they had not pursued at Eton, and which their peculiar privilege at Cambridge exempted them from pursuing there. These afterwards became the governing body at Eton.

6589. In point of fact, they were profoundly ignorant of them?—Yes, formerly.

6590. And proportionately indifferent?—I suppose so.

6591. (*Lord Clarendon.*) Will you have the goodness to pass to page 126, in which you say there are opportunities for boys to be initiated,—it is not more than that,—into physical science. I think you go rather further than anybody else has done as to the progress so made by the boys in physical science, or the interest which has been exhibited by them in that respect. What has been the result of your own observation that has led to this, because we understand that physical science is not in reality taught at Eton. But this passage in your evidence gives the notion that it is attended to, and with some success?—I think it is, with some little success. During the two winter school-times we have lecturers,—some of them, Professors Tyndall, O'Brien, Baden Powell, Dr. Noad, Mr. Pepper, &c., are mentioned here. They have come and given lectures to the boys, principally experimental lectures, and they have been listened to with attention. These lectures have led to the hunting up of a great deal of knowledge upon different matters. Questions are given on the subject of these lectures, and perhaps from 10 to 20 boys will give in answers to the questions.

6592. Supposing a lecturer has announced his intention, by due notice, of giving a lecture at Eton, something in this way:—Professor so and so will give a lecture on such a subject. About how many boys do you think will attend?—The lectures are given regularly on the Thursdays during the school-time.

6593. It is a regular thing, is it?—Yes, every Thursday; latterly after four for the younger boys, and after six for the elder boys.

6594. Are the lectures in some branch of physical science?—Yes.

6595. And some experienced and eminent professor is engaged to come from London, I suppose, to give the lecture?—Yes.

6596. Is it known in the school what the lectures are to be, and by whom they are to be given?—Yes.

6597. Is it voluntary on the part of the boys to attend them?—Yes.

6598. How many boys do attend, in point of fact?—I should think about 100.

6599. Of the upper school?—Yes.

6600. Are the lectures held in your theatre?—Yes.

6601. You said that papers are given out. Who are they given by?—By the lecturer. He gives out eight or ten questions on the subject of his lecture. These are given to the boys, and the next time he comes those who have done them show up their answers to the questions set the week before.

6602. Brought before he delivers the lecture?—He does not look over them at the time; they are merely handed to him. When the course of lectures is over he announces who has answered the best. I have sent a few of the best answers here. (*The MS. books containing the exercises of the boys on the lectures were here handed to the Commissioners.*)

6603. (*Mr. Twisleton.*) There are two weekly lectures in the school, are there not?—Yes. The lower boys come from four to five, and the upper from seven to eight.

6604. (*Lord Clarendon.*) You think there is an interest manifested in these lectures?—Yes, I think there is an increasing interest.

6605. A growing interest?—A growing interest. I think that the boys pick up a good deal of information at them. They talk of them and read books on the same subject as the lectures afterwards. From the conversation which the boys have together, from the exercises on the lectures which some of them do, from their recollection of the experiments, and from their getting up the details of the experiments which they have seen performed, and giving a written account of them, I have no hesitation in saying that the institution of these lectures has been beneficial.

6606. Who selects the lectures?—I do.

6607. It is not considered part of the general school arrangement, I suppose?—No. I submit the name of the lecturer and the subject of the lectures to the Head Master, and he gives permission for the course to be given, if he approves.

6608. What is it that the boys pay for these lectures, three shillings?—Two shillings a lecture for the course, three shillings for a single lecture.

6609. They are given as a course?—Yes.

6610. (*Lord Lyttelton.*) That is the way in which the lecturers are paid?—Yes, and the incidental expenses.

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6611. (*Mr. Vaughan.*) Who arranges what are to be the subjects on which the lectures are to be delivered?—I arrange that myself with the lecturers, and submit it to the Head Master.

6612. Do you keep in your eye any systematic course of lectures when you settle the syllabus for a particular school-time. Do you keep in mind what lectures have been given before, and what are intended to be given afterwards, so as to make them into a regular course?—I will not say more than this, that if we had a series of lectures, for instance, upon electricity lately, we should not have that series again till some time had elapsed.

6613. You manage in that way, so that the subjects do not recur too often?—Just so.

6614. So that boys who attend the lectures throughout a course of two or three years, would go through a complete course of instruction in physical science; is it done in that way?—Pretty well.

6615. Do you happen to know whether the class which attends it is a very shifting class, or whether the boys are noticed to go through a pretty long course of such lectures?—I think it is the habit of the same boys to attend one course after another.

6616. Do you think the result is that a boy high in the school will have heard most of the lecturers who have come there since he has been at school?—Yes, I think so.

6617. What is the object held in view in the nomination of so many different lecturers. Is it that each person may lecture upon those subjects with which he is best acquainted?—These lectures, of which notices are given in the books placed before the Commission, extend over a series of years—I think from 1849—and several of the lecturers mentioned here are dead.

6618. It is entirely optional, both with respect to the attendance at the lectures and as to whether the boys answer the questions, I suppose?—Yes.

6619. I observe the name affixed to this exercise is "Newry," did he gain a prize?—Yes; that is Lord Newry.

6620. Are all that think fit to answer the questions considered to be candidates for prizes?—Yes.

6621. You say there that perhaps 20 boys will give in papers. Is that the average?—The average is below that; the number varies with different lectures, according to the popularity of the lecturer and of the subject.

6622. Is it expected that these boys who answer questions on paper will refer to books, or are they supposed to reproduce the lecture?—There are questions given at the end of each lecture, and the boys are allowed to have books and to get all the information they can on the subject. Then at the end of the whole course a paper of questions is sometimes set to be answered in the room without referring to books.

6623. Do you consider that the answers given in this extemporary fashion are at all equal to the answers that are written?—They are not elaborated in the way they are in these books.

6624. But is the substance of the lectures given in them?—Yes, there are boys that can do it.

6625. Have you ever heard of boys speaking of the interest they have taken in these lectures?—Often.

6626. Do you think the popularity of the lecture is owing to the pleasure which the boys have in seeing the experiments, or the desire to make themselves acquainted with the subject and the interest they feel in it?—It is of a mixed character. They like the experiments, and no doubt feel a pleasure in seeing them. But when a well chosen experiment follows up and illustrates a principle which has been clearly explained, there is no mistaking the lively satisfaction of the audience.

6627. Do you think that these lectures have ever at all determined a boy to any particular course of study; that they have led him to feel an interest in this particular subject beyond others?—I may here mention a case which I particularly noticed of a boy whose mind seemed to have been drawn out by these lectures. He took a very lively interest in them and used great effort to make himself master of the facts that were illustrated. Before this period he seemed to have great difficulty in mastering Euclid, but there was a marked alteration afterwards; subsequently he got an appointment in the ordnance corps by competitive examination.

6628. You say that he was very inferior in mathematics?—Yes; but he improved much afterwards.

6629. Was he inferior in classics?—I have no reason to think so; but I am safe in saying that the scientific part of the examination contributed not a little to his success. He has since become distinguished for his knowledge in chemistry.

6630. Supposing that this study were incorporated into the school curriculum a little more completely than it is at present do you think it might be made the means of bringing out a boy who really did not exercise his mind either with respect to mathematics or classics?—I really think it might in very many cases.

6631. (*Mr. Twisleton.*) Can you give us a list of the subjects on which these lectures have taken place?—I think I could by referring to past lists.*

6632. Have you ever heard from the lecturers themselves in what way the boys answered these questions in regard to oral examinations? You alluded to examinations where they do not refer to books?—Yes; they have spoken highly of some of the answers.

6633. Does that examination always take place?—Not always.

6634. Have you ever heard them say they should like to see the lectures embodied into the regular school teaching?—No; I have never entered into conversation with the boys on that particular point. I do not think the idea would occur to them.

6635. Do you think that the interest which boys take in these lectures would be increased if the knowledge of them told on the places of boys in the school?—Do you mean to ask me whether I think they should be obligatory and part of the school business?

6636. No, but what would be the effect if it should produce the same results with respect to a boy's promotion in the school or the distinction which he would gain, as the knowledge of French does at the present time?—I cannot say what additional effect that might have; the boys already take an interest in the scientific lectures. They find out when the lectures are about to be given, and come to them.

6637. Do you not think it would be natural, that in addition to the interest they take in the subject, if there were some advantage in school promotion it would add to their desire to attend?—I cannot exactly see what advantage they could have over what they have at present. They have the advantage of gaining prizes, but they cannot be promoted in the school through the knowledge of these subjects, because that promotion takes place in consequence of a certain definite knowledge of classics and mathematics.

6638. Also partly by their proficiency in French. You are aware that their French will assist them?—Yes, that is true. I did not think of that.

6639. Do you not think that if the same advantage were given in any degree to proficiency in physical science it would very much increase the zeal and

* The following list was subsequently furnished by the witness:—

"I find that during the last 14 years there have been courses of lectures on the following subjects:—Natural Philosophy; Popular Astronomy; Mechanical Philosophy; the Forces of Attraction; Light; Heat; Frictional and Voltaic Electricity; Chemistry (at various times and in its various branches and applications), organic and inorganic; Chemistry of Gases, and of Metals; Chemistry of Common Things; Water in its three conditions of Ice, Water, and Steam; the Chemical and Physical Properties of the Atmosphere; Application of Scientific Discoveries to the Useful Arts and Manufactures; on Coal and Coal Mines, the Manufacture of Iron, &c. Also remarkable discoveries or processes which have from time to time attracted attention have been illustrated and explained by lectures, such as the Electric Telegraph; Photography; Electro-plating; the Construction of the Westminster Clock; the Bessemer Process for making Steel; Rifling Cannons, and the Science of the Armstrong and Whitworth Guns; the Method of producing brilliant Colours from Coal Tar; Professor Bunsen and Kirchhoff's Analysis of the Spectrum, &c.

"The following courses have also been given:—

"Comparative Anatomy and Geology; Physical Geography, including the theory of the Winds, Rain, and Climate; Modern History; Ancient and Modern Assyria; China and Japan from Personal Observation."

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assiduity of the boys with reference to their attendance upon these lectures?—Yes, I think it is reasonable to suppose that it would.

6640. (*Sir S. Northcote.*) You have shown us some of the answers given by some of the boys to questions. Are these at all fair specimens of the generality of the answers?—I have shown you quite the best answers that have been shown up.

6641. (*Mr. Vaughan.*) How many boys did you invite to send in the answers in this way, do you remember?—I think about five or six. These are the answers of the boys that I wrote to and asked if they had their papers by them, telling them that if they would send them to me, I would be responsible for and return them.

6642. Did you write to those that you thought would be most likely to have paid the best attention to such matters?—Yes. I have the best of them, I think.

6643. (*Mr. Thompson.*) Who copied these?—The boys themselves.

6644. Are these answers that are now given from notes taken at the time of the lectures, assisted by a subsequent reference to books?—Yes.

6645. (*Mr. Twisleton.*) They are permitted to copy from books?—Yes.

6646. (*Lord Clarendon.*) The next subject, Mr. Hawtrey, on which we wish to ask you for further information begins at the bottom of page 127; namely, your views with respect to learning music, which are much more strongly expressed than the views of any other gentleman who has given us information on the subject. It is a point on which we should like to hear something more. I, for one, go very far with you on this question of music. We gather from you that you have made a continuous but unsuccessful effort to indoctrinate others and especially the lower masters with your views?—Yes.

6647. Up to this time you have not been very successful. But should you say you have in some degree succeeded in making music a regular study, of course you would not say a compulsory study. I suppose we can scarcely say that it is a regular study?—Latterly two of the masters, Mr. Snow and Mr. Cornish, have established classes of boys to whom they teach music. They do not confine themselves to their own pupils, but teach any boys who may like to join the class.

6648. And how many, about, do you suppose did join?—I should say about 12 or 14 in each class.

6649. Is that because these two gentlemen are musical?—Because they are musical themselves.

6650. Is it for the gratification then of their own musical taste that they would wish to prosecute the study of music; is it for the indulgence of their own taste, or do they look on it as you do as recognizing an intellectual benefit that would result from the learning of music?—I have not asked them that question; whether the question of its being an intellectual benefit has occurred to them I do not know. That it is an intellectual benefit to the boys there can be no doubt.

6651. In what way do you consider it an intellectual benefit?—I believe that learning to read music on Hullah's system concentrates the attention for three or four minutes more than any other kind of lesson. There is a parochial school at Windsor in which I take a deep interest, and I judge from that school. The children are very well taught in music, and I have seen the eyes of little boys eight or nine years old fixed on a tablet with a degree of intense earnestness which cannot be created by any other kind of lesson.

6652. You consider it a sort of mind training?—It is undoubtedly a mind training as well as an acquisition of music. I have no doubt of it. Then, when they have acquired the power of reading music, and sit down to one of Handel's or Mendelssohn's choruses, the concentrated attention, precision, and self-reliance with which they go through their parts shows clearly that the process of acquiring the power of singing at sight has been an admirable mental discipline. I have looked into their countenances, full of animation and intelligence, as they sung, and have felt convinced that the power they had gained was not only a moral benefit to them, but a highly intellectual acquisition also. I speak with very great confidence upon this point, because I speak now after 18 years' experience.

6653. And after 18 years' experience, notwithstanding you have endeavoured to impress your views on different lower masters, you have not been able to obtain support for anything like a musical training?—No; we mustered in 1843 a very large class under Mr. Hullah. It was just at the time that he was beginning his system, but after we had formed that large class it was broken up, partly from accidental circumstances.

6654. Was that the appearance of scarlatina in the school?—Yes; and then in the summer time, when Mr. Hullah came down on one occasion, it being the day of the annual cricket match between the collegers and oppidans, there was but a single boy in the class.

6655. (*Mr. Twisleton.*) Was he discouraged by that?—Very much indeed.

6656. (*Lord Clarendon.*) I think he ought to have allowed for that?—Allow me to say, that the number of boys in the class in the summer time had dwindled down very much before that. That was the grand climax.

6657. Is it well looked on now in the school, that is to say, do the boys take the same view of it that you do, and think it manly to learn music?—I think that many boys would be very glad to learn.

6658. And there would be no laughing at them by the rest of the boys?—Not the least.

6659. You say you have addressed yourself to the lower master on the subject, and endeavoured to make him take the same views that you entertain. Have you ever addressed yourself to the Provost, the Head Master, or the higher authorities generally?—When the first attempt broke down Mr. Hullah said he would never come to the school to teach again unless it was made obligatory. There was so much laborious effort required in learning the intervals that many of the pupils fell off. The reason I alluded to the lower master was because the lower school come all together to the mathematical school for their arithmetical lessons, and having them all there, I wished them to have, say half an hour of ciphering, and then an interval of half an hour of singing, then another half hour of ciphering. In that way I thought the experiment of learning music might be effectually made, and that was my reason for alluding to the lower master.

6660. You have an hour now?—I have an hour and a quarter. I wanted an hour and a half, so as to have, as I say, an interval in the lesson to give to singing.

6661. Do you think it would not be worth while to attempt it even with an hour and a quarter?—Yes; but I could not do it without the lower master's permission.

6662. The lower master will not allow you to break in on that hour and a quarter?—I did not get leave when I asked, but I will ask him again.

6663. You say that boys frequently meet in the mathematical school in the winter evenings to be present at the performance of music. Who are the performers on the occasions to which you allude?—They are the scholars of the school of which I speak, the parochial school at Windsor, in which I take an interest. They learn music very well, and sing extremely well. The masters of the school and the old and present scholars form a little body, and they have given these performances, to which I invite the Eton boys.

6664. Do many of the boys come?—Yes; it is a very great treat, and they like it very much.

6665. Do the boys come there from your invitation?—Yes, by my invitation. I invite as many as ever the room will hold.

6666. (*Sir S. Northcote.*) Have not the boys recently set up a musical society of their own?—They have.

6667. What are the principles of that society. What are its rules. Do you know?—I do not. I think they pay 5*s.* a school time, and they have an opportunity of practising on instruments. I think they have a master, Dr. Marshall, who comes to teach them. They have a room of their own, in which they meet. I do not know anything more than that.

6668. That is entirely voluntary?—Yes; it is a society which is formed amongst the boys themselves.

6669. Do the masters know nothing about it?—The masters have subscribed to it, and encourage it.

6670. That is a society for the purpose of giving real instruction in music?—Yes.

6671. (*Mr. Vaughan.*) In speaking of the intellectual advantages arising from the study of music, had you in your mind the advantages of the study as a theory?—Certainly, that is a very admirable thing; but I had not that in my mind. I was thinking of the advantage of teaching young boys to read music in time and take intervals correctly.

6672. (*Mr. Thompson.*) It is highly mathematical, is it not?—I do not quite understand the question.

6673. (*Mr. Vaughan.*) I wish to know whether you consider that the learning of music, that is, the theory of music, is a highly intellectual study through its connexion with your branch of science, mathematics?—It is a highly intellectual study, no doubt; but I do not think that it has anything to do with mathematics.

6674. Would you wish to learn music as illustrated by instruments as well as by the voice?—I have not thought of that.

6675. Has it ever occurred to you whether the cultivation of music, especially through stringed instruments, might be combined in such a way, with the teaching of mathematics as that the two studies might proceed together and illustrate each other, or can you give in any opinion upon that point?—No; I should not have thought so. I do not myself see the connexion.

6676. You are aware, perhaps, that Pythagoras was well versed in the theory of music in addition to being a great mathematician. He is reported to have discovered where the octave of the open note lies on a musical string?—I was not aware of that.

6677. Were they not, in ancient times, studied very much together, music and mathematics?—I understood and have often urged that music and mathematics were classed together by the Greeks as constituent elements of a liberal education.

6678. (*Lord Clarendon.*) Is there anything else that you would wish to suggest to us?—I do not know whether it would be deemed obtrusive if I were to make an observation.

6679. No, not at all; we should be much obliged to you, if you would?—You have referred once or twice to my experience in respect to music in regard to the school I have mentioned. I may state that some 18 years ago I became very much interested in the education of the lower orders. In walking about the playing fields at Eton, and observing the happiness of the boys, I thought to myself "why should not the "methods that are pursued with these boys with "good effect, both intellectually and morally, be "applied to the lower orders." That was the origin of my attempt to adapt the principles of Eton, both intellectually and morally, to the lower classes in Windsor. I formed the school, and have kept it up now for the last 16 or 18 years; and what I particularly wish to bring before the notice of the Commission is this, that I find I can produce, and do produce (to use a commercial phrase), a better article, one that fetches a higher price in the labour market by this training, than I think is produced by any other.

6680. How have you applied what you call the intellectual and moral system of Eton to the lower classes in Windsor?—First of all, as soon as they have gained the rudiments of knowledge, instead of burdening their memories with a knowledge of facts, I work their brains by teaching them grammar and mathematics by means of the Latin grammar and Euclid. I also treat them with a great deal of frankness and cordiality, in the same manner that we treat the boys at Eton, encourage manly sports, &c., and the success has been very singularly marked. I find uniformly that the application to the boys of the working classes of those principles I have seen in operation in Eton has produced the happiest result. I thought I ought to mention these facts to you, in order that you might be in a position to ask me any questions upon them; so that when hereafter I state these results publicly, and they come to your knowledge, you might not say, "We think Mr. Hawtrey "ought to have mentioned these facts to us."

6681. These boys in the first place are the children of the labouring classes, are they not?—Yes.

6682. At what age do they come to the school?—At the age of from eight to ten years.

6683. And how long do they remain?—Until they are 14 or 15, when they leave to go to their respective trades.

6684. The great difficulty that has hitherto been found with respect to all scholars of that kind is that it is impossible to get the boy to remain after he is 10 years of age?—That may be so in some instances, but in this case they take such interest in the school that they do remain.

6685. It is not that the boys will not remain themselves, but that the parents cannot afford to be without the assistance of the boys?—It is mainly the sons of the better class of mechanics that we teach in this school.

6686. Do we understand that you teach these children mathematics and the Latin grammar?—Yes.

6687. With what object do you teach them the Latin grammar. Is it to qualify them for situations in a position in life above that in which they have been born?—No; the object is to improve their intellectual faculties, in order that they may apply greater intelligence to the ordinary duties of life.

6688. Do you find that it is successful in that respect?—I find that the study of grammar, and through it of the structure of language, does it in a wonderful way.

6689. You think that the study of the Latin grammar, such as you can place in their hands, which, I suppose, is the Eton grammar, has that effect?—I do; but it is not the Eton Latin grammar that we use; we do not rise to that. It is Cassell's Latin grammar. We can only afford eightpenny books. I confess that I teach them Latin, because I find the best way and the quickest way to teach them grammar, is to give them a second language to compare their own with. I can teach boys grammar quicker by initiating them into a new language than I can teach it in their own language.

6690. Do the parents like the system you have adopted?—Yes, very much indeed.

6691. What do these boys pay?—From 4*d.* to 6*d.*, and the older ones pay 9*d.* a week.

6692. (*Mr. Thompson.*) It seems to be a model school?—I assure you they are boys whose parents—widows and others in very poor circumstances—make a very great struggle in order to send their children there.

6693. (*Mr. Vaughan.*) Besides the advantage of having a second language to teach grammar, do you not think that the peculiar character of the classical languages is better adapted to teaching grammar generally, even as applicable to one's own tongue, than English is?—Yes.

6694. (*Mr. Thompson.*) Do you get any further than the Latin grammar?—A little. This is the school I have mentioned, in which they have made such progress in singing. The combined effect of grammar, Euclid, music, and sympathy is admirable.

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6695. Now, on the whole, comparing what you have an opportunity of doing with the lower school at Eton and at this particular school you have mentioned, which do you say is the most advanced?—I cannot draw any comparison at all between them.

6696. I daresay you have often compared them in your own mind?—I should say that they are as good arithmeticians as these boys, in the lower school at Eton.

6697. The boys in the lower school at Eton are as good?—I should say that the lower school at Eton comes up to them. I think it does, but I can make some further inquiry. [*Added subsequently.*—I have made inquiries of the masters of the school (who also teach arithmetic to the lower school), and learn that the boys are in advance of the lower school in arithmetic, but not more so than might be accounted for by the additional time which they devote to it.]

6698. (*Mr. Twisleton.*) What is the age of the older boys in the school you have mentioned?—14 or 15.

6699. (*Lord Clarendon.*) What is the age of the boys in the lower school. Do you get boys of 14 or 15 in the lower school?—Sometimes; but the two sets of boys are of an entirely opposite stamp. The boys of 14 and 15 in the school of which I speak are the very best boys in it, whose parents are often making great sacrifices to keep them at the school, on account of the progress they are making; whereas the boys of the same age in the lower school are often a positive burden to the school, being mostly backward, idle, or dull boys, who come to Eton with the intention of being put into the fourth form in the upper school, but are not found competent.

6700. (*Mr. Twisleton.*) It results, I think, from the returns that 24 out of the 28 boys in the first division of the lower school are of an age at which they ought to be in the upper school?—It has been so stated.

6701. (*Lord Clarendon.*) I believe that you have boys of from 10 to 12 years of age in the lower school?—Yes. I may mention that I have published several little tracts about this school, and I am printing one for private circulation. I should be glad to be allowed to submit copies to the members of the Commission. They will see some observations I have made there with respect to what I consider the essential principles of Eton training, and the way in which I have adapted them to boys belonging to the lower classes. I think if they have time to read my statement they will be interested, and will find from the letters I have received from many persons who have employed these boys afterwards how well the system has answered.

The witness handed in the documents to which he referred and withdrew.

Rev. E. Hale.

The Rev. Edward Hale, M.A., examined.

6702. (*Lord Clarendon.*) How long have you been assistant mathematical master at Eton College?—Since January 1850. I was there a few months before mathematics were made part of the school business.

6703. You went there as an assistant?—Yes, as an assistant to Mr. Hawtrey.

6704. You say that a very short time after you went there mathematics became part of the regular curriculum of the school?—Yes.

6705. Was any change made in your position at Eton socially or financially?—There was a change financially, because previously to that time I was merely paid by Mr. Hawtrey upon a private arrangement between ourselves; but after that time a certain amount of money was paid to the mathematical fund, and that was divided among us in the way I have stated in my written answers. When first mathematics were made school business our social position was not at all the same as it is now. We were not allowed at that time to wear our academical dress, nor were we allowed to send in any complaints to the Head Master, unless previously signed by Mr. S. Hawtrey, the master of the mathematical school. These things were altered when Dr. Goodford became Head Master.

6706. They were modified, I suppose?—Yes; we were allowed to wear our academical dress and to send in complaints, and we were treated, so far as school matters went, on the footing of the other masters.

6707. You were not allowed to wear gowns in chapel, I believe?—Not then. The mathematical masters were treated by Dr. Goodford the same as the other assistant masters.

6708. That was, I presume, *quoad* the school work?—Yes.

6709. Out of doors, *extra muros*, you were not?—No.

6710. These social distinctions in school are of great importance, are they not?—Yes.

6711. I mean your not being allowed to wear your gown in chapel, and the boys being allowed to cap you, but not capping you?—Yes.

6712. In short, you were not treated as gentlemen in the same position as the assistant masters?—No, we were quite a different part of the school system.

6713. Should you say, from your observation, that that treatment of you as mathematical masters was prejudicial to the study of mathematics?—Very much so. I think that probably it took me the first three years after mathematics were made part of the school work to place myself in a proper position with the boys.

6714. To inspire respect for yourself?—Yes.

6715. And for the study?—Yes.

6716. After mathematics were made part of the regular curriculum of the school in 1851, was any representation made to the superior authorities respecting the status of the mathematical masters?—Yes, the mathematical masters had a great many meetings among themselves, and represented their case to the Head Master.

6717. To the Head Master of the school?—To Dr. Goodford, and then there were certain modifications. My impression is that he could not make the alterations which he himself wished to make without the consent of the Provost, who would not give his consent. When the late Dr. Hawtrey was Head Master he said that Provost Hodgson refused. Provost Hawtrey allowed academicals to be worn.

6718. Did Dr. Hawtrey say that Dr. Hodgson interposed his veto?—Yes.

6719. There have been some further modifications, have there not, with respect to these distinctive marks?—Quite lately. Within the last two years the mathematical masters have been allowed to wear their gowns in chapel. I do not go to chapel. I have always made it a point not to go there until I could go there with the same status as the other masters; that is, with respect to having a desk and authority in the chapel. I have always gone to the Eton town church.

6720. You are a Master of Arts, are you not?—Yes.

6721. And graduated at Cambridge?—Yes.

6722. What are the modifications which have been made. What is now the exact social and educational status of the mathematical masters at Eton?—In school we have the same authority as the other masters. Out of school we have no authority whatever. If I were to see a boy do anything I thought detrimental to the discipline of the school out of school I might make a complaint to the Head Master, but I should not be at all sure that it would be expected of me to do so, or that I should be doing right. The probability is that I should be told that I ought to speak to the tutor before him.

6723. You would not be attended to any more than a boy who made a complaint of another?—No.

For instance, during the Windsor fair, if I walk down and see any of the boys they would not get out my way or leave the fair if I told them to go to Eton. They would not, however, allow a classical assistant master to see them, and if he did they would get out of the fair at once.

6724. Are you capped by the boys?—Generally by all the boys who are up to me in school, but some of the masters have told me that if they have set a boy punishments, and he thinks he has been unjustly used, he shows his contempt by not taking any notice of the mathematical masters at all.

6725. (*Mr. Twisleton.*) By getting out of their way instead of capping them?—By passing by them without noticing them.

6726. (*Lord Clarendon.*) And a boy would not venture to do that with respect to a classical master?—No.

6727. Do you know whether anything is contemplated by the superior authorities for the purpose of putting an end to this system. Do they recognize it as damaging not only to the gentlemen who fill the position of assistant mathematical masters, but damaging also to the study of mathematics?—I remember the present Provost one day when I was in his company taking up Sir John Coleridge's pamphlet and pointing out a passage to me. He said, "I wish this could be altered." The passage in question was the passage referring to us, and I really think his feeling was that it was necessary to make some alteration. Among those of the classical assistant masters with whom I am most in the habit of associating they have generally expressed a wish that the whole thing should be altered and done away with at once, and that we should be put upon precisely the same footing as themselves.

6728. If everybody wishes for the change, what stops it?—I have always understood that there is an objection on the part of the College.

6729. To the study of mathematics?—I do not know. Partly I suppose on that account and partly that it is a new study that has been introduced into Eton. The mathematical masters are not treated socially by the college as the classical masters are.

6730. And yet some have taken high degrees?—Yes, and two of them are Fellows of Trinity.

6731. Are you aware that these things are going to be equalized and put on a proper footing?—I have been expecting it. Things have been so much altered within the last 10 years that I cannot think these distinctions will remain many years longer. There has been a gradual change which is working all through the school, and I think that public opinion will operate sufficiently in the course of a few years to put us all in a proper position.

6732. Were you educated at Eton?—No.

6733. Were you educated at a public school?—My private tutor with whom I was before I went to the university was an Eton man.

6734. Did you find when you came to Eton and were not in as good a position as you are now that you laboured under a great disadvantage in consequence of not being an Eton man?—No. I came with a peculiarly favourable introduction perhaps. I knew certain of the classical assistant masters personally, and I have received since I have been at Eton great kindness.

6735. I did not mean as to that but as to the habits and usages of Eton. Did you find that in consequence of not having been brought up at Eton you were so ignorant and so deficient in that kind of knowledge which appears to be indispensable at Eton that you found great disadvantages in your position?—I knew as much probably of the habits and customs of Eton as many an Eton man would know.

6736. That arose from accidental circumstances?—Yes.

6737. Is it your opinion that an assistant mathematical master does not labour under great disadvantages in consequence of his not having been educated at Eton?—Not after the first month. They can always get into the ways after a short time.

6738. (*Mr. Twisleton.*) There is no mystery in Eton impenetrable to a man of ordinary intelligence in a few months?—No.

6739. (*Lord Clarendon.*) Have you any boarders?—Yes.

6740. How many?—Twelve now, as many as my house will hold.

6741. Have you one of the old dame's houses?—Yes.

6742. I suppose that from these 12 boarders you mainly derive your profits. I think you only receive 30*l.* from the school?—I receive a certain share which I think comes to about 200*l.* a year from the mathematical fund.

6743. There are many private pupils, and I believe you have rather a large share of them?—I have now about 40.

6744. Are they private mathematical pupils?—Yes, for whom I am paid 10 guineas a year each.

6745. I see that some mathematical masters charge 20 guineas a year?—No. I made a mistake in my written answers when I stated that a classical master charges 100 guineas for board and lodging. I believe it is 100*l.*; there will be 16*l.* difference.

6746. Between a classical master's charge and a mathematical master's charge?—Yes.

6747. Do you know why that is. Why does not a mathematical master charge as much?—I do not know. The notion was that in a classical assistant master's house the boys were better looked after, and that he devoted more of his time to them, and entered into more friendly intercourse with them than would be the case in an ordinary dame's house. Of course, in our houses we have the same authority. There is no difference in the way the boys live. Our boys have the same advantages as those in a classical master's house, but the school does not recognize our giving the pupils any religious instructions.

6748. Will you tell us a little more about that?—There are certain questions given to the boys which are called Sunday questions at Eton. They are given to be done on the Sunday, and besides each boy is supposed to go to his tutor for an hour for private reading, probably in the Greek Testament, or in any book which the tutor may think proper; and besides this the tutor can enter into friendly conversation with him upon religious subjects. That is entirely done by the classical tutors, who also prepare the boys for confirmation, so that we, who are clergymen and have had perhaps parochial work, are debarred from giving a recognized teaching of that kind, notwithstanding that the boys are in our own houses. At the last Easter confirmation a boy was going to be confirmed, and the tutor asked me to give him the necessary preparation. He said, "I ought to prepare "him for confirmation, but I would much rather that "you should do it." The tutor was an assistant classical master, not in orders.

6749. So that because a young man not in orders, is a classical assistant master, he is assumed to have more authority, and to be more fit to give religious instruction to the boys than a mathematical assistant master, who is a clergyman in orders?—Yes.

6750. That is the practical operation of the present system?—Practically that is so.

6751. And it is intended to be so?—Yes. It is certainly one of my grievances. It seems to me very hard that boys in whom I take an interest should not receive religious instruction from me.

6752. A boy in your house would have to leave your house to go for religious instruction to the tutor, or would the tutor come to your house?—No; the boy goes out on Sunday. After all, one does do a good deal; because the boy almost always comes for help in his Sunday questions, and I do talk to them in their rooms, and in that way I have a good deal of influence over them.

6753. Do you think that this was intended as a blow at the study of mathematics?—I do not think it was

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an intentional blow. I think that mathematics were brought in step by step, and that this was one of the things which originally belonged to the classical tutors, and which was still allowed to belong to them. I do not think they meant it as a blow at the mathematical teaching. It is not as if mathematics and classics were introduced into Eton at the same time. It was the work of the classical tutor, and not of the mathematical. And when mathematical masters began to take houses, no alteration was made in the system.

6754. (*A Commissioner.*) Is it not the case, historically, that you have taken a dame's house ?—Yes.

6755. Is it not accounted for in this way, that taking a dame's house, you have succeeded to the position of a dame ?—Yes.

6756. Your personal fitness has not been considered to override that relation at all ? — No ; I can give you a history if you like, of the way in which we succeed to the houses. Some years ago, when Mr. Coleridge was made a Fellow, his house became vacant, and Mr. Joynes succeeded to it. One of the classical tutors had the succession to Mr. Joynes' house ; and I had the succession to his house. He was thinking of changing, and I thought I was going to get his house, when a veto was put upon my getting that house by the Head Master, who said "No, I have consulted with the Provost, and no "classical assistant master's house is ever to be taken "by a mathematical master. They can only succeed to "the dames' houses." I then pointed out to the Head Master that a large number of the houses that were now held by classical tutors had originally been dame's houses ; but he said that when once they had become a classical tutor's house, they must always remain as such, and we must be content with what we could get in the way of dames' houses.

6757. At what time was that ?—About 1856.

6758. About that time how many masters were there who had not been Fellows of King's ?—Of those who had not been collegers, only one master had ever been appointed—in the lower school,—Mr. Snow. The others who had not been Fellows of King's were Mr. Coleridge, Mr. Hardisty, Mr. Marriott, and Mr. Pickering, who is now dead.

6759. How many of them have not been Fellows of King's who are there now ?—At the present time, four.

6760. I suppose the Fellows of King's are *cæteris paribus* preferred to others ?—Yes ; as far as possible.

6761. Do you think they are held in the same estimation in the university to which they belong, as they used to be ?—It is much altered now since I resided at Cambridge.

6762. But as they used to be ?—Not as they used to be at the time I was an undergraduate.

6763. Would not the relative estimation be the other way ?—Quite so ; for the better.

6764. Were they not rather regarded as a caste ?—They never had any opportunity in those days of distinguishing themselves, except by getting a university scholarship.

6765. I know that perfectly well, but do you not think the comparative estimation in which they were held at the university to which they belonged, was the result of their being King's scholars ?—As a body, but not any particular man.

6766. But the estimation in which they were held at Eton was not from their personal qualities, but from their status, in being members of the foundation ?—I think that the Head Master always observes the men, and discovers those who are superior to the rest.

6767. (*Sir S. Northcote.*) Going back to the question of religious teaching. When you first took your house were you allowed to read prayers to the boys ? —Yes. From the first I made it a rule for the attendance at prayers to be compulsory both morning and evening, which is not usual in some of the tutors' houses.

6768. Was it not the case, that in some of the mathematical masters' houses, the assistant classical masters read the prayers ?—No ; we were always allowed to have the entire control of our own houses from the beginning.

6769. With regard to the Sunday teaching, are you aware that any objections have been taken in consequence of the Greek Testament forming part of the Sunday work. Is it necessary that a classical assistant master should have that teaching, because the mathematical master is not competent ?—I cannot imagine that a man who has taken a degree at Cambridge is not competent to teach the Greek Testament. The majority of us are in orders.

6770. You do not attach very particular weight to objection about Greek Testament ?—Not at all. I have never heard the objection made.

6771. (*Mr. Thompson.*) There are Greek Testament lessons on Mondays, are there not ?—Yes ; at Monday morning school.

6772. And if there were any deficiency in the teaching of the mathematical master in that respect, it would be set right then ?—Yes, I do not think that they do the same piece in the Greek Testament that they do on Sunday.

6773. At all events, you would not be responsible for the philological part of their education on Sunday ?—No.

6774. (*Sir S. Northcote.*) Supposing a mathematical assistant master were allowed, at the wish of the parents, to take charge of the Sunday teaching, do you suppose that there would be any insuperable difficulty in getting men competent to teach the Greek Testament ?—I am sure there would not.

6775. (*Lord Clarendon.*) Do you know how it is that nine persons taking no part in teaching are allowed to have houses ?—With respect to two of them, one of them is held by a person who was formerly classical assistant master, but who was unable from ill health to go on with the school work, but was still allowed to conduct the house with the aid of a classical assistant master. In the other case, the house is held by Mr. Evans, formerly drawing master ; but the other houses have been bought and sold, quite as a matter of profit. Persons have got them on long leases from the college, and they sub-let those houses, charging a sum for goodwill, or expect to leave them to their relations as property, virtually treating house and boys as a farm and stock.

6776. (*Sir S. Northcote.*) They take the boys to farm ?—Yes.

6777. (*Lord Clarendon.*) Is there any control exercised over the people who are put into these houses ? —The only control is that which is exercised by the Head Master, but the Provost has a veto.

6778. Are dames appointed now?—I think, during the whole course of time that I have been at Eton, only one dame has been introduced.

6779. Only one dame has been introduced ?—Only one introduced in the old style of dame.

6780. Has that been in one of the sub-let houses ? —That has been a sub-let house. Generally, when the dames have come into their houses, they have had to pay some considerable sum for what is called the good-will of the person who went out. Of course we do not do anything of that kind when we take houses.

6781. Do you take your houses from the College ? —Two of us take our houses from the College, and these had been originally dames' houses, but were let in the mean time to persons who were residing there for the education of their boys. There have been short intervals during which persons who were residing there for the education of their boys had these houses, and then when we went into them there was no good-will to pay. We took them direct from the College at an annual rental, and not on lease.

6782. Do you mean that the College will not grant a lease ?—No, not even an improving lease.

6783. May I ask what rent you pay for your house ?—I have to pay 52*l.* a year for the house, and I have to keep it in repair.

6784. This house will only contain 12 boys?—Only contain 12 boys. Part of it is in rather a bad condition.

6785. They require you to keep it in repair?—Yes.

6786. (*Sir S. Northcote.*) If you wish to enlarge or improve it you would not be allowed to do so?—No, I have been refused; I have asked to be allowed to lay out money upon it.

6787. (*Lord Clarendon.*) On what ground were you refused?—They have said that they did not know whether they would not pull the house down. There is a scheme for a school for the choristers, which one or two of the Fellows have been talking about, and they said when they let the house that they did so on condition that it should be given up at any time they wanted it. At the same time the then Head Master, the present Provost, said, "Go "into the house, because I do not think you will be "turned out."

6788. (*Mr. Vaughan.*) So that part of your view is, that to do justice to the mathematical assistants, they should receive their houses exactly on the same terms as the classical assistants?—I think that the houses should when vacant be offered to the masters generally in order of seniority.

6789. Do you think it desirable that the mathematical masters should receive houses on the same terms as to the emoluments which they derive from them as the classical masters do; that is to say, that the assistant classical masters and the mathematical assistant masters should be both on the same footing as to the emoluments to be derived from the houses?—I am not prepared to say they should be on a different one. I think it is not too much to say that they ought to be on an equality.

6790. What do you think ought to be done for the purpose of maintaining an equality in that respect? Should the terms of the mathematical assistant masters be raised to the present terms of the classical assistant masters, should those of the assistant classical masters be depreciated to the present terms of the mathematical assistant masters—or should there be some medium point at which both should meet?—I think that probably if we were permitted to go into some of the more expensive houses, those that cost 300*l.* or 350*l.* a year, we should be obliged to be on an equality.

6791. (*Lord Clarendon.*) Do you mean houses, the rent of which is so much as that?—Yes; I have always understood that the rent and taxes of two or three of the houses amounted to that sum.

6792. (*Mr. Vaughan.*) Are those taken from the lessees or from the College direct?—The houses of which I am speaking are new houses, let by the College on leases.

6793. May I ask about what interest per cent. that is for the money which the College has expended in building these houses?—That I cannot tell because I do not know what they laid out.

6794. Should you suppose it is much more than 7 per cent. whatever it is, taking them on the average?—I suppose that they have laid out a great deal of money on these houses because they are really well built, with considerable pretentions to architectural style; so that I do not suppose that they make any great deal of money out of them.

6795. Not more you think than the usual return for money expended in house property?—No; I should not fancy that a house of that kind of which we are speaking could be let to pay a builder much under 350*l.* a year.

6796. Do you suppose that that would be about the market price?—Yes, I think so.

6797. Is not the question of the taking boarding-houses by the mathematical masters complicated by the regulations concerning the assignment of pupils and private pupils?—I think that if a mathematical assistant master took one of these large houses under the present system there would be a difficulty in his being always able to fill them, in consequence of every boy in a mathematical master's house being obliged to have some classical tutor. The tutors being limited to 40 boys, many of them would say they would not take certain boys as pupils unless they came into their houses; consequently the mathematical masters would not be justified in taking a house of that kind because they could not be certain of keeping it filled.

6798. Will you show how that would be rather more distinctly?—Under the present system, the junior assistant classical masters are limited to taking 40 pupils. If any one of them has a house which will hold 32, and which does not happen to be filled, supposing a mathematical master brings a boy to him and asks him to take him as a pupil, he would say, "Is he to come into my house, if he is I can take "him, but not otherwise." If the mathematical assistant master has a small house, these difficulties would not arise, because he would not have accommodation for many boys, but if he has one of these large houses and was to ask a classical master to take a boy as his pupil he would, if the boy was not to come into his house, probably say, "I cannot take him because "my number of pupils is full," or, "because if I take "more out-of-door boys I shall have two or three "rooms in my house vacant."

6799. Would it not be therefore advisable to modify these regulations about private pupils at the same time?—I do not think it would be at all advisable to introduce any change in the present rule with respect to the apportionment of private pupils. I think that the limitation of 40 pupils to each tutor is a very good one, but I think the mathematical assistant masters ought to be permitted to take their boys into houses as pupils.

6800. You have answered the question generally on the assumption that the present system should be continued, whereby every boy is compelled to have for his tutor and private tutor an assistant classical master, but will you give us your views upon that subject?—I think that the parent should be allowed to choose. Supposing that a parent wished his son to apply himself particularly to mathematics, with a view to some particular object he had in his mind, he would probably tell the classical tutor that he would like his son to have extra mathematical tuition. For this he would pay the mathematical assistant master 10 guineas a year, and he would also pay the assistant classical master 20 guineas a year for classical work. My notion is that if a parent should wish his boy to lay himself out more particularly for mathematics the rule should be inverted, and the mathematical assistant master should be paid 20 guineas and the classical assistant master 10 guineas a year; and in that case he might go to the mathematical master's house, and be his pupil, and go to the classical assistant master for classical instruction, the same as he now goes to the mathematical assistant master for mathematical instruction, he being in the classical master's house.

6801. In that case you would have the tutorial influence to follow the tutor?—Yes, the mathematical master would be in the same relation towards the boy as the classical tutor is now.

6802. (*Mr. Thompson.*) I presume that you do not see any immediate prospect of such an arrangement as that being concurred in?—Not the slightest.

6803. (*Mr. Vaughan.*) Do you connect that in any way with another provision, namely, that a separate school division should be formed for those who wished to devote themselves more particularly to the study of mathematics?—When I said a separate school division I did not want them to be separated from the other boys so as to form them into a modern class, but what I want is that when a boy gets into the fifth form, if he is intended to go into the scientific branch of the army, to try for Woolwich, or for the Civil Service of India, or anything which would make it necessary for him to work harder at mathematics or modern languages than at anything else, that he should have an opportunity of becoming the *bonâ fide* pupil of the mathematical master, his classical work being diminished.

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6804. Would you include those whose intention was to go to the university for the express object of standing for mathematics?—I would include any boy who showed a decided preference for mathematics. I have known an instance of a boy being driven away from Eton because he could not come up to the classical standard, who had a decided taste for mathematics.

6805. What did he go away for?—He left Eton because he could not say by heart. He went to Trinity and took a wrangler's degree.

6806. Will you have the goodness to describe what you should wish to be done in such cases as those to which you have just been alluding?—In such cases as those I think that a boy should be excused his verses and his Latin themes, and in place of those he should have a certain amount of English given him with extra work in mathematics and modern languages. The verses and themes press upon many of those boys, who have no taste for them, most heavily. I have known boys in the lower part of the fifth form who are very slow indeed at verses to whom mathematics are comparatively easy. They can only get through their verses and themes by means of the most heavy labour both to them and their tutor. I know a boy at the present time who experiences this difficulty in respect to classics, and yet that boy is always one of the first five in the division in mathematics.

6807. In the case of a boy of that description, when it came to the examination of his form, might not he be expected to fall very much behind his compeers in classical work?—Certainly, especially in the composition.

6808. What would you wish to have done to place such a boy in his proper position, and one which he was deserving of from his industry and his proficiency in mathematics?—I would deal with it very simply, namely, by raising the value of mathematics. What I think is that there ought to be two papers set, one for composition and the other for the higher branches of mathematics; so that a boy might have his choice either to take up the paper upon composition or that upon higher mathematics. If he did only middling in either he would get a middling place, but if a boy did brilliantly in either of those two subjects he would be put in a high position on the list.

6809. Are you aware what is the result of experience in that matter. What is the effect of dropping composition on the general scholarship of the boy?—I do not feel myself competent to give an opinion upon that point. I have heard an opinion strongly expressed that dropping composition would ruin a boy's scholarship, but I do not see it myself, and I have also heard the contrary opinion.

6810. You do not know what the effect has been in schools where it has been dropped?—I do not know.

6811. Should you be able to meet the case, supposing it should turn out that dropping the composition of a school affected in an injurious manner the scholarship of the boy. Would the pupil not embarrass the teaching of the classical form he went into if he went into it with his scholarship generally deteriorated, however superior in mathematics he might be to the rest of the boys?—He might.

6812. (*A Commissioner.*) Is it the fact, practically speaking, that a boy may be at Eton a whole school time and yet never be called up in school at all?—Yes.

6813. So that if it is known that a boy of this kind is in the class he might not be called up?—I have known that done in the case of a boy who has construed very badly indeed. The master in school has been asked by his tutor not to call him up, the tutor saying, "I will work the boy up, and make him do as "well as I can." I have known that done in the case of a boy who has had a private tutor, and the boy never was called up.

6814. (*Mr. Vaughan.*) Would you allow him to obtain an unlimited number of marks according to his proficiency in mathematics, and then compare the marks that he might gain in mathematics with the marks that others might gain in composition?—I would limit it according to the number of marks they can gain by composition. I do not think that the power of construing would necessarily be interfered with in consequence of a boy leaving off his composition.

6815. That is a point in dispute. I do not think that experience would absolutely entitle you to assume that?—I can only say, that I know boys at Eton now who are said to be excessively bad at composition, and who are said to be very good hands indeed at construing.

6816. In giving them the privilege of escaping composition, would you include in that translation. I believe there is some of that?—Some in the fifth form.

6817. What would you do with respect to translation?—I think translation exceedingly valuable in making the boys express themselves clearly in their own language.

6818. I mean translating from their own language into the classical languages. What would you do in that case?

6819. (*Mr. Thompson.*) Would you exclude that?—It is not much done at Eton. There is what is called the theme, which is an original piece of Latin prose, which the boys write. I very often wish they might alter it and have it in English.

6820. (*Mr. Vaughan.*) Is it not the case that there is besides in all forms some translation?—Yes; there is translation from Latin into English.

6821. (*Sir S. Northcote.*) And from English into Latin also?—Very little.

6822. (*Mr. Vaughan.*) You think that that is subordinate, that it need not be taken notice of?—I think that in most cases it would be very inconvenient to insist upon any strict rules. You could see at once whether a boy were able to do it or not, and if he were not able to do it he might be excused, or put to something else, just as his friends wished.

6823. Do you say that both with respect to translation and to other matters, and would you apply your rule about the marks of the composition to all of them?—I would not make any very strict rule defining the matter. I would not draw a very strict line, but would let it be altered in individual cases. In mathematics our staff is so large compared with the classical staff, we having only two divisions at a time in class, and the classes being so small, that we can treat each boy much more individually than any classical master can. For instance, one boy could come to us five times a week, and another only come four, because he has his translation to do.

6824. Do you happen to know the value of this classical work in examination?—No.

6825. You do not know what would be the gain to mathematics by giving the boys the privilege of dropping any of the other work?—The impression I have about the examination is that about one-third of the marks in classics are given to mathematics; that is to say, that the mathematical marks are about one third the value of the classical marks. For instance, if in pure classics 900 marks are given to a boy they would be equal to 300 marks given for mathematics, the remaining marks would be made up by history and modern languages.

6826. (*Mr. Twisleton.*) Is it common for some boys to write copies of verses for others?—Yes; I should say at all schools it is the same.

6827. It is so at Eton?—Yes.

6828. (*Lord Clarendon.*) You say that in consequence of the great teaching power there is in the mathematical department you are able to give more attention to the boys than they are in the classical department?—Yes. What we require is more time.

6829. You are able to give individually much more teaching?—Much more.

6830. Do you consider the individualization of a study is of great advantage?—When they get higher in the school. When boys are in the fourth form, the remove, and the lower part of the fifth, it is better

to teach them on the class system, but after they get up to a certain part of the school it is much better to individualize each boy, and teach him separately. One boy, for instance, sometimes does three times the work that another boy will do. Sometimes in the sixth form and upper fifth we only have five boys in a class. Division A is much subdivided. In July 1861 I had 10 boys in it, but the number I have in it now is only four collegers and one oppidan.

6831. (*Lord Clarendon.*) Then I can easily understand that there is no attempt at class teaching?—Yes.

6832. You have them in drafts?—Yes; it is a great advantage to have those boys in divisions which are so small.

6833. (*Mr. Thompson.*) They are like private pupils?—Yes; and two of them are my private pupils as well, so that I am able to supplement my private tuition with the school tuition, and *vice versâ*.

6834. (*Lord Clarendon.*) Do you think that by making the classical divisions so small as that the classical masters would be able to give more attention to their pupils?—I cannot imagine that it would be possible to make them so small as that.

6835. Do you mean that they would not get masters enough?—I think that the kind of tuition wanted is perfectly different. In that case five boys would not be sufficient to form a class for mere construing.

6836. Would not they be taken in different groups, one of 10, another of 12, another of 19, another of 22, another of 25, and so on?—Some of those in these two groups, A and B, which I say we teach individually, are doing trigonometry and conic sections. It is better not to work such boys as those in classes.

6837. Do you know at what time that competition between classics and mathematics would begin?—I should think it would not begin before the boys had been in the school some considerable time.

6838. At what time in the school would you permit a boy to throw up his composition and translation in classics and take to mathematics?—Not before he reached the fifth form. In my opinion the great break down in the army class, which was tried at Eton, and with respect to which there was a great failure, was because boys were allowed to go into it from all parts of the school, and they were all, whether they belonged to the fifth form or the remove, in the same class. Consequently nothing was really done.

6839. You would wish to ensure a certain amount of classical instruction first?—Yes. I think that the classics should be made the prime foundation of education and not be done away with on any account.

6840. Would you be content with the present amount of mathematics in the school system?—Quite, for the average boys of the school.

6841. (*Mr. Thompson.*) Speaking of the army class, do you think that the principal reason why it broke down was that it was not well conceived?—I do not think the army class was necessary, because the boys who formed it were merely boys who were going in for commissions by purchase. Any boy who goes through the common course at Eton and who has got a fair portion of common sense ought to be able to pass the examination for direct commissions.

6842. (*Mr. Vaughan.*) Now, going into another subject for a moment, do you think that it would be fair and reasonable, supposing a boy had the same inclination in pursuance of some views of life with respect to modern languages, as the boys to whom you have alluded might have in respect to mathematics, to allow him to give up composition also for the sake of pursuing the study of modern languages?—When he has got to that part of the school I think it would be very fair.

6843. (*Lord Clarendon.*) You say with regard to the number of attendances on the mathematical masters, that they are three times a week, but there is no limit to the number of times a pupil may attend. That might be provided for?—That entirely refers to my pupil rooms.

6844. You say there is extreme difficulty in fixing regular hours for each boy's attendance and adhering to them, as the classical assistants require their pupils' attendance often at a few minutes' notice, and the mathematical assistants must yield. It is practically the case that there is much difficulty?—Yes; practically it operates in this way. I say to a boy, "Your regular hours of attendance will be from 10 "to 11 on Tuesdays, Thursdays, and Saturdays."

6845. Do you mean class work?—No, work in my pupil room. I also say, "Come to me as often as "you like besides; but during those hours you "must be bound to come." Bye and bye a boy comes at 10 minutes past 10, and he says, "Please, "sir, my tutor wants me;" and then he must go.

6846. What authority is there that his tutor does want him?—I very seldom find a boy telling an untruth. In 99 cases out of 100 I can always trust him in that matter.

6847. Should you think it right to make known to the tutor at what hours you required him?—Quite so.

6848. So that there might be an understanding between yourself and the classical tutor in order that there should not be that unseemly conflict of authority?—All our regulations would then be broken up by irregular weeks coming in.

6849. Just so?—I do not know whether you have seen our almanack for this half year. (*Witness handed the almanack to the Commissioners.*)

6850. Does it often happen that when you are expecting a boy, that boy is obliged to leave to go to his classical tutor?—Yes.

6851. And you do not see him for the rest of the day?—I tell him to come to me at some other time; but it is inconvenient both for him and for me, and all our plans are upset by it.

6852. Do you not try to come to some understanding with the boy's classical tutor?—There was some years back a regular fixed time for tutors to have their construing and private lessons, and so on; but all these things they have altered, and they take their own time, so that we never exactly know when they are having private business, or when their construing is going to take place. The usual course I adopt is to tell a boy what time he is to come to me, and I ask him whether that will interfere with his tutor. He says, "No;" but bye and bye his tutor has perhaps two or three copies of Greek iambics to look over, which takes him longer than his ordinary work, in consequence of which the pupil cannot come to me at his proper time. Besides which comes an irregular week caused by saints' days, &c.

6853. The result of which is, that the work is carried into two or three days of the week?—Yes.

6854. What is the general feeling of the masters, as far as you know, both mathematical and classical, about the time table?—A great number of them have spoken about it, and have wished to see the work much more regular. They wish to see the irregular weeks done away with. Some of them wish the saints' days to be no longer observed; others wish them observed as now.

6855. You do not think that the irregularity of the time table is generally admired?—On the contrary, it is generally very much found fault with, and it would be a very great improvement, in my opinion, if we had a short daily service in the college chapel at which all the boys could be present. It would be far preferable to having it in our houses as it is now. The prayers that I have in my house are not quite the prayers to have for my servants and family who are attending with the boys. I would far rather see the boys altogether, and if it would take too much time to get into chapel I think it would be better to have prayers in the different school-rooms, or some arrangement by which we could have a short service each morning.

6856. Do you think it good or bad to have the church service on holidays and on half holidays?—I think the boys find them tedious and irksome.

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6857. They do not go to chapel with the same feelings as they go to church?—No.

6858. (*Sir S. Northcote.*) Is it your notion that if a boy were sent to a mathematical master as his private pupil he might dispense with a classical tutor if his parents were willing to let him lose the classical private business?—No, because he must go to his classical tutor to have his school exercises corrected, and so on.

6859. Would not a boy lose a great deal of the valuable part of the classical teaching if he lost the private business with the classical tutor?—I am supposing the case of a boy who would require mathematical teaching more than classical teaching. Where the parents wished that boy to be taught classics particularly, I should send him to a classical master's house. In those cases where the boys are to have classical tuition and no private mathematical, or mathematical and no private classical, of course there could be no collision between the houses to which he would be sent.

6860. What would you contemplate in those cases in which boys are to have private tuition in both?—Such cases might arise but they would be rare.

6861. Do you consider that the present mathematical teaching ought to be sufficient to enable a boy to pass the Woolwich examinations, provided he had some additional assistance by means of private tuition, to get him through the mathematical work?—I think it quite sufficient for a boy who has fair abilities, and who has been somewhat well grounded, provided, too, he can give up sufficient time. If a boy comes to Eton without knowing anything, and is really behind other boys, he must have mathematical private tuition to get him up to the standard of the other boys.

6862. Is it not the case that many boys who come badly prepared are rather kept back when they first come to Eton unless they get private tuition; that is to say that they cannot be placed in the fourth form in consequence of their not doing arithmetic or mathematics to the extent which will enable them to be placed in the upper school?—I had the case of a pupil of my own who was placed in the middle of the fourth form, who had to read extra mathematics, as he did not know enough to qualify him properly for the fourth form.

6863. That was an exceptional case?—Yes.

6864. But is it not continually the case that boys have done some Euclid but fail in arithmetic?—Yes, continually.

6865. And therefore it is necessary for them to have private tuition?—It is if they wish to keep up with the rest of the class.

6866. Ought not the arrangements of the school to keep a boy fairly up to his class?—Practically, I have often found boys who have done a certain amount of Euclid and algebra, but who are utterly inefficient in arithmetic, and I have found that to give boys half a year of vulgar fractions and decimals was extremely necessary.

6867. If boys have private mathematical tuition, is it a school offence not to attend their mathematical tutor?—Certainly; but I should never complain to the Head Master about it. I should speak to the classical tutor about it, and write to the boy's parent, and tell him that I would not take the boy any more.

6868. That would be if he was extremely irregular in his attendance, I presume?—Yes.

6869. But for irregularity of attendance once or twice, you would not do that?—I should send for the boy and make him come afterwards.

6870. Practically speaking, you are able to get a fair attendance?—The only difficulty I have at present is that in examination time the boys work generally very hard, but there is a good deal of idleness among them immediately after going through examinations.

6871. You do not find boys professing to take private mathematical tuition and making it an excuse for not attending the classical tutor?—I have known cases of idleness in which their mathematical tutors would not take them any more. And, indeed, it seems a matter of course to adopt that rule, because it is utterly useless to have private tuition unless the boys will come willingly. They might just as well have none at all.

6872. (*Lord Clarendon.*) Have you any other suggestion to make to us?—The only thing that I have not mentioned at all, and which I might mention, is the position of the collegers. I have always thought the wearing of a gown by the collegers is a distinction that might reasonably be done away with. In the first place, in the summer it is excessively uncomfortable for them. It is an extremely heavy gown, and when they come into the hot school the first thing I do is to make them take it off. Not only is it very uncomfortable, but it makes a distinction between them and the other boys, which prevents their mixing as freely as they would otherwise do if that distinction were done away with. It is not so much the upper boys that it affects as the little ones, who see a boy wearing a gown and who think it is some mark of inferiority.

6873. As far as you are able to know, what would be the feeling of the collegers themselves? We have had some rather contradictory evidence upon that point?—I think among the bigger collegers they would not like to see the difference done away with. I think they pride themselves on their superiority to the oppidans intellectually, but I certainly think it would be an advantage among the younger boys. I have known boys whose parents wished them to try for college, but who have not done so, and who have told me that after being oppidans they did not like to become collegers.

6874. (*Sir S. Northcote.*) Let me ask you how do you find the collegers and oppidans with respect to mathematics when they are compared with one another? Which are superior?—Well, practically, I have generally found a boy who is good in classics is generally above the average in mathematics.

6875. The collegers are generally superior to the oppidans in classics. Are they equally so in mathematics?—The collegers are more industrious as a body.

6876. (*Mr. Thompson.*) They are more accustomed to apply their minds to study, and are of different habits?—Yes; but in the Tomline certainly the oppidans and collegers generally are upon an equality.

6877. (*Mr. Twisleton.*) Do you think that the same superiority which the collegers have in classics, they have to nearly the same extent in mathematics?—I think so.

6878. (*Mr. Thompson.*) But there are 800 of one, and only 70 of the other; so that if there is an equality with respect to the Tomline prize, it will amount to a great superiority on the part of the collegers?—Yes.

6879. (*Mr. Twisleton.*) Is it not the case that mathematics require a much shorter period of previous study than classics?—To a boy of natural talent much shorter.

6880. If among 800 oppidans there were a certain number of young men with the same natural force of mind as the collegers, would it not be reasonable to expect that they would keep pace with the collegers?—I do not think, as a rule, the study of mathematics is so fashionable as the study of classics. I think that makes a great deal of difference. From the very beginning there has been a distaste for mathematics. There is another difference, which is rather an invidious one, and that is the difference between the food of the collegers and the oppidans. In the former case it is very good, but I think it is without sufficient change. I was speaking to a medical man about it, and his remark was that boys like that ought to have a greater variety in their food than they have.

6881. (*Sir S. Northcote.*) Was that the opinion of a medical man residing at Windsor?—Yes; Mr. Ellison.

6882. Do you know whether any medical man is of opinion that the collegers are inferior to the oppidans in physique?—I do not know.

6883. Do they in any way suffer from inferiority of treatment?—No; but I know the boys themselves have complained of the monotony of the diet.

6884. (*Mr. Thompson.*) Is not, as a general rule, monotony in diet condemned?—Yes.

Adjourned till to-morrow.

Victoria Street, Wednesday, 16th July 1862.

PRESENT:

Earl of Clarendon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.
Hon. E. Twisleton.	

The EARL OF CLARENDON in the Chair.

H. Tarver, Esq., examined.

6885. (*Lord Clarendon.*) I believe, Mr. Tarver, you are the French master at Eton?—I am.

6886. How long have you been so?—For 20 years. For 10 years as sole French master, and 10 years as assistant to my father.

6887. You succeeded your father?—Yes.

6888. You were born in England, I believe?—Yes.

6889. Have you lived much abroad?—A great deal. My father sent me to France on purpose to prepare myself to succeed him or to help him.

6890. To qualify yourself to be his assistant?—Yes.

6891. How long have you been sole master?—10 years; since 1852. My father died in 1852, and I succeeded him immediately.

6892. What assistance have you had during the 10 years that you have been sole master?—I began with the Italian master. Dr. Hawtrey, who was then the Head Master, wished me to take him as my assistant.

6893. For the purpose of teaching French?—Yes; he was my first assistant.

6894. Why did Dr. Hawtrey wish you to take an Italian?—Dr. Hawtrey enforced it. He seemed to be desirous of giving him something to do, and I had to take him as my assistant.

6895. Had he had anything to do with Eton?—He had been Italian master for about two years before.

6896. He had no pupils, I suppose?—He had very few pupils. He continued Italian master and at the same time my assistant; but Dr. Hawtrey did it provisionally. I had a brother who was to be prepared to assist me, and until he was qualified I had to make use of the assistance of Signor Sinibaldi.

6897. Was this Italian gentleman competent to teach French, do you think?—No, I think not; it was rather against the progress of the boys.

6898. Was it that he had little knowledge of French?—His knowledge of the French language was very great, and his fluency was very great; but he was not at all a man calculated to impart what he knew.

6899. That, you think, applied to his Italian as well as to his French?—I think it did.

6900. Was his an Italian accent?—Slightly. It was an unpleasant accent.

6901. How long did he remain your assistant?—I cannot exactly tell you, but I think two years.

6902. He was forced upon you contrary to your wishes, simply as a provision for himself?—Yes.

6903. And he was in reality of no assistance to you?—He was of no assistance. He reduced my pupil room to about 60 boys from 100; I began with 110.

6904. Was Dr. Hawtrey the Provost then?—No; the Head Master.

6905. Was he aware of this?—I can hardly say whether he was aware of it. I took Signor Sinibaldi very reluctantly, and tried to dispense with him several times, but Dr. Hawtrey insisted.

6906. Therefore he must have been aware of it?—I do not know that I told him in so many words that I did not think Signor Sinibaldi was a proper French master, we both of us looked upon him as a man of elegant attainments.

6907. But the consequence of his being appointed was that it diminished your already small class?—Yes.

6908. How long did he remain with you?—Two years.

6909. Till 1854?—Yes.

6910. How came he to be removed?—My brother was then qualified. He had been sent to Paris to be qualified, and he had got testimonials from M. Nisard to say that he was a good scholar, could speak French well, and had a proper accent; and he came to help me in the place of Signor Sinibaldi, Signor Sinibaldi remaining Italian master for some time.

6911. He returned to teaching Italian?—Yes.

6912. But without attracting pupils?—Yes; he soon left altogether.

6913. How long did your brother remain with you?—Not more than a year.

6914. Did the pupils come back to you?—They had hardly time to find out the difference. My brother was of great assistance to me because he perfectly understood teaching, and was a very good French scholar; but he got a better appointment and left.

6915. Did you have any other person in his place?—I then took no permanent assistant; I called in assistance on different occasions. I have had, since that time, four assistants.

6916. At different periods?—At different periods.

6917. Only one at a time?—Only one at a time.

6918. What has been the average number of your pupils?—The numbers increased from the time my brother left; it went on increasing till I think it must have been about three years ago, when it reached the number of 130 pupils.

6919. Is that the maximum?—Yes.

6920. You called in assistance on what occasions?—Generally at times when the boys have had less time at their disposal for French, and more time for play. Chiefly in the summer months; it was then I called in assistance. I found the boys only having a small number of hours to dispose of for French, and coming then in very large numbers instead of being classed out as I wished them to be; my powers were inefficient to teach them, and I called in assistance, so as to divide the classes.

6921. I thought you said it was in the summer months, when the boys were occupied with play and did not come to the French?—Play takes up a great deal of their time; and the hours of French are diminished in consequence.

6922. They come altogether?—Yes; for instance, at this present season of the year, I am deprived of two hours in the evening which they can devote to French in the Christmas and Lent school times. They come to me now in the morning in a rush.

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They make my classes too numerous to contend with very often. If I have a large number of pupils, I am obliged to call in assistance.

6923. Since 1853 you have had four assistants?—Yes.

6924. You appointed the last one in 1860?—In 1860 the last was appointed, I hoping that he would be a permanent assistant.

6925. He has left you?—Yes. From some reason or another, which I cannot very well solve, the numbers of my pupils diminished from the time he came to me, and it paid neither of us, so he went away.

6926. To what numbers have your pupils diminished?—Now I have only 75 boys. When I called this gentleman in I was having 130; and I had been then for a year without assistance, thinking I did not want it, or only having a man for a few months; but I was suddenly overwhelmed with pupils, and I called in assistance. It was in 1859 that my numbers grew to a large amount, and I took the last assistant, as I hoped permanently.

6927. When, in 1859?—He began in 1860. I was negotiating about it in 1859. He entered on his duties in May 1860.

6928. How long did he remain?—He remained with me a year and one school time. It must be a year and four months.

6929. So that he left you at Easter, 1861?—Yes.

6930. (*Lord Lyttelton.*) Have you had no assistance since that time?—Not permanenaly, merely at times when I wanted it. I could have got on very well without, but it was represented to me by some of the authorities that I ought to be assisted, owing, no doubt, to the sort of appeal the public made to Eton in various newspapers. When it was intimated to me in this way that I had better call in another assistant, I got a gentleman from the neighbourhood to come in and assist me.

6931. (*Lord Clarendon.*) Was the gentleman whom you appointed in 1860 a Frenchman?—Yes. I went to Paris on purpose to secure him. He had a very good appointment under the French Government, which he now has gone back to.

6932. He did not answer?—He left me because it did not answer.

6933. While he was with you, do you think that had no influence in bringing pupils that you had an experienced man and a Frenchman?—It seemed to have no influence whatever. From the time M. Lerambert entered, my pupils began to diminish. I rather think it may have been owing to a little enforcement of the work which we tried to put on with the assistance of the Head Master at the time. It is optional with the boys to leave off French when they like. They found this was inconvenient, and the very next half-year after this gentleman came they began to drop off.

6934. What do you mean by "enforcement of "work"?—I should have said "enforcement of times "for work." The Head Master, Dr. Goodford, appointed certain hours when those who learnt French were to attend, so that what pupils I had were obliged to come to their lessons within two hours in the morning. That seemed to come very much in their way, and many left off.

6935. If a boy begins at the beginning of the school-time to come to you in French, can he leave off during the school-time?—No. I have never had the case of a boy leaving off during school-time. I have frequently had the case of a boy beginning one school-time and not returning to me the second.

6936. Would the Head Master interfere supposing that the boy was to leave you, or did leave you, in the middle of the school-time?—I should, if I lost sight of him for any length of time, send his name up to the Head Master, who would call for him, and would not, I think, sanction his leaving off. The present Head Master does not appear to like to interfere. My reports to him are unavailing. I do not get anything from him, but Dr. Goodford would always take notice of any report I sent to him.

6937. The present Head Master will not interfere in what respect?—He takes no notice of the reports, at least to my knowledge. The present Head Master is newly appointed, and perhaps has not yet had time to take the matter into consideration.

6938. (*Lord Lyttelton.*) But there are boys whose parents wish them to learn?—Yes.

6939. (*Lord Clarendon.*) What sort of reports have you been in the habit of sending?—Reports containing names of boys who did not appear at the lessons.

6940. Misconduct?—Neglect of the work. In cases of misconduct I am in the habit of writing immediately to the boy's tutor.

6941. And you have reported them several times to the Head Master?—I have reported it to the present Head Master.

6942. And he never interfered?—He has only had two of my reports. On the first occasion he called the boys to him and spoke to them. On the second occasion he did not interfere. He sent me back a message which I cannot act upon, or at least by the time I acted it would be too late to call the boys to account.

6943. What was the message?—The message was that I had better find out why they did not appear; and if there were no excuse for them to send him their names. It would be a long time before I found that out. I can only send for information by notes. I have not the means of the usual messengers of the school, the prepostors, to apply with. I could only send notes by a servant. It might be a long time before I received answers, or saw those boys again, and it would come very hard if they were to have to account for the delinquencies a long while after the offence.

6944. I suppose neither you nor the boys consider that the Head Master attaches any importance to the study of French?—They certainly do not. After the first report I sent to him, when he took a slight notice of it, they came rather triumphantly to say that the visitation had been very mild; that they had merely been spoken to.

6945. In what manner do you instruct them in French, what is your mode of proceeding?—I require that they should come twice or three times a week, that they should attend at two lessons in which they read and construe, write by my dictation, translate English into French or French into English according to their capacity, and these lessons last an hour. I endeavour to collect them in classes of 10 or 12, but very often my class is reduced to one, two, or three. In addition to these two *séances* or lessons, I require that they shall bring an exercise of some kind, a piece of composition or English translated into French, or if not capable of that, that they shall do a grammatical exercise.

6946. Do you find that the generality of the boys who come to you are at all prepared in French?—Almost all Eton boys that come to me know something of French before they come. They have learnt it before they come to school, but generally there has been a lapse of several years.

6947. That is those who come to you?—Yes.

6948. Does any boy come regularly to you throughout the whole time he has been at Eton, or is it only by fits and starts?—I should say no boy has ever come to me through the whole time. I have always a few boys in what they call the lower school, but they do not stay with me all the time that they are at Eton. I do not think that I could give an instance of a boy who had stayed with me all the time he had been at school.

6949. Do the boys in the upper school come to you?—It is principally the upper school.

6950. Have you any boys from the fourth form?—Yes, and boys in the remove. Generally the preponderance is of boys in the fifth form.

6951. Have you any from the lower school?—I have now four boys from the lower school.

6952. Do you consider that they make fair progress?—The boys in the lower school generally do.

6953. I mean your pupils generally?—I think they do. I am satisfied with all those who come, but the misfortune is that so many things war against their attendance. Those who come make fair progress.

6954. It is three hours a week, is it not?—Yes.

6955. (*Lord Lyttelton.*) What time in the day is it?—I devote nearly my whole day to them.

6956. What time of day does a boy come?—The times vary according to the season. From 8 to 9 in the morning, or from 10 to 11, and from 4 to 5, three times a week, are invariable all the year round. In the winter and Lent school times, from 7 till 9 every evening. When my numbers are large I give from 12 to 2, in addition to the other times.

6957. (*Lord Clarendon.*) The fact is, I suppose, there being no encouragement to it, and it being looked upon not as part of the school work, there is a want of stimulus to the boys to learn and improve themselves in French?—There is very little to stimulate them to improvement. Encouragement was given by the late Prince Consort to the study of modern languages, and Dr. Goodford himself, acting, as he told me, upon the request of many persons, to introduce it somehow into the work, allowed boys on being examined in *fifth form trials* to take up a French paper if they liked. This used to get a few boys the benefit of some extra marks. The present Head Master has discontinued the practice; but there are so many things that are so much more important to them than an extra; a boy is not obliged to be prepared in French to rise in the school, and as they are obliged to be prepared in Latin and Greek to rise in the school, they lay French aside when they have their trials coming on.

6958. I suppose you would consider the state of proficiency in French, and the mode in which the instruction in French can be imparted at Eton, as very unsatisfactory?—Very unsatisfactory indeed.

6959. Both in its working and in its results?—Yes; though I have some boys who are uncommonly good scholars.

6960. (*Lord Lyttelton.*) It must be so as long as it is mere extra work?—Yes.

6961. (*Lord Clarendon.*) Have you ever considered what measures you would recommend to have it placed on a better footing, and to produce better results?—Certainly; if it remains optional a great deal might be done, even in that case, to bring forth better results; if the Head Master were to make it a point to take cognizance of all those who entered to learn, to have a list of their names, and to name hours for their coming to their lessons, and to require to be informed when they did not attend, at each of those hours, as is done for every other part of the school work, then the boys would know that they must come and they would have a chance of being taught. As it is, they hardly consider French as a duty, and are unscrupulous in shirking their lessons. Anything is pleaded as an excuse by a boy who misses a French lesson.

6962. Whom should you complain to, his tutor or the Head Master?—I think the Head Master is the person who ought to take notice of it.

6963. To whom do you complain?—For many years I have complained to the tutors, but the tutors have got sickened and disgusted with the complaints, so that very few of them take any notice of my reports. I fear that they remain in their rooms, where they may be placarded, but no further notice is taken.

6964. What is placarded?—The complaint is sometimes pinned up against the wall.

6965. Who by?—By the tutor; I very often hear that that is the notice taken of my report.

6966. (*Mr. Twisleton.*) That is supposed to be a delicate attention to your report without inflicting too much pain on the pupil?—I rather think so. I think on the whole the pupils seem to think it ought to be better attended to. And I believe it to be the opinion of some tutors, as it is my own, that the thing should be dealt with by the head, and not by them.

6967. (*Lord Clarendon.*) In short, in teaching French, yours is a very up-hill work. You are teaching boys who do not care to learn, and the masters do not care to support you?—Exactly so.

6968. Then in this plan which you propose for ameliorating the system you do not even contemplate putting French on the same footing as mathematics?—In this plan French would certainly be on a different footing to mathematics, which are obligatory.

6969. That is your notion of improvement, still to make it optional, but to get the authorities to take greater cognizance that such a subject is taught?—It would be a great improvement were more notice taken of the study, and proper allowances made for it. My notion is that the boys must attend, and that they are not to shirk their lessons for any reason. The alteration of school work arising from repeated irregular weeks, the consequent changes in tutors' private business, leave, and punishments, all drive French and such extra studies to the wall.

6970. In short, having been 20 years French Master, your great aim now is to be recognized?—Yes.

6971. (*Lord Lyttelton.*) Do you not think the study could be made obligatory?—It could, certainly, and it would be greatly to the benefit of all the boys; I think they would like it if it were so. I hope I may be understood to give the preference to the obligatory system over the optional.

6972. Do you think there would be any difficulty in having a sufficient number of masters to teach so large a number of boys?—I think four masters might teach the boys.

6973. (*Mr. Twisleton.*) Might teach all the boys?—Yes. Four men would be enough to give two lessons a week to all, and look over preparatory work done for each lesson. For three lessons a week it would require more men.

6974. (*Mr. Thompson.*) Including yourself?—Yes.

6975. (*Lord Lyttelton.*) Have you any difficulty in keeping order in your class?—The boys are a very well disposed kind of boys now. I have no difficulty in keeping order in my class; the classes are small; it is more a private matter than anything else.

6976. But an Englishman, so well conversant with French as you are, is not very easy to find?—I know of very few. My brother who assisted me is so, and one Frenchman who assisted me, who is an English master abroad.

6977. A Frenchman would be rather at a disadvantage, would he not?—A Frenchman would require support. But there ought to be no reason why Frenchmen properly supported and considered should not do the work. All the Frenchmen I have had have had a great deal of difficulty, through the imperfection of the system. I have had as much trouble in teaching the Frenchman to keep order as in teaching the boys to speak French.

6978. (*Mr. Thompson.*) Is it Frenchmen particularly who feel this difficulty in keeping English boys in order. Does the German master find the same difficulty?—The German master has a small number of boys in small classes, and his complaint is generally about non-attendance; not for breach of order or disrespect.

6979. (*Lord Lyttelton.*) Do you make them talk French at all?—Wherever I can be understood I always make a point of talking French.

6980. Do you make them talk?—I try to make them answer me in French; those who can speak always do, but I cannot at present establish anything like a general mode of teaching conversation.

6981. You can make them translate, of course?—Yes.

6982. Do many of them come well prepared in pronunciation and accent?—Yes, many of them, among the small boys particularly.

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6983. (*Mr. Vaughan.*) You spoke of a lapse of time as generally occurring, in the case of boys who have received their first instruction before they come to you, between the time of that instruction and their first teaching by you; what has that lapse of time generally been occasioned by?—The separation of one school from another generally; they have learnt French, perhaps, at their last school, then they have not looked at it again till the time they come to Eton, or, perhaps, two years afterwards. That is generally what I am told by boys.

6984. So that you seldom see a boy who has been undergoing a continuous course of instruction?—Very seldom, except it is a little boy. Boys often come to me from the lower school already prepared in French.

6985. Are they taught in the lower school?—No, only those I have to teach.

6986. Have they brought it from home or from schools generally?—Equally from one and the other.

6987. (*Mr. Twisleton.*) Do you know of some schools where they are in the habit of teaching French?—I know that there are such; I do not know that I could exactly now name any school, but some schools do seem to send boys very well prepared.

6988. Are you at all aware whether those schools teach classics properly?—I think so; boys come to Eton from them.

6989. And well prepared in classics?—Yes.

6990. So that as far as your experience goes there is no such great difficulty in instructing little boys both in Latin and Greek, and in French?—None whatever.

6991. Supposing it was made compulsory on the boys in the lower school at Eton to learn French, should you see any difficulty in that being done concurrently with instruction in Greek and Latin?—Not in the least. With good arrangement, the Latin and Greek might easily be dispatched in less time, and the same amount done.

6992. Is it the fact that younger boys learn more rapidly than older ones?—Yes, they can catch the pronunciation better. Younger boys ought to have a Frenchman to teach them, and they ought to learn a great deal by hearing.

6993. (*Mr. Vaughan.*) Do you find that they learn the grammar and the mere writing French so well as the older boys?—It depends very much on the boy. I should say that young boys did not learn grammar so easily as those whose understanding is matured. The science of the nature of words and their relations to one another, is rather beyond them. Little boys might be more properly taught words and sentences, scraps of poetry, and the conjugation of verbs. Whatever exercises they do under 13 years of age should be of the most elementary kind. Collegers in particular learn the grammar well.

6994. And learn to write it also?—Yes.

6995. (*Mr. Twisleton.*) It depends on the intelligence of the boy?—Very much so.

6996. (*Mr. Vaughan.*) Age, therefore, I suppose, is an advantage in that?—It is rather an advantage in learning the grammar. Little boys learn the grammar with a great deal of difficulty; most of the little boys who know anything of grammar seem to have been taught it by hearing, by having to conjugate verbs, or repeat sentences without accounting for their conformation.

6997. (*Mr. Twisleton.*) Are the boys who usually obtain the prizes for French those who have been under your tuition?—Nearly all have been under my tuition. There is a scholarship open for French. Those who have obtained the prizes have been mostly my pupils, and amongst the boys mentioned next to the prizemen, I should say I had about half of them.

6998. In regard to the boys who have obtained the prizes, have many of them been in France, or have they had French parents or French relations?—Some of them have had French parents and French relations, but I think the smaller number. The last prizeman certainly has a French mother and his father is almost a Frenchman.

6999. (*Mr. Thompson.*) At the recitations at Eton the other day, speeches I think you call them, there was a dialogue between two of the boys. I am not an accurate French scholar, but it seemed to me it was very well done, was that your opinion?—I think it was very well done indeed; I was not present at the speeches, but I had the preparing of the boys.

7000. How many boys among your pupils do you suppose could have gone through that performance?—I have several boys who could have gone through that, but they would not all have been eligible, because not in the upper part of the school.

7001. Could they pronounce with equal correctness?—Yes, I have many who could pronounce as well as that.

7002. I suppose those two boys could read any French author of ordinary difficulty?—Yes, perfectly.

7003. If they were to go into France they could sustain a conversation?—Yes, after a few days; one is rather taken aback on first going into a foreign country.

7004. They would be able to do it in a month or so?—In a fortnight, I think.

7005. (*Lord Clarendon.*) Could you say that the majority of the boys who have been some time with you, leaving after they have been there four or five years, are well grounded in French, and would be able to read with facility any book not extremely difficult?—Most of those boys who have been with me that time could. It is very seldom that I have a boy who is so backward as to be unable to do so; but now and then I have a boy whom I have almost despaired of all the way through, and have sometimes urged the discontinuance of his learning because I thought he could not make any progress.

7006. (*Lord Lyttelton.*) Do you think that three-fourths of them could read standard French books?—I should say that half of them could read French.

7007. On leaving?—Boys do not stay with me very long; very often not more than a year. Any boy who stays with me three years, which I consider to be a proper time for learning it, would do so.

7008. (*Mr. Thompson.*) You think about three years would be sufficient?—It would be better for a boy to have four, but three years, under proper discipline and proper regulations, ought to enable a boy to read a French book.

7009. With the quantity of time he is able to devote to it?—Yes; that is three hours a week.

7010. (*Mr. Twisleton.*) How many hours a week in lessons?—Two hours a week in lessons, and some preparatory work, or three hours a week without any preparatory work. I generally arrange it in that way.

7011. (*Lord Lyttelton.*) The three hours a week includes the preparatory work?—Three hours a week is what I give: two hours and preparatory work done by the boy and brought to me, or else three hours a week all of them with me, and no preparatory work required.

7012. (*Lord Clarendon.*) I think you said you have an assistant master now?—I have not at present.

7013. I thought you said you had called in one?—I have discontinued him now for two school times.

7014. You said it was somebody from the neighbourhood?—Yes, Mr. Ledune. He may be known. He is a pastor in the Protestant religion for the French people in London. He happened to be in the neighbourhood, and he came to assist me.

7015. You discontinued him?—Yes, because the boys went on decreasing, and I found I managed them quite well enough alone.

7016. What are your emoluments derived from?—Simply from the fees of the boys. Ten guineas a year for each boy.

7017. You say the average number is about 80?—Eighty is about my average number, I have now 75.

7018. Out of anything you receive you pay your assistant?—Yes, I have paid an assistant up to the last two school times.

7019. (*Mr. Thompson.*) Have you any private pupils?—I consider them all private, I have none to whom I give anything extra, but I lay myself entirely open to all of them. I sometimes give seven hours a day, and there is plenty of time for them to come and have their lessons singly or in classes.

7020. You have no boys at a higher rate?—No.

7021. (*Lord Clarendon.*) What do you consider your status in the school? Do you consider that you rank with the assistant mathematical masters? What is your position?—My position is merely that of an annexe, as a sort of extra person altogether who ranks with no one.

7022. (*Lord Lyttelton.*) You have nothing to do with the school apart from your classes?—Nothing whatever.

7023. (*Lord Clarendon.*) So that you are hardly recognized either by the masters or by the boys?—Not recognized as a professor.

7024. Not recognized as an Eton master?—Simply as a person holding the privilege to teach French.

7025. (*Mr. Twisleton.*) You are a pleasure which may be dispensed with?—Yes; a mere objet de luxe.

7026. (*Lord Lyttelton.*) Do you live within the college precincts?—I do not live there. I have my pupil room within the college precincts, which I have to hire of the college.

7027. Where is that?—That is where the Christopher used to be.

7028. (*Lord Clarendon.*) Are your class rooms sufficient?—Yes, I have plenty of room.

7029. (*Mr. Thompson.*) Have you a boarding house?—No, I have not.

7030. You might I suppose if you applied for one?—I should be very glad of one, but do not see how to obtain one.

7031. (*Lord Clarendon.*) Did you ever apply for a boarding-house?—Sometime ago I applied to Dr. Goodford, but he told me he was engaged to so many mathematical masters that I gave it up as a hopeless case, and I have not applied since; I believe they have a previous claim.

7032. You do not think of taking any house?—I should be very glad indeed to take a house now. I fancy teaching French is a thing that cannot last for ever, it might possibly be a kind of retirement.

7033. Did Dr. Goodford give you to understand that he would recognize the claims of the French master to have a house?—Yes, Dr. Goodford made no objection, he did not seem to imply that I might not hold a house, but that he was engaged to so many before me.

7034. He did not consider that teaching French was a bar?—Not in the least, I am very well recognized and on friendly terms with everyone.

7035. (*Mr. Thompson.*) Were you educated at Eton yourself?—Yes.

7036. Did you take your degree in the University afterwards?—No, I took my degree in the French University, the Sorbonne.

7037. Were you on the foundation?—I was on the foundation a very short time.

7038. (*Mr. Twisleton.*) If French were made an obligatory part of the education at Eton have you considered how the difficulty should be dealt with of some boys being the sons of French parents, or boys who have been educated in France, or who have had special advantage for knowing French, so that they may be first rate French scholars when they come?—I have not considered how this case is to be met. It is not of very frequent occurrence. I have noticed that these boys are frequently beaten by other more studious boys who have learnt French in England.

7039. How would you deal with the difficulty of letting their knowledge of French count as to their status in the school?—That would be rather a difficulty. I think it would induce competition among the others to try and get beyond them, and those who are more behindhand would be able to contend with them after some time. Supposing French were made compulsory, and all the lower part of the school were learning, by the end of a year we should have a large body of boys prepared.

7040. Would not the son of a French parent, or a boy who has been educated in France, have very great advantages?—I think he would; he ought to have.

7041. And place him higher in the school than his talents realy deserved, unless that point were fully met in some other way?—Those kind of boys would be in every part of the school. At present the only thing open to competition is the Albert scholarship. I suppose you would imply the case of its being introduced into trials; in that case all those boys would be sure to take the lead, if they happened to be studious, and could add grammatical and analytical knowledge to their conversational acquirements, and knew something of French literature.

7042. Have you considered how you would deal with such cases, if it were made obligatory on all the boys to learn French, and the French told upon their places in the school?—No, I certainly have not considered that; but those boys are very often beaten.

7043. (*Mr. Vaughan.*) Have you many boys who as far as you can make out have learnt it from their nursery?—Some. Not many who have learnt it from the nursery without a discontinuance.

7044. And they have made it a sort of vernacular in that way?—Some boys must have learnt it like that. Some have told me that they have learnt it from their sister's governess, but unfortunately very often those boys lose their power; they come knowing French well and from the Eton system not making any provision for their studying it, they very often lose what they have learnt.

7045. Do you observe at all whether there is any difference in those who have learnt it grammatically and those who have learnt as a sort of half-native tongue as to their power of retaining it?—There is a very great difference. Boys who have learnt it grammatically almost always retain it. Still there is nothing like the double mode of learning, and no reason why boys should not be taught something useful in learning to talk early. If it is so, and there has been no interruption in his learning, a boy will undoubtedly make a good pupil. The disappointing ones are those who assert that they used to speak nothing but French at a certain infantine age, and who, on resuming it several years after, find they know nothing.

7046. Have you a greater difficulty in teaching the grammar to a boy who has once learned to speak it in that way than to a boy commencing it through the grammar?—I have the greatest difficulty in the world in teaching a boy grammar who has learnt it by hearing only.

7047. Is it to be accounted for by the fact that as there is no harmony between the one part of his knowledge and the other, and that as he is very much more advanced in his power of using the language than in his power of analysing it, or using it upon principle, to do the latter by grammatical rules is disgusting to him?—Yes.

7048. Do you mean to say that in that sense it is a bad foundation for teaching?—I do not think it is. I think a boy who has learnt to pronounce well if he were allowed full time to learn French at Eton would have the benefit of having learnt to pronounce and might be taught the grammar by extra trouble. I have a boy now who came to me speaking French rather agreeably; we used always to talk together in French. This boy had to do his schoolwork as well, and his French has gone back. I have the greatest difficulty in teaching him the French grammar. I find the reason of his not coming to me, is that he gets so many punishments in school and is so behindhand in his schoolwork, that he gives it up altogether. In the course of my teaching, instances of this kind have been numerous; they are always difficult cases to treat; they come to me at an age when they ought to learn grammar, so as to be

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able to learn how to write the French they have been taught to speak. Unfortunately, boys of this kind are more liable to avoid the work than others. The discontinuance at a certain age is what is fatal to them. If they come to Eton unprepared in their classical and mathematical work, everything has to give way to their making up for lost time in these matters; and as French is not allowed for by the system, they only get it by fits and starts, and necessarily go back.

The most efficacious means of causing French to be studied at Eton, optionally or otherwise, would be to make a rule that no boy can rise in the school without it; that in all the school trials there should be French papers, as well as classical and mathematical; that all the boys should do them, and that marks be given them for it according as they have done.

Victoria Street, Thursday, 20th November 1862.

PRESENT:

Earl of Clarendon.	Hon. Edward Twisleton.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.
Sir Stafford H. Northcote, Bart.	

The EARL OF CLARENDON in the Chair.

R. A. H. Mitchell, Esq.

20 Nov. 1862.

R. A. H. Mitchell, Esq., examined.

7049. (*Lord Clarendon.*) How long were you at Eton, Mr. Mitchell?—Six years.

7050. How long have you left?—I left in July 1861.

7051. You are now at Balliol College?—Yes.

7052. You were an oppidan at Eton?—Yes.

7053. Will you give us an account of what the social relations were between the oppidans and the collegers. Do you consider they were upon the same footing?—No, certainly not on the same footing. The lower part of the collegers scarcely mixed at all with the lower part of the oppidans. Those of the sixth form who were collegers, and those who were distinguished for cricket, or any athletic game, mixed with the others more. During the last year or two I do not think they have mixed so much, because they have not been distinguished in cricket, or in other games so much, but only in reading.

7054. Would any colleger, who was distinguished in cricket, join with the oppidans?—Yes; as much, in fact, as his position enabled him to do. Of course he could not mix to the same extent, because he lived separately from the oppidans; but he associated with the oppidans.

7055. And the oppidans had no objection?—No; not at all.

7056. Was it because they recognized his merit in cricket?—No; but that gave him a sort of introduction to the oppidans, and after that he mixed with them more.

7057. As to the boats, did they join in the boats?—No, they had nothing to do with the boats.

7058. No collegers were ever in the boats?—No, never.

7059. Do you think that the general feeling at Eton among the oppidans was friendly to the collegers?—Well, the lower parts of the school were not. When boys went there first they generally were rather prejudiced against them; but when they got higher in the school they saw things in a different light. They looked on them as part of themselves more than when in the lower forms of the school.

7060. With respect to the gown, do you think that there was any objection to them on account of their wearing a gown?—No, I do not think so.

7061. As far as you know, did the collegers object to the gown themselves?—No, not as far as I know; I never heard that they objected to it.

7062. You did not hear that the gown was unpopular, or that they wished to get rid of it?—No, I never heard that.

7063. Do you think that upon the whole the habits of the collegers were less expensive than those of the oppidans?—I think they were on the whole. None of them joined in the boats, and that forms a great deal of the expense.

7064. Was it the notion that they did not join the boats on account of the expense?—No, I do not think so at all. I do not know how the notion arose.

7065. (*Sir S. Northcote.*) Do not the collegers go above-bridge now in boats?—Yes.

7066. You know they used not to go above-bridge?—No; but they do now.

7067. (*Lord Lyttelton.*) Not in the long boats?—No.

7068. (*Sir S. Northcote.*) Did they ever pull in matches against the others?—No.

7069. (*Lord Clarendon.*) You consider that the collegers have less expensive habits on the whole?—Yes, I think they have.

7070. And that their position in the school as collegers rather protects them from expensive habits and they are not called upon for so much?—Yes, I think it does.

7071. (*Sir S. Northcote.*) Do they get elected into the debating society?—Yes, freely.

7072. (*Lord Lyttelton.*) Do they give them leaving books?—Yes, I think so.

7073. Do they walk about together?—Yes, if they know each other well.

7074. Do they breakfast together ever?—No, I do not think they do.

7075. With regard to the gown, do you suppose, if the gown were left off, it would at all diminish the distinction between the collegers and the oppidans. The collegers would be still perfectly well known in the school?—I think so; I do not think it would make any difference.

7076. (*Sir S. Northcote.*) Do they go to the same bathing places?—Yes.

7077. Even the lower collegers?—Yes.

7078. (*Lord Devon.*) During the six years you were there, did you observe any difference in that respect. Was there more or less intimacy at the end of your time than you think there was at the beginning?—There was less, I think.

7079. Although there were fewer who distinguished themselves in the games, do you think there were more or less who were distinguished intellectually?—I should say there were more.

7080. (*Lord Clarendon.*) You think that the intellectual superiority and scholarship of the collegers is an acknowledged fact in Eton now?—Yes; I think so, decidedly.

7081. Can you attribute that to any cause?—I do not know, except there have been more collegers who have obtained the Newcastle scholarships than oppidans.

7082. (*Mr. Thompson.*) They have the same debating society?—Yes; they belong to the same society, but the collegers have a separate one of their own.

7083. As a general rule are the collegers as distinguished in the debates as the oppidans?—Yes, I think quite.

7084. More so?—No, I do not think more so.

7085. Hardly so much in proportion to their classical attainments?—No, I think not.

7086. (*Lord Lyttelton.*) Where is that separate collegers' society?—They hold it in the college somewhere. I have never been in it.

7087. (*Mr. Thompson.*) Is a boy thought more highly of for speaking well at the Union, or for gaining school prizes and distinctions?—For gaining school prizes.

7088. Even among the oppidans?—Yes, I think so. I do not think the speaking is very much thought of.

7089. (*Mr. Vaughan.*) Is there any feeling of social superiority upon the part of the oppidans to the collegers, do you think?—Yes, I think there is.

7090. Do you know, at all, what is the cause of that. Could you say what the feeling of the boys is that produces that feeling of social superiority on the part of the oppidans?—No, I do not think I can explain it exactly; a sort of custom, I think.

7091. I suppose they are elected very early, and before there has been an opportunity of any friendship being formed at the college?—Yes; very few of the collegers come to Eton as oppidans.

7092. Not many are elected from the class of oppidans?—Very few.

7093. Are those elected at a very early age generally?—Yes.

7094. So that they grow up, as it were, in the school, entirely within college walls?—Yes.

7095. Is there a feeling among the oppidans that working is rather a slow thing?—I think there is rather a feeling of that sort.

7096. Do you think it is at all looked upon by the oppidans as a natural distinction between the oppidans and collegers, that the work of the collegers is to read that that is not their line, and that it is rather a slow thing in consequence to do so?—I think they do. They look on the collegers as having to work for their living.

7097. Does reading become, or not, at all a badge of a man who has to work in life for his living?—I do not think it has that effect at all.

7098. (*Mr. Thompson.*) Do you think that an oppidan who worked hard would be thought worse of by his fellow oppidans?—No; he is not associated with them so much. If he can do anything else, if he can row, or play cricket, or any other athletic game, I do not think he is thought the worse of for reading.

7099. (*Lord Lyttelton.*) If he is successful in the school work, and also a popular boy, and good at games, his success in the school work would add to his character in the school?—Yes.

7100. (*Mr. Vaughan.*) Suppose that character isolated, that he was remarkable for nothing as an oppidan, but for being distinguished in intellectual pursuits, how would that place him in the opinion of the oppidans?—They would rather look down on him, I think.

7101. (*Lord Lyttelton.*) He would not be exposed to be bullied, would he?—No.

7102. (*Mr. Thompson.*) Supposing that besides being a hard-working boy and a good scholar, he were brilliant in conversation, we will say, and clever and fluent at the Union, without taking any part in athletic exercises, would he still be looked down upon?—Very likely not, if he were generally liked.

7103. If he were thought clever, in fact?—If he made himself agreeable to every one.

7104. (*Mr. Vaughan.*) Have you known instances of oppidans who did really succeed in the school studies having time and inclination to mix with the other boys sufficiently to gain a popular character?—Yes; I have known instances.

7105. (*Lord Clarendon.*) With respect to the government,—the authority that is vested in the boys at Eton,—what should you say are the duties of the præpostors now?—They have to mark their divisions in school, and to see that they are all there. They have to get the excuses of those who are absent from their tutors. If the absentees are ill, or have any other reason for being out of school, the tutor writes the excuse down on a piece of paper, and it goes up to the Head Master.

7106. In short, they are responsible for the appearance of the classes?—Yes.

7107. Responsible to whom?—To the Head Master. The bill is taken to the Head Master; they have a bill with the names of the boys who are absent written down.

7108. But their duties are not limited to that; they have some other duties, have they not?—The fifth form præpostors have no other duty, except to take up the complaints to the Head Master and carry notes about during the school time.

7109. Have the sixth form the power of inflicting punishment?—Yes; but they seldom exercise it.

7110. What punishments, and for what offences?—They use their own discretion about the offences. They can set a punishment, or they can "lick" a boy.

7111. They are allowed to "lick" a boy?—Yes.

7112. And may they do it on the spur of the moment, or have they to consider the offence with others before they punish the boy?—They can do it on the spur of the moment if they like.

7113. (*Lord Lyttelton.*) Among the oppidans it is very rare?—Very rare.

7114. But you have known cases?—Yes, I have known cases, generally in the house, not out of the house.

7115. (*Lord Clarendon.*) Are those offences for which the sixth form would "lick" a boy, school offences?—Yes; generally. They are inflicted for not fagging, or some such breach of school discipline.

7116. If a sixth form boy discovered a boy committing any moral offence,—lying, we will say,—would he "lick" him for that or report him?—If he did anything he would "lick" him.

7117. Would a sixth form boy consider himself bound to notice any moral offence, such as lying, drinking, stealing, or anything of that sort. Would he consider himself bound, as sixth form, to notice that?—I do not think he would notice lying or drinking. Stealing he would, certainly.

7118. But lying or drinking he would not consider himself bound to take notice of?—He would not report it to the authorities; he might punish the boy himself.

7119. If he saw him going into or coming out of a public house, would a sixth form boy take any notice of that?—I do not think so.

7120. Is there any check upon a sixth form boy as to the punishment that he inflicts?—No; he uses his own discretion, I think.

7121. Supposing he were to "lick" a boy very severely indeed, more severely than he ought to do, either for the offence, or for the boy himself, is there any check upon that; would that be brought before the master's notice?—Yes; the boy would probably go to his tutor.

7122. The boy himself?—The boy who was beaten.

7123. Would he not be "looked upon" for that?—Not if he was unjustly licked.

7124. A boy does not get notice that he will be "licked," or anything else; and there is no power of appeal before any punishment is inflicted?—No, I think not.

7125. Is "licking" the only punishment. Can he set him an imposition?—Yes, he can if he likes.

7126. The sixth form can set an imposition?—Yes; but it is not usual to do so.

7127. For what sort of offences would an imposition be set?—Generally for disobedience. If a sixth form finds a boy making a noise in a house, and he tells him to be quiet, he would probably punish him if he disobeyed his orders.

7128. (*Lord Lyttelton.*) Did you ever know an imposition set by an oppidan of the sixth form?—Yes; in the house, never out of the house.

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7129. Have you known it half a dozen times?—No, I think not.

7130. (*Lord Clarendon.*) Do you think that that system of punishment is generally approved of, that it is sanctioned by public opinion, and that it is considered as just and fairly administered?—I do not think it is much liked. I do not think the punishment by the sixth form is liked at all.

7131. Is the reason that it is not considered fair, or do not they like to be punished by a boy?—It is not thought the thing.

7132. (*Lord Lyttelton.*) The sixth form themselves do not much like it?—No; there is a sort of feeling against it.

7133. (*Lord Clarendon.*) You would not think that that part of the system of punishment works particularly well at Eton?—No; I do not think it does. I do not think boys require it so much.

7134. In short, it has not the support of public opinion at the school?—No, it has not.

7135. What are the duties of the head of a house?—He is supposed to keep the boys in order, to see that they do not make an unnecessary noise, or kick up a disturbance in any way.

7136. He has nothing to do with their lessons?—No, nothing at all in that way.

7137. He is responsible for order in the house to the master?—Yes.

7138. (*Lord Lyttelton.*) The master or the dame would consult the head of the house in any case of difficulty?—Yes, generally speaking.

7139. (*Lord Devon.*) Supposing the power of the sixth form were subject to those qualifications which exist in some other schools, namely, that a certain time must elapse before any corporal punishment is inflicted by a sixth form boy on another, or that it be the rule that two others of the sixth form should be present at the time of punishment, and that their opinion should be taken as to the fitness of the punishment, what should you say would be the effect of such changes as those?—I think that punishment would be hardly ever inflicted.

7140. Should you consider that an improvement on the present system or not?—No, I do not think so; I think the power is not used to excess at all.

7141. You do not think, therefore, that it requires any such restrictions?—No.

7142. Do you think there is any danger where the punishment is immediately inflicted by a sixth form boy alone, and without any witnesses, of its becoming excessive?—No, I do not think so.

7143. (*Sir S. Northcote.*) Do you think generally the relation of the sixth form to the rest of the school is satisfactory?—Yes, I think so.

7144. (*Lord Lyttleton.*) Is there any practical distinction socially between a boy in the sixth form and a boy among the first 20 of the fifth form?—Not the least.

7145. (*Mr. Thompson.*) The upper boys of the fifth form are as advanced as the sixth?—A great many of them.

7146. (*Sir S. Northcote.*) If the captain of the house happened to be an upper boy in the fifth form, he would have as much authority as one of the sixth form?—Yes, in the house.

7147. (*Mr. Vaughan.*) You say the sixth form do not seem to exercise much authority in the school. Is there any other class of boy, or a boy in any position whatever, who does exercise an authority over the rest of the school of that kind?—No other class of boys inflict punishment; but there are others who have more influence, I think.

7148. First of all, of what kind is that influence?—I mean the influence of captains of the boats and the captain of the eleven, of all those who hold the first position in the school games. It is the general wish of boys to please them, in order that they may gain advancement by their means in their several pursuits.

7149. You mean to say there is a general respect and a general desire to please them throughout all the lower boys that gives them a sort of authority?—Yes.

7150. And to what extent could they venture to use such authority. Would it be thought a less unseemly thing if they were to box a boy's ears for anything wrong than if a sixth form boy were to do it?—I do not think it would be likely to be so talked about.

7151. Do the boys in the sixth form associate with the smaller boys at all, or with boys much below them in the school?—They associate with the fifth form, with the upper part of the fifth form, not with those very low down.

7152. Would a sixth form boy fraternise to a certain extent with a boy lower down in the school if he were distinguished as a boater or a cricketer, more than he would if he were not so distinguished?—Yes. They associate also with those who excel at cricket or boating, or any other athletic game, no matter what their place in the school may be.

7153. It would be a recognized sort of superiority which would entitle him, as it were, to the friendship of a sixth form boy?—Yes.

7154. In fact, is there any barrier between the sixth form and the other parts of the school, except that of age?—No, I think none at all.

7155. (*Lord Devon.*) How far are the sixth form considered by the masters as their auxiliaries and assistants, either in promoting any good object in the school, or maintaining school discipline, or in any other way. Are the masters in the habit of consulting with them and requesting their support and co-operation in any particular way?—No, not generally I think.

7156. I suppose intimacies exist now and then between the younger masters and the sixth form, do they not?—No, not usually. Not more in the sixth form than in others.

7157. (*Lord Clarendon.*) Should you say that it depends on the sixth form and the upper fifth to keep the public opinion of the school in a sound and healthy state?—Yes; and on the cricketing and boating boys as well.

7158. You consider that public opinion is in a sound state at Eton; that there would be general reprobation of anything ungentleman-like or dishonourable?—I think so, certainly.

7159. Do you think that public opinion is sufficiently strong and marked to restrain anything that would be discreditable?—Yes. It differs very much at different times. The tone of the school alters very much.

7160. Do you think that drinking, swearing, lying, and gambling would be faults which public opinion would take cognizance of and repress by its expression?—Certainly, any habitual gambling or lying. I do not think an individual case would be looked on as anything particular at Eton. Any one who is addicted to it certainly would be looked down on.

7161. You think that if anybody was guilty of such offences as those, and had a tendency to commit them, there would be a strong expression of public opinion against him?—Yes.

7162. (*Lord Lyttelton.*) Would not a boy of some standing and character in the school, if he unfortunately got drunk on the 4th of June, be thought worse of for that?—No, I do not think so.

7163. (*Sir S. Northcote.*) But if a fellow were very often drunk he would rather suffer in character?—Yes.

7164. (*Mr. Thompson.*) How about betting; would habitual betting be looked upon unfavourably by the boys?—I do not think that is looked down on much.

7165. It is not thought immoral in any way?—No. It is not much in vogue.

7166. What kind of gambling would excite reprobation among the boys?—I should think any sort. Gambling is not carried on at all at Eton that I know of.

7167. Did they play cards?—I have known whist played, but nothing else.

7168. How high points?—Very low indeed.

7169. A mere trifle?—Yes.

7170. And no betting on whist?—No.

7171. (*Lord Lyttelton.*) Would a boy who was at all known as a drunkard be less likely to be elected into the debating society?—Yes.

7172. (*Mr. Vaughan.*) I suppose the scale of morality fluctuates from time to time at Eton?—Yes.

7173. With regard to some points?—Yes.

7174. With regard to others I suppose it is perpetual. For instance, a boy who lied. There has never been a time at Eton at which a boy of that sort would be other than detested?—No.

7175. But in the matter of gambling, or even drinking and those things, which are not immediately connected with a very strong sense of honour, do you think it would be in the power of one or two boys such as you have described, who are particularly good at games, good fellows, and popular, to put it a little into fashion at one time, or to make it to be regarded as a very venial, pardonable offence?—They might make it so by frequenting public-houses themselves, or in some way of that sort. They might make it more the fashion, but not to any great extent.

7176. Have you ever known times in the school in which petty immoralities of that sort have become in that way at all in vogue?—No, I do not think so.

7177. (*Mr. Thompson.*) You say that lying would be reprobated by the boys; do you mean lying to one another or lying to the masters?—More lying to one another than lying to the masters.

7178. Do you think that the tone at Eton is healthy with regard to lying to the masters?—Yes, I do not think it is carried on to any very great extent.

7179. Not habitually at all?—No.

7180. (*Lord Clarendon.*) Was there a good deal of drinking when you were at Eton?—No, very little indeed.

7181. And not much habit of going to public-houses?—No; there is a sort of public-house there called Tap, to which the boys go, but I have never known any one get drunk there; they merely go to get a glass of beer and come away again; they scarcely ever sit long.

7182. It is not a sort of club?—No.

7183. I suppose they go and get a glass of beer after cricket?—Yes, and come away again.

7184. With respect to bullying, has there been much bullying at Eton come to your knowledge?—No; very little.

7185. There are occasional instances, I suppose?—Yes, certainly; but I think as a rule there is very little indeed.

7186. What sort of instances of bullying came to your knowledge?—They have usually been instances, not of severe punishment, but more generally chaffing and abuse of that sort. Some boys who are devoid of tact get abused and chaffed wherever they go.

7187. And their lives made uncomfortable?—Yes, I do not think bodily chastisements are used much.

7188. If that is carried on to an unfair extent, and the boy's life is made miserable and unendurable, would there be an expression of opinion against it from the sixth form or the upper fifth?—Certainly if it came to their knowledge.

7189. They would interfere to check it?—They would interfere as much as possible. It is a most difficult form of bullying to interfere with when it is really confined to chaff and abuse of that sort.

7190. That is a case of chaff and so on, but to make a boy's life unhappy, that would not naturally come to the knowledge of the masters?—No, not generally. I think that if carried on long it would come to them, one way or the other, and then it would be put a stop to if possible.

7191. As far as you know, are the masters desirous to find out any cases of bullying?—Yes.

7192. Upon the whole, you would say that the public opinion of the school was against that unfair exercise of power?—Yes.

7193. (*Mr. Thompson.*) Did you ever hear of such a thing as "hunting" an unpopular boy?—No, never, certainly.

7194. *Mr. Vaughan.*) I suppose that there come to Eton, from time to time, boys who are disposed to domineer and to use their fists, and, in fact, to tyrannise?—Yes, occasionally.

7195. How are those boys dealt with, or repressed?—They are kept in order by the captains of the house. They do not generally get on much in any way; they generally end by leaving early, I think. They get into rows.

7196. (*Mr. Twisleton.*) They are in antagonism to the good feeling of the school?—Yes.

7197. (*Mr. Vaughan.*) You think the school does not hold boys of that sort; that there is such a strong feeling against them, that they get put down simply by that, or by what the captain of the house may observe. Their rooms are private, are they not, very much, at Eton?—Yes.

7198. Supposing a boy of that sort walks into a study in the evening, where there are two smaller boys, and begins to tyrannise over them, and supposing him to do that even a little systematically, when nobody but perhaps the boys themselves is there to see, what would happen in that case?—It generally ends with the small boys calling out, then some big fellow comes and sees what is going on.

7199. Any suspicious noise would bring a big boy in the house, whether he had any particular place in the school or not?—Yes, it would probably bring any boy; it would be the means of bringing a crowd together directly.

7200. Do you think if it did not, that the boys would complain to anybody?—No, I do not think they would make an actual complaint unless it was habitually done.

7201. A boy would think it a point of honour not to say much about it?—Yes.

7202. You do not think that that feeling existing among the boys may really keep unknown, both to the master of the boarding house and the captain of the house, and the biggest boys of the house, a good deal of secret bullying?—I do not think so.

7203. Is there much actual fighting?—No, hardly ever; there is hardly ever a fight at all.

7204. (*Mr. Thompson.*) Is there any sparring?—No, never, I think.

7205. The art of boxing, in fact, is not cultivated at Eton?—No; there are a few boys who have learnt it of late years, very few.

7206. (*Mr. Vaughan.*) Pray let us know how you avoid fighting?—Well, I do not know, I suppose boys funk each other.

7207. (*Mr. Twisleton.*) It may have gone out as duelling has gone out in the upper classes?—Yes.

7208. (*Mr. Vaughan.*) Is there at Eton much study of *Boxiana*, or literature of that description; the boxing columns of *Bell's Life in London*?—I do not think they care much about boxing.

7209. There is not much hero-worship of that description?—No, I think not.

7210. (*Sir S. Northcote.*) The masters rather stop fighting, if they hear of it, do they not?—Yes, I think they do; there is so very little that there is hardly ever any occasion for it.

7211. (*Mr. Vaughan.*) With regard to the effect on the school, it has been thought that a good stand-up fight prevents bad feeling and bad blood. Do you think that is so; or do you think it is not wanted at Eton?—I do not think so.

7212. Boys forget their grudges instead of settling them that way?—Yes, I think they forget them after a time.

7213. (*Lord Clarendon.*) What boys have the power to fag?—All the fifth or sixth form, except the lowest division of the fifth form.

7214. Do you approve of fagging as a system?—Yes, certainly.

7215. Do you think it is good for the fagger and the faggee?—Yes, I think so.

7216. Is it generally liked in the school?—Yes, I think it is.

7217. And you have no reason to think that the power of fagging is abused?—I do not think it is.

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7218. You do not think it makes the fags unhappy?—No, not at all.

7219. Do you think that the fags are prevented from attending to their school work?—No, I think not, they have very little fagging to do.

7220. (*Lord Lyttelton.*) Servants lay the breakfast things now?—Yes, they do.

7221. (*Lord Clarendon.*) Will you give us some account of the fagging at games. What is the power of fagging, and how is it exercised?—There is no fagging at games at Eton, except at fives; and this power is seldom, if ever, exercised.

7222. There is no compulsory foot-ball?—No.

7223. (*Mr. Twisleton.*) Nor cricket?—No.

7224. (*Lord Lyttelton.*) There is no fagging at fives?—No, the power exists, but is seldom exercised.

7225. It is hardly wanted there?—No, it is not.

7226. (*Lord Clarendon.*) Do you think any alteration in the system of fagging as it exists now at Eton would be necessary or popular?—Neither one nor the other, I think.

7227. (*Lord Lyttelton.*) A fag is rather pleased to be in that relation with any boy if he is a pleasant boy, is he not?—Yes.

7228. It gives him a sort of protection?—Yes.

7229. (*Lord Clarendon.*) Do you think that sometimes friendly relations are founded between the fag and his master that are enduring afterwards?—Not to any very great extent, I think.

7230. (*Mr. Thompson.*) Were you ever a fag yourself?—Yes.

7231. Had you the same feeling about it then?—Yes.

7232. You did not dislike it?—No.

7233. (*Mr. Vaughan.*) Does such fagging as exists apply equally to all the fags, or are they ever directly or indirectly exempted from it by favour?—Sometimes indirectly, I think.

7234. How is that?—The boys that are liked most are not fagged so much as the others; and any boy who is thought to be a bully, or a disagreeable fellow, gets fagged more than any one else. A smaller fifth form would not fag a big lower boy if there were another boy at hand; he would rather send one he could "lick" himself than one he could not.

7235. I mean with regard to the regular fagging. For instance, at breakfast. Does that not fall unequally on the fags?—No, that does not. I think that is always distributed fairly. Of course some fag masters give more to their fags to do than other masters, but a boy who has three or four fags gives the same amount of work to each to do.

7236. We understand that one boy may have four or five fags, and another may have one. Do you think that in that case the fagging does not fall unequally upon the boys who are one of five fags and the boys who fag single-handed?—I think that those who have only one generally do not give them so much to do.

7237. They have not so much to give them?—They do not give them so much.

7238. Do all the boys have fags who might have them by their place in the school?—No; it depends on the number of fifth form, and number of lower boys in the house; that is settled by the captain of the house.

7239. Does not the captain of the house sometimes monopolise fags too much?—I do not think so.

7240. (*Mr. Vaughan.*) You spoke of some boys being fagged more than others, and one reason you mentioned was for bullying. Does it happen that a boy of less good appearance, or less well born, we will say a tradesman's son, would be more fagged than the others?—No, I do not think so.

7241. (*Lord Clarendon.*) Do the generality of boys in the house have single rooms?—Yes.

7242. Did you always have a single room to yourself?—Yes, always.

7243. Do you think that is very preferable to having more than one in a room?—I should think so. I have never been myself in any but single rooms, so that I cannot tell from experience.

7244. Boys in general prefer single rooms?—I think so.

7245. But there are some houses, I think, in which there are double rooms, or three in a room?—Yes, there are in some. There are sometimes one or two large rooms in a house where they put two or three together. Brothers they put together.

7246. (*Lord Lyttelton.*) Is there more than one house at Eton in which no boys except brothers are put together in one room?—In the house I was at, the last half I was there, they put three boys who were not brothers in a large room.

7247. Little ones?—Yes. It is only in one room in the house that that is the case.

7248. (*Lord Clarendon.*) It is the duty of the head of a house to maintain order, to see that the boys do not get into one room and make a row and smoke?—Yes.

7249. Is smoking much practised at Eton?—Very little indeed.

7250. It is strictly interdicted, is it not?—Yes. It is never practised in the house, and very little out of it.

7251. In the house there are prayers every evening, are there not?—Yes, every morning and evening.

7252. Said by the masters?—Yes.

7253. Does the head of the house take any part; does he read lessons?—No.

7254. He has nothing to do with that?—No.

7255. (*Lord Lyttelton.*) It happens to be so sometimes at Mr. Evans' house, because he does not always read himself, and then one of his head boys reads prayers?—Yes.

7256. (*Lord Clarendon.*) As far as you know, are the boys in the house in the habit of saying private prayers?—I do not know either that they do or to the contrary; they being in single rooms, it is not very easy to say.

7257. Have the boys separate studies in general at Eton?—Yes, they have the same room for study and bed room.

7258. Would you think that system advantageous, better than preparing their lessons in a large room together?—Yes; I should think so. If they are quiet in their own rooms, and cannot talk to other boys, they can prepare their work better.

7259. Generally speaking were you satisfied with the meals they gave you at Eton while you were there?—I think so. Boys complain sometimes.

7260. Complain with reason?—I think the breakfast was not so good as it might have been. They gave you nothing but bread and butter; of course boys bought things for breakfast.

7261. (*Lord Lyttelton.*) The butter is often bad?—Yes.

7262. (*Sir S. Northcote.*) Is the beer bad?—It is not good.

7263. (*Mr. Thompson.*) Is good butter easy to get at Eton?—I do not know. Do you mean from the shops?

7264. Yes?—Yes, I think so.

7265. (*Mr. Twisleton.*) I suppose the beer would vary in different boarding houses?—Yes.

7266. And perhaps at different times in the same boarding house?—Yes; I dare say it would.

7267. (*Lord Clarendon.*) Was it the quantity or the quality of the food that the boys most complained of?—It was the quality.

7268. The meat was good?—The meat was generally good. I do not think there was any ground for complaint generally in the food we had for dinner.

7269. And the cookery, was that tolerably good?—Yes. Of course that differed very much at different houses.

7270. I suppose some houses have a much better reputation than others for the meals they furnish?—Yes.

7271. (*Lord Devon.*) Which have the best reputation, the dames' houses or the tutors' houses?—I do not think there is any distinction of that sort.

7272. Perhaps you will go through one day, and tell us what you had for breakfast and dinner on the Tuesday?—We had not anything particular on that day.

7273. I mean, give us a day's fare, tell us what you had on any one day?—We had bread and butter for breakfast.

7274. At what time?—At nine, at least we had prayers at nine and breakfast about a quarter past. We had dinner at two. We generally had a roast or boiled joint, and some pudding or tart, or something of that sort.

7275. Vegetables and beer?—Yes.

7276. (*Mr. Thompson.*) And then you had tea or supper?—We had both. We had bread and butter for tea, which was at six, and supper at nine. We had cold meat for supper, and either bread and cheese or pudding or tart, or something of that sort.

7277. Would you have preferred to have the cold meat at breakfast instead of supper?—I do not think the boys would generally, because they could buy things for breakfast, and they could not for supper.

7278. They wanted three meat meals a day, in fact?—Yes.

7279. (*Mr. Vaughan.*) Was it common for boys to eat meat three times a day?—Yes, I think it was; sometimes four.

7280. (*Sir S. Northcote.*) Did you find many boys who were in the habit of drinking Bass's beer as an extra?—Some boys did, but not generally.

7281. Was that generally done when they were really delicate, or to get decent beer?—More to get decent beer.

7282. Were boys allowed to go to the "Tap"?—They were not allowed.

7283. But it was not considered the same sort of offence as going to the White Hart?—No.

7284. (*Lord Clarendon.*) How is the Sunday generally spent at Eton?—We generally have prayers at nine; the day is begun by that.

7285. Prayers in the house?—Yes; and then have breakfast, and go to church at half-past ten. That lasts till about twelve. Then we have dinner at half-past one and church again at three. Then the boys have what is called private business with their tutor, which lasts about an hour, some boys at one time and some at another.

7286. What does that private business consist of. Is it the Greek Testament or any religious instruction?—Sometimes one, sometimes the other.

7287. Invariably?—Yes.

7288. That is the nature of it?—Yes.

7289. How do they dispose of the time they have for themselves on Sunday, as there are no games?—I think they generally take a walk.

7290. There is no habitual going to public-houses on a Sunday?—No, I think not. There are certain boys in the school who do so, but as a rule it is not carried on at all.

7291. And would be discountenanced by the upper boys?—Certainly.

7292. That habit is not of the upper boys. A sixth form boy would not go to the public-house?—Not generally.

7293. He would be thought ill of if he did?—If he did so habitually.

7294. Suppose he were to meet a lower boy coming out of a public-house on a Sunday, would a sixth form boy tell him he had better not?—I do not think it would be likely, unless he knew the boy, and had some personal interest in him.

7295. Not as a matter of school discipline?—No.

7296. Do you think that the choral service is liked in the chapel?—The upper part of the school like it; I do not think the lower boys do. They think they are kept in chapel longer by it.

7297. But they get to like it as they get older?—Yes.

7298. What is the general opinion about the sermons that are preached in the chapel?—I think they are generally thought very bad.

7299. The benefit conferred upon them is not considerable?—I do not think so.

7300. They are generally preached by the fellows, are they not?—Yes, almost always.

7301. Who for the most part are not very audible?—No; some of them you cannot hear at all.

7302. (*Mr. Thompson.*) Do you hear two sermons a day on Sunday?—No, only one.

7303. (*Lord Clarendon.*) Do you think the boys would like it if any of the masters, who had a talent for preaching, would preach to them?—I think so.

7304. You think some interest would be taken in their sermons?—Yes.

7305. (*Lord Lyttelton.*) Boys take some notice of a good sermon?—Yes.

7306. (*Lord Clarendon.*) As far as you have observed, what should you say was the general feeling about confirmation. Did the boys attach great importance to it?—Yes, as far as I know. It differed very much in individual cases; but generally it was so.

7307. It was considered an important event in their lives?—Yes, I think so, certainly.

7308. As far as you know, do you think that the masters considered it very seriously, and endeavoured to prepare the boys for it, and to impress on their minds the seriousness of it?—Yes, I think they did. They were always prepared during the half before they were confirmed.

7309. Should you think that was met in a corresponding spirit by the boys?—Yes, I think so generally. Of course in some instances it was not.

7310. With respect to the communion. Boys always took the communion after their confirmation, did they not?—Yes, I think they did, generally speaking. The sixth form nearly always stayed, and most of the collegers.

7311. Do you think it was in a proper and reverential spirit?—I should think so. At least they never expressed anything to make me think the contrary.

7312. (*Lord Lyttelton.*) There was nothing at all like compulsion?—No.

7313. (*Lord Clarendon.*) I suppose the communion was administered about every month?—Yes, I think every month.

7314. What was the average attendance?—I cannot say at all.

7315. Was it numerous in general?—Yes, I think it was, in proportion to the boys who were confirmed.

7316. (*Lord Lyttelton.*) Fifty or sixty?—Quite that.

7317. (*Lord Clarendon.*) The masters never would have noticed A. or B. not being a regular attendant there?—I think not.

7318. Do you think if a boy had been drinking the day before he would be likely to attend the communion on the Sunday, or if he had been guilty of any excess?—I should not think so. I do not know of any instances.

7319. Or of any gross case of that kind?—No.

7320. (*Lord Devon.*) What was the attendance at the chapel on Saints' days?—Twice a day, the same as on Sunday.

7321. The same hours?—No; it was 11 on Saints' days.

7322. And again at three?—Yes.

7323. There was no sermon?—No.

7324. Was that a choral service each time?—Yes, on Saints' days.

7325. (*Lord Lyttelton.*) In the afternoon, not in the morning?—No.

7326. (*Mr. Thompson.*) Was that liked?—Yes, I think so.

7327. Were the Saints' days' services popular with the boys?—With the upper part of the school.

7328. (*Lord Devon.*) A suggestion of this sort has been thrown out, and I should like your opinion upon it; that in place of one attendance, or perhaps even of two for so long a period on Saints' days, there should be every day a very short, a quarter of an hour, choral service, at about half-past nine in the

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morning, the longer services on the Saints' days being abolished. What would be your view as to the feeling of the school upon that?—I do not think the school would like it.

7329. (*Mr. Thompson.*) How long were the family prayers in the houses?—They lasted 10 minutes or a quarter of an hour.

7330. Do you think the boys prefer that to a service not much longer in chapel?—Yes, they would, certainly. You see they have to go out of their houses to chapel some little way.

7331. (*Lord Clarendon.*) What do you consider is the relation on which a boy stands to his tutor. Is not the tutor *in loco parentis* to him?—No; I do not think so.

7332. What do you consider was the relation in which you stood to your tutor?—I do not think we looked on him as doing anything more than just teaching us, and looking over our exercises, and hearing us construe. Not in any other light.

7333. (*Lord Lyttelton.*) Were you in his house?—Yes; at least Mr. ——— gave his tutorship up the last year I was there.

7334. He was your tutor all the time?—Till the last year, during which time Mr. —— was my tutor.

7335. You apply that to both of them?—Yes. Mr. —— was a much younger man, and I knew him very well. I did not look upon him in the same light.

7336. (*Lord Clarendon.*) But you looked upon Mr. ——— simply as a person who looked over your exercises?—Yes.

7337. Supposing you had any difficulty in the course of your studies, should you have gone to him to help you, or to some other boy, or to any boy that you met with Would you consider him the natural person to go to?—No; I think I should probably go to some other boy.

7338. (*Lord Lyttelton.*) If it were a question of study, you would naturally go to your tutor; but in any question of conduct you do not think you would have gone necessarily to your tutor?—No.

7339. (*Lord Clarendon.*) Or as to your private affairs; supposing you were in a difficulty about anything, it would not have occurred to you to go to your tutor?—I do not think I know any such instance. Perhaps boys might if they were in any difficulty in their private affairs.

7340. (*Sir S. Northcote.*) In the case of a boy being bullied, you said just now he would probably go to the tutor?—Not unless it was carried to a great excess.

7341. (*Mr. Vaughan.*) If it were anything that made him unhappy, would he or would he not go to the tutor and unbosom himself to him?—No; I think not.

7342. (*Lord Clarendon.*) What amount of work did you do with your tutor, distinguishing it from the preparation for form-work?—It differs very much in the different forms. It made a great difference what part of the school you were in. You did less work with your tutor as you got higher up in the school.

7343. What quantity of independent work did you do in preparation for lessons?—I think there is very little of that done.

7344. (*Mr. Thompson.*) Is there much reading of a general character, not exactly light reading, but entertaining reading. For instance, would boys generally read such a book as *Macaulay's History of England*?—Not generally.

7345. (*Lord Lyttelton.*) They would read it with a view to the debates probably?—Yes.

7346. (*Mr. Thompson.*) Would they read such a book as *Grote's History of Greece*?—No, I do not think they would.

7347. (*Mr. Vaughan.*) Now, with a classical book that was to be done in form, we will say a lesson of fifty lines of *Homer*, how would a boy who did not profess to be a studious boy, or the reverse, but an average boy, set to work to prepare himself for it?—He would get a "crib."

7348. I should like to go through it. Would that be the first proceeding?—Yes.

7349. Then he would have to go to the tutor, would he not?—Yes, to construe; at least the boys in the lower part of the fifth form and those still lower in the school did so. Those higher up did not.

7350. Would there be any distinction between the two as to the necessity of the crib in the first instance?—No, I do not think so.

7351. Would it be rather the exception to the rule than not, a boy setting to work half an hour or three quarters of an hour before going to the tutors to construe with a grammar and dictionary to make it out for himself?—I do not think many boys would be likely to do it.

7352. (*Sir S. Northcote.*) Did they often get a construe from another fellow?—I do not think that is very usual.

7353. What does a boy of that sort do when it comes to the parsing before the master. How does he manage before the master in school?—They come to grief very often, and then they get punished.

7354. Do they take the chance of getting called up for it?—Yes, to a certain extent.

7355. (*Mr. Twisleton.*) But it is possible for a boy to look to the parsing while he makes use of his crib?—Yes, some boys do, certainly.

7356. (*Mr. Vaughan.*) You think it would happen often that a boy might use the crib and still prepare himself with the parsing so as to be able to answer the regular series of questions?—Yes, I think so.

7357. (*Mr. Vaughan.*) When it comes to the end of the half year, at the examination, how would a boy of that sort look to be able to get through with respectability and without a positive reproof?—At collections?

7358. Yes?—I do not know. It is a very easy thing to scrape through collections without any reproof or punishment.

7359. So that you think a boy who had gone on systematically with his *Homer*, and got thro gh a whole book of *Homer* in that way, just preparing himself enough to construe at each lesson, when it all came upon him at once at the end of the half-year would still be able to pass respectably and get his promotion?—The collections are simply examinations of what is done in term. They have no effect on boys' places in the school.

7360. I should like to take them separately. First, the examination for promotion. How would a boy of that sort manage?—Of course it would damage his place very much in the examination.

7361. Would it be sure to damage his place, do you think?—That depends on his own abilities very much. He might learn it from the crib and be able to remember it. Some boys can.

7362. (*Sir S. Northcote.*) Do boys use old copies much?—No, I think not very much. There are a great many old copies going in the school in the different houses, but I do not think they are much used.

7363. (*Mr. Thompson.*) Are they very strict in looking over the verses of the average boys. Would there be any punishment supposing a copy were sent up full of faults?—It would be torn over, and the boy would have to do a second copy.

7364. As a rule, would boys do their own verses generally?—As a rule they do. Some boys there are who do not.

7365. Do you think there are any boys who cannot by any possibility do their own verses?—I think there are very few instances of that.

7366. You never knew an instance of a boy who was perfectly inapt for Latin verse and who was clever in other respects?—I have not known it myself.

7367. (*Sir S. Northcote.*) Are there cases of boys who get other boys to do their verses for them, and

in return give them some advantages, either in the boats or in fagging or other ways?—No, I do not think so.

7368. (*Lord Clarendon.*) Do you consider that the history and geography that you know was acquired in the pupil room or from private reading?—Perhaps from private reading more than anything. I think the system is very deficient with regard to history and geography.

7369. You do not think there is much attention paid to them?—No.

7370. In mathematics now, were you obliged to pay much attention?—No, we were not obliged to. The mathematical masters were not looked on in the same light as the classical masters, but as inferior in their position.

7371. Their social *status* in the school was different?—Yes.

7372. I suppose boys, therefore, rather think that mathematics must be an inferior study?—I think that is the feeling.

7373. And that reflects, of course on the disposition to study mathematics?—Yes.

7374. Is the study of mathematics, from one cause or another, not popular at Eton?—I do not think it is.

7375. But still they get marks for it. It is of use to a boy in his position in the school?—Yes.

7376. (*Lord Lyttelton.*) He cannot get up without it?—Not without a minimum.

7377. (*Lord Clarendon.*) As far as you know, is there much private instruction in mathematics?—Yes, a great deal. I think boys went to meet each other, rather than to do work. They thought it was rather a nice thing to go out at night. They did not do much when they got to their master.

7378. So that the object was rather social than scientific?—Yes.

7379. How much time was left for private reading in general?—Boys had a great deal of time; I cannot say how many hours exactly. It depended very much on how much time they used in their other studies.

7380. Was there a good deal of private reading in general literature, as far as you know, at Eton?—I think very little.

7381. There was no general desire for information?—No.

7382. It was not considered any part of business or pleasure, at Eton, to keep up a reading of the general knowledge of the day?—No, I do not think so.

7383. (*Sir S. Northcote.*) Did they read newspapers?—I think those who belonged to the debating society read them. I do not think the other part of the school did.

7384. (*Lord Lyttelton.*) Those in the debating society have an advantage in reading as compared with the other boys?—Yes.

7385. Have many houses libraries?—I hardly know of any except Mr. Evans'.

7386. Do they use the school library much?—No, very little indeed; the collegers used it, but the oppidans used it very little.

7387. (*Mr. Thompson.*) Do you think the majority of the boys had read the greater part of Sir Walter Scott's novels?—I do not know; I should think they had probably.

7388. Do you think they had read the principal poets, such as *Shakspeare*?—I do not think they read *Shakspeare*.

7389. Much less *Milton*, I suppose?—No, I do not think they did.

7390. They were obliged to read him a little, were they not, for verses?—Yes.

7391. But beyond reading over the passages set for Greek iambics and hexameters, you do not think *Milton* and *Shakspeare* much read?—No, I do not.

7392. Would you say that the modern poets are read? Did you ever hear of anyone reading *Coleridge*?—Some boys do; but I think, as a rule, most boys read nothing at all except novels and books of that sort.

7393. What sort of novels, serial novels?—Yes.

7394. Thackeray's?—Yes.

7395. Or would that be too difficult?—I do not think Thackeray is read very much.

7396. Lever, perhaps?—Yes.

7397. (*Lord Clarendon.*) Bulwer?—Yes.

7398. (*Mr. Thompson.*) They do read a great many novels?—Yes.

7399. (*Mr. Vaughan.*) How do they get the novels that they read?—They buy them, and then they pass about the house from one boy to another.

7400. It is the cheapness that determines the book selected to a certain degree?—Yes, I think so.

7401. The railway editions of novels, perhaps?—Yes.

7402. (*Lord Clarendon.*) Do the masters ever inquire what books the boys are reading?—I do not think so.

7403. They do not take any concern about it?—I think not.

7404. (*Mr. Thompson.*) Would it be resented if they did?—I do not think the boys would care much for what the masters said about their reading.

7405. (*Lord Clarendon.*) What are the average hours of work a day. We will say for an average idle boy and an average industrious boy?—They work differently on different days of the week. I cannot lay down a certain number of hours for each day in the week. Some days they had verses to do, and some prose, and that sort of thing. I should think six hours a day would be the outside.

7406. Is that an idle or industrious boy?—An industrious boy the whole week through.

7407. (*Lord Lyttelton.*) A boy working for the Newcastle?—Yes; but that does not affect the average; I mean for the school work and tutor's work. Of course I do not mean voluntary work.

7408. (*Lord Clarendon.*) That would be for an industrious boy?—Yes.

7409. How many hours work a day, taking one day in the week with another, need an idle boy do?—A boy that does all his own work?

7410. Yes?—I should think about four and a half hours.

7411. (*Lord Lyttelton.*) Reckoning school work?—Yes.

7412. (*Lord Clarendon.*) That you call doing all his own work?—Yes.

7413. But there are great facilities for not doing his own work?—Yes, a boy might get on without doing anything except what he does in school. I mean, he might learn his lessons with cribs in a very short time, and get his exercises done for him.

7414. (*Mr. Vaughan.*) By other boys do you mean?—Yes.

7415. Was there any compulsion at that sort of work?—No, I think not.

7416. Would a clever boy acquire popularity by volunteering to do other exercises for them?—Yes, he would, I think.

7417. (*Lord Clarendon.*) And with an idle boy of that sort who does not do his own work, but gets it done for him, the master does not interfere. He does not know much about it, does he?—No, I think not.

7418. He does not try to stimulate him to greater exertions?—Perhaps he does at first; but I think he soon gives him up as a bad job.

7419. (*Lord Lyttelton.*) It depends on who the tutor is?—Of course it depends very much on the tutor.

7420. (*Mr. Thompson.*) There is great difference in the tutors?—Yes.

7421. (*Lord Lyttelton.*) When you were captain of the eleven, how much time did you give to cricket?—I should think on an average about five hours a day.

7422. You are including all you did. You had to keep the accounts, and so on?—Yes.

7423. (*Lord Clarendon.*) Do you include that in the five hours?—The accounts were not very much.

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7424. (*Mr. Twisleton.*) That was, for the most part, playing at cricket?—Yes.

7425. (*Lord Lyttelton.*) As captain had you to give rather more time to it than any other boy?—Not to the actual playing, I think, except for example's sake.

7426. Would a young boy, about 13 or 14, who had the ambition of cricket strong in him, play five hours a day?—Yes, I think so.

7427. (*Mr. Vaughan.*) I suppose that makes the meat breakfast a little necessary?—Perhaps it does.

7428. (*Lord Clarendon.*) A great number of the sixth and fifth forms play during the season five hours a day?—Yes; a great many.

7429. (*Mr. Twisleton.*) What proportion of the boys write their own Latin verses. In, say 20 boys, what proportion of the 20 would be likely to write their own Latin verses?—I think 17 out of 20.

7430. (*Lord Clarendon.*) Are the expenses of cricket considerable?—No.

7431. About what should you say it was to each boy, all included?—If he is in the eleven, the expenses of course are rather more; but to those who are not in the eleven the expense is very little; they have only to provide bats, balls, stumps, and so on.

7432. What is the greater expense of the eleven?—They have flannel trousers. Playing at Lord's and going to Winchester also cost something.

7433. (*Sir S Northcote.*) Is keeping the ground in order at the expense of the club?—No.

7434. (*Lord Lyttelton.*) Does the whole school pay the expense of keeping the ground?—No, I think not. The college pay for the actual keeping of the ground.

7435. Has the captain any particular expenses above others?—No, I think not.

7436. (*Sir S. Northcote.*) What does the club pay with regard to the ground? Do they pay for rolling it?—No; the college keep it in order, and the club only pay for their things to be taken up there. They have to be taken up every day.

7437. But they have nothing to do with the ground itself?—No; not with the paying for it.

7438. (*Lord Clarendon.*) Looking back to the time you passed at Eton, are you satisfied with the way in which that time was spent, and do you think you got as much from it as you could fairly expect from the system of education there?—I think there is a great fault in the composition done at Eton. It is all original composition. They scarcely ever give you a piece of English prose or verse to turn into Latin prose or verse.

7439. You found the effect of this when you got to Oxford?—Yes.

7440. (*Mr. Twisleton.*) It is the case, is it not, that a boy who merely writes original Latin prose, uses phrases only with which he is acquainted?—Yes.

7441. So that there might be a large class of phrases of which he might be wholly ignorant, and yet he might make a very good show in his Latin essay?—Yes.

7442. (*Mr. Vaughan.*) With regard to the original themes, what sort of subjects in Latin were they given upon?—They had generally something to do with history, generally historical subjects.

7443. More often than upon some moral maxim?—Sometimes on that; but not often on moral subjects.

7444. But on the historical subjects was it not rather difficult for a boy to repeat himself. If he had ten Latin themes to write in the year, could they be very much repetitions of each other. Do you think a boy could manage to present the same sentences a little differently arranged?—I think they do to a certain extent, almost without knowing it themselves, and in verses they certainly do. They put the same ideas in over and over again.

7445. Did it ever strike you that if the verse and theme exercises had occurred more seldom than they did, the boys would have taken more pains with them?—Yes; I think we had too many verses to do, certainly; and too often.

7446. Do you think you would be disposed to take more pains with a copy of verses if it had occurred half as often as it did?—Yes, I think the boys would.

7447. (*Mr. Twisleton.*) Suppose alternately there had been translations instead of original compositions, would that have tended to improve even the original verses?—Very much, I think.

7448. (*Lord Devon.*) I should like to refer for one moment to the question of expenses. In the eleven were there any expenses to which the boys were put periodically for dinners or luncheons?—No, the dinners were given by the eleven who came down to play.

7449. But daily, were there not luncheons on the ground?—No; we had tea in the evening. Then the things are all brought from the houses.

7450. It is not by subscriptions among the boys themselves?—No; at least each boy pays a subscription of about 5*s.* in the term.

7451. As to the further expenses of the boys generally at Eton, should you say that ordinarily speaking among those whom you knew there was much habit of expenditure?—No, not very great. It differed very much in different boys.

7452. You know no instances of excessive expenditure?—No.

7453. (*Lord Lyttelton.*) It depends on the amount of pocket money their parents give them?—To a great extent.

7454. (*Lord Devon.*) Was there any facility for running into debt?—All the shops gave "tick" to a small amount.

7455. To any large extent?—I do not think they would go to any large extent.

7456. Would they give "tick" for 5*l.*?—I think so; some of the shops, beyond that. They would give much more "tick" to the larger boys and those who had influence in the school.

7457. Did you ever know any instances of shopkeepers lending money to boys?—No, I never knew anything of the sort.

7458. I suppose the habits of expense vary according to the predominant code of the school at the time, and that depends on the tone and character of the sixth form very much?—I do not think it varies very much.

7459. You could not remark any difference during your time?—No.

7460. (*Sir S. Northcote.*) Did you know any instance of boys who had very large sums of pocket money? 30*l.* or 40*l.* sometimes?—Yes, I have known instances; but very rarely.

7461. Were those boys at all more looked up to, or made more of than others?—I do not think so.

7462. (*Mr. Twisleton.*) I suppose it would be very injurious to the other boys that some boys should have such a large amount of pocket money?—I think it is.

7463. (*Mr. Thompson.*) Do some boys ever hire horses or gigs?—No, scarcely ever.

7464. It is not possible?—Yes, it is possible. There is occasionally an exception.

7465. It is forbidden and not practised?—No, scarcely at all. Of course, there are exceptions sometimes.

7466. (*Mr. Vaughan.*) I should like to go back to a former topic, for a moment. Is there not a great deal of repetition learnt at Eton?—Yes, there is.

7467. Do you know how many lines a week the Latin and Greek repetition would amount to at the top of the school, say high in the fifth form?—I should think between two and three hundred lines.

7468. Could that be easily shirked by a boy?—Boys have very seldom learnt it. They have got a way of guessing the piece they are likely to have.

7469. Are they called up in order?—Yes.

7470. So that they could get piping hot four or five lines and be ready with it at the proper moment?—Yes.

7471. Do you think that the repetition set to the boys to learn told really and effectively upon the

composition by giving taste and facility ?—I do not think it did.

7472. (*Mr. Twisleton.*) That could be frustrated if the masters were in the habit of setting on boys out of order and dodging them ?—Yes, if they did not go straight through the lessons.

7473. (*Mr. Thompson.*) A master would be very unpopular who interfered with that routine, would he not ?—He would, decidedly.

7474. Would he be pelted ?—I do not know. He would be disliked.

7475. (*Lord Clarendon.*) With the exception of those difficulties in composition which you have alluded to, on the whole you do not find any fault with the system of education at Eton, reflecting on it since you left it ?—No ; except the composition and the repetition. I do not think there is anything more.

7476. Would you think from your observation and experience of Eton, and reflection on it since you have left, that there are any changes which you would like to see, whether for the honour of the school or the good of the students ?—I think Greek play ought to be read a little more, and Greek prose, I think, ought to be done more than it is.

7477. (*Mr. Thompson.*) Do you mean Greek prose composition ?—Yes.

7478. (*Sir S. Northcote.*) There is one general question I should like to ask, do you think that the school is too large, or that it admits of indefinite expansion ?—I think it is not too large.

7479. You would not mind seeing the school increased to a thousand or more ?—I do not think so.

7480. Do you think there is any tendency in a large school to break it up into different houses, so that boys have much less association with different houses than in a smaller school ?—I do not think that. I do not think boys join so much with boys in the same house.

7481. Do you not think that in the lower part of the school they go very much with their own houses ?—They go with their divisions very much. I think they mix quite as much with their division as with their house.

7482. (*Mr. Vaughan.*) You said there was a good deal of historical composition. How are boys able to get materials for writing historical composition at Eton when they have a Latin theme set them which they have to produce in a short time ?—They generally procure a classical dictionary or some book of that sort. Of course, they do not translate it literally ; but in the easiest manner they can.

7483. Was it usually upon classical history ?—Yes, generally. Sometimes the master who set the theme gave a few general ideas on the subject, if it was not historical.

The witness withdrew.

VISCOUNT BORINGDON examined.

Viscount Boringdon.

7484. (*Lord Clarendon.*) How many years, Lord Boringdon, were you at Eton ?—Five years.

7485. How long have you left it ?—This time last year I came to Oxford. I left Eton last August twelvemonth.

7486. You are now at Balliol ?—Yes.

7487. You went there last year ?—Straight from Eton.

7488. What were the relations between the oppidans and the collegers. Do you consider they looked upon each other as upon an equality ?—I think below the middle division of the fifth form the oppidans looked down upon the collegers ; but after that they treated them as being on the same level, especially if at all distinguished in the games, football or cricket, especially cricket.

7489. Do you think they were looked up to as rather better scholars than their contemporaries the oppidans ?—Certainly.

7490. On that account they were looked up to ?—I do not know exactly about looked up to ; but as on the same level.

7491. In consequence of that ?—No; merely because they were on the same level.

7492. Is their superiority in scholarship, do you think, recognized now in the school ?—Certainly.

7493. What circumstance is that owing to ?—I cannot say at all. I think chiefly because there is an examination to enter college, which makes them all, to a certain degree, picked boys, and then it is rather more the fashion to read in college than out of college.

7494. That is done so much that the oppidans are rather disheartened ?—They have monopolised a great number of the prizes.

7495. The oppidans do not think it any use trying for them ?—That is so.

7496. The collegers have nothing to do with the boats, have they ?—No ; they are not admitted into the boats. They have a boat of their own, a four oar.

7497. (*Lord Lyttelton.*) May a colleger have what is called a "lock-up ?"—Yes.

7498. Do they have it occasionally ?—Yes.

7499. (*Lord Clarendon.*) Do you think that the gown makes any difference in the feeling of the oppidans towards the collegers ?—I think it may keep it up a little. I think a boy low in the school would not like to be seen walking with a boy in a gown.

7500. Do you think that it is felt as a badge of inferiority by the collegers ?—I hardly know. I think it is looked down upon rather by the oppidans in the lower part of the school.

7501. Have you ever heard at all whether the collegers would like to get rid of the gown ?—No ; I never heard the subject mentioned at all.

7502. Had you any friends among the collegers ?—Yes.

7503. With whom you were intimate ?—Yes.

7504. And with whom you were upon terms of perfect equality ?—Yes, perfectly.

7505. (*Lord Lyttelton.*) Had you any leaving books from the collegers ?—Yes, one.

7506. Did you ever give a leaving book to a colleger ?—Yes.

7507. (*Mr. Vaughan.*) Does it ever happen or is it notorious in the school that there are boys who would have been able to get to college from their abilities and attainments, over the heads of those actually elected from the school, we will say at 11 years old, and who yet distinctly declined to enter into competition ?—I do not quite understand you.

7508. I understand that of the boys who are elected as collegers, some are elected from among the oppidans, and some entirely from strangers to the school ?—Yes.

7509. Among the boys who have remained throughout as oppidans, are there any who, at the time in which the competition took place, it was well known to the school could have succeeded in getting into college had they chosen to enter into competition ?—Yes, certainly.

7510. So that there are oppidans boys who are growing up in the school who are quite equal, or have been during their time at school quite equal in point of ability and attainments to those who get into college ?—Quite so, certainly.

7511. Do you think, supposing this to be the case, that if one of two boys who was superior to the other as an oppidan, but did not choose to enter into the competition, but remained an oppidan, were compared four years afterwards with the same boy who had got into college, that there would be a marked difference between them in favour of the colleger ?—I hardly know.

7512. You do not remember individual cases ?—No, because it is quite the exception to get into college after once being an oppidan.

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7513. It was an exception to wish to do it ?—Yes ; I think one in a hundred only would do it.

7514. Of those who would be competent ?—Yes.

7515. (*Mr. Twisleton.*) The competition is open to the whole country ?—Yes.

7516. Therefore it necessarily follows, does it not, that the average of intelligence and attainments among the college boys is likely to be higher than among the oppidans ?—Yes, certainly.

7517. (*Lord Lyttelton.*) If a boy comes up from the school, tries for college and fails, he will go away again and try another time ?—I know some boys who have come up as oppidans, failed, and tried for college next year. I think very often they go away altogether.

7518. (*Sir S. Northcote.*) Have you ever heard the case of an oppidan coming up for college and rather trying to fail ?—Yes ; one case I know myself.

7519. (*Mr. Vaughan.*) Do you think that he thinks the cause of that is that his social position in the school would be less good ?—Yes ; till he gets quite up to the top of the school.

7520. (*Lord Lyttelton.*) And less comfortable ?—Yes.

7521. (*Lord Clarendon.*) The sixth form have power to inflict punishment ?—Yes ; I never knew it enforced by an oppidan. I have known it enforced by a colleger. Public opinion is very much against it.

7522. Is that within the house ?—Out of the house anywhere.

7523. (*Lord Lyttelton.*) In the house as well as out ?—Yes ; it is only the lower boys, I think, not the fifth form.

7524. (*Lord Clarendon.*) Why is public opinion against that. Is it because it disapproves of one boy's punishing another, or that there has been an abuse of power ?—No, I think it disapproves of one boy's punishing another,

7525. Does the sixth form exercise authority practically in the school ?—The sixth form præpostor has to keep order in the school before the lower masters come in.

7526. And to see that the boys attend ?—No. This was before the lesson commenced.

7527. Is there any communication with respect to the discipline of the school between the sixth form and the masters, and a reliance of the masters on the sixth form to assist them ?—In the houses there is.

7528. Not in the general discipline or administration of the school ?—No, I think not.

7529. (*Lord Lyttelton.*) In the houses is it not a matter of arrangement between the master or the boarding house keeper and the head of the house ?—Yes.

7530. It is not *as* sixth form that the head of the house has it ?—No ; as head of the house.

7531. You were in the sixth form ?—Yes.

7532. (*Lord Clarendon.*) Should you say from your observation while you were at Eton, that the public opinion of the school was in a sound state as to the morality of the boys ?—Well, I do not know exactly.

7533. With regard to such offences and vices as lying, drinking, swearing, and gambling, should you say that public opinion would be sufficiently strong to put a check upon them ?—I should think so, certainly.

7534. You think that such offences as those, either ungentlemanlike or dishonourable, would be reprobated ?—Certainly.

7535. (*Lord Lyttelton.*) Anything like habitual vice ?—Yes.

7536. (*Lord Clarendon.*) That would be more exercised by the boys among themselves, by the pressure of their own influence, than by any reports to the masters, or the boys calling in the masters ?—Far more.

7537. (*Lord Devon.*) How far would the effect of public opinion manifest itself. Would it be by exclusion from the debating society or from any clubs ; or would it be by a diminution of social intercourse ?—Yes, to a certain degree.

7538. Was there much bullying at Eton ?—I never saw any.

7539. (*Lord Lyttelton.*) What house were you in ?—Mr. Birch's.

7540. During the time you were there you did not hear of any ?—No.

7541. (*Lord Clarendon.*) Do you think from the general tone and temper of the school that bullying would be put down ?—I should think certainly it would.

7542. Do you think the system of fagging is popular at Eton ?—I think so.

7543. Do you think there is no bad feeling about it on the part of those who are fagged ?—Not at all.

7544. And you do not think there is abuse of power on the part of those who do ?—Not a bit.

7545. (*Lord Lyttelton.*) When you were a fag yourself, were you in agreeable relations with your master ?—Very ; I saw him at breakfast and tea, and those were the only times.

7546. (*Lord Clarendon.*) I suppose you always had a single room ?—Yes.

7547. And that is the general system at Eton ?—Almost entirely. In one or two places they have double rooms when they first go, which is altered afterwards.

7548. (*Lord Lyttelton.*) Evans's is one ?—Yes.

7549. Do you know of other houses ?—No ; I only know that instance.

7550. (*Sir S. Northcote.*) With regard to the breakfast fagging, do you think that it ever prevents boys, between breakfast fagging and construing, from getting their own breakfasts ?—I do not think so. It only takes 10 minutes.

7551. Does the fag himself always give a leaving book to his master ?—Generally.

7552. If he has been so any length of time ?—Yes.

7553. (*Lord Devon.*) What had the fag to do ?—To bring the kettle up for breakfast.

7554. Did he bring up the cold water to wash in the morning ?—No, he had merely to bring the kettle up.

7555. (*Mr. Vaughan.*) And make the toast, had he not ?—Yes.

7556. (*Lord Lyttelton.*) And boil the eggs ?—Yes, I think that is the sum of it.

7557. (*Sir S. Northcote.*) If the master breakfasted out, he would take his commons to the other house ?—Yes.

7558. (*Lord Devon.*) Had he anything to do in the course of the day until tea-time came ?—Nothing at all.

7559. At tea he had to do the same as at breakfast ?—Yes.

7560. (*Mr. Vaughan.*) What time does the second lesson begin ; or, at any rate, what time does he go to the tutor for the second lesson ?—The second school begins at 11.

7561. And the going to the tutor ?—That varies on different days.

7562. (*A Commissioner.*) I suppose about half-past 10 ?—Yes, from a quarter-past.

7563. (*Mr. Vaughan.*) We have heard that owing to the system of fagging, boys very commonly cannot get their breakfast till 10 o'clock ; does that accord with your experience of it ?—Some boys have to go to their tutors at nine, and then they cannot go to fagging.

7564. That is for their next lesson ?—Yes ; it varies between 9 and 11, according to their different forms.

7565. You do not think that the system of fagging seriously interferes, in many instances, either with their power of doing their work for the next lesson comfortably, or getting their own breakfast comfortably ?—I never felt it so.

7566. And early enough in the morning ?—Quite.

7567. They are up at seven, are they not?—Yes, and school at half-past seven.

7568. (*Sir S. Northcote.*) Were you in the fourth form?—No.

7569. I suppose it might press more hardly on the fourth form?—Yes, I should think it might, but I should think there would never be any serious inconvenience.

7570. (*Lord Clarendon.*) As far as your experience went, do you believe that the food provided for the boys at Eton was generally satisfactory both as to quality and quantity?—Quite; it varies, I believe, at different houses, but I think there is no complaint to be made against it.

7571. You were not in the habit of hearing much complaint?—No, not at all.

7572. (*Sir S. Northcote.*) How was the beer?—At my tutor's it was very good.

7573. Did you hear of complaints in other houses?—Sometimes I heard a few complaints; I do not think our feeding was superior to other houses.

7574. Was it the practice at your house for the boys to have Bass's beer?—No, I think not.

7575. (*Lord Clarendon.*) You had not meat for breakfast?—No.

7576. But you provided it for yourself?—Yes, if we wished it.

7577. The dinner was good and well cooked?—Yes.

7578. And you had meat at supper?—Yes, cold meat at nine o'clock.

7579. (*Mr. Twisleton.*) How long afterwards did you go to bed?—The latest we went to bed was half-past 10 for the highest forms, the fourth form went at 10.

7580. (*Lord Clarendon.*) You had a great deal of time to spend on a Sunday?—A great deal.

7581. In the afternoon, after the afternoon chapel?—Yes, except the hour of private business with the tutor and the chapels, we had the whole of Sunday to ourselves.

7582. What did the private business with the tutor relate to?—It differed according to different tutors a good deal; but generally it was Greek Testament or Bible history.

7583. It was always religious instruction in some form or other?—Yes, an hour.

7584. How was the spare time on the Sunday generally spent?—I think boys used to lounge about a good deal, or else go out for a walk.

7585. (*Lord Lyttelton.*) What did they do in the evenings; prepare for the next day?—No; I do not think they read much on the Sunday. There were Sunday questions, which they had to do in the evenings, which they had to show up the next morning, I think; they employed the time in talking in one another's rooms.

7586. (*Lord Clarendon.*) Was there a good deal of drinking on the Sunday?—I do not think so.

7587. You do not think boys went to public-houses to drink?—I think there was a small set who did.

7588. What part of the school did they belong to?—They were among the middle and upper fifth.

7589. (*Lord Lyttelton.*) It was rather those in the boats perhaps who were so inclined?—No, not boating boys in particular.

7590. (*Lord Clarendon.*) Did they habitually frequent the public-house on a Sunday afternoon?—I think there were about six who did.

7591. Not more than that?—No; otherwise I do not think boys were fond of drinking at all.

7592. And in the case of these boys who made a habit of it, was no notice taken of it or no attempt made to prevent it?—I do not think so.

7593. Do you suppose that it came to the knowledge of the masters?—I do not think so.

7594. In doing that they were doing what was forbidden?—Certainly.

7595. If they had been seen coming out by a master, he would have taken notice of it?—He would have complained of them, and they would have been flogged, certainly.

7596. There were always prayers in Mr. Birch's house, I suppose?—Yes, morning and evening.

7597. And reading service?—Yes.

7598. Do you think that the choral service in the chapel was popular?—No, I do not think it was altogether; boys think it keeps them in rather longer; it does not often happen, it is only on Sundays and eves of Saints' days, and on Saints' days.

7599. (*Lord Lyttelton.*) Some boys are fond of the music?—Yes.

7600. (*Lord Clarendon.*) It has been suggested that it might be useful, more regular, and have some advantages, if, instead of the private service and private prayers of a morning in the houses, there was a short choral service in the chapel of a quarter of an hour every day, doing away with the extra services on the Saints' days, do you think that would be liked in the school or not?—Yes, I think the doing away with the Saints' days would.

7601. (*Mr. Twisleton.*) Doing away with the Saints' days?—Yes.

7602. (*Lord Devon.*) What should you say of the substitution of this short service for the prayers in the different houses?—I do not think that the boys would like it.

7603. (*Lord Clarendon.*) You think that the having to go to the chapel would be objected to?—Yes.

7604. (*Lord Lyttelton.*) It has been rather put, not so much with reference to the prayers in the houses, but instead of the services in the chapel, that instead of going to church regularly on whole holidays, and so on, there should be regularly every day a shorter service, with some difference perhaps on Saints' days; but a short service and a choral service every day; what should you think the boys would think about that?—I think they would not like it.

7605. (*Sir S. Northcote.*) They would get a longer "after 12" on holidays?—Yes.

7606. (*Lord Clarendon.*) Do you think that the sermons, such as are now preached in the chapel, have a beneficial effect?—I do not think I often heard a sermon that would.

7607. They are generally preached by the Fellows?—Yes.

7608. And are not much heard by the congregation?—No; and if they were, I do not think they would be much attended to.

7609. As far as you have observed, from your own observation and from others, were the sermons addressed to the boys?—Occasionally, when the Provost or the Head Masters spoke, they were addressed to the boys, very pointedly; otherwise, I think not so much.

7610. Do you think it would be a popular or useful thing, if those masters who had a talent for preaching were allowed to have the pulpit?—I think it would, certainly.

7611. And that it would not be disliked by the boys?—No.

7612. You think they would be more likely to have feelings and opinions in common with the boys, and would be able to address themselves to the boys better than the Fellows who have nothing in common?—I should think so, certainly.

7613. Is much care taken in the preparation of the boys for confirmation?—Yes.

7614. And as far as you have observed, do you think there is a proper and reverential feeling about it?—Yes.

7615. That the seriousness of it is generally admitted?—I think so.

7616. And it is with a reverential feeling that they take the communion?—I think so, certainly.

7617. There is no compulsion whatever?—None, whatever.

7618. (*Lord Lyttelton.*) They hardly can have any but good motives for going?—No.

7619. (*Lord Clarendon.*) Should you say that a large proportion of those who are confirmed take the communion afterwards?—Yes.

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7620. And are regular communicants ?—Yes.

7621. (*Lord Lyttelton.*) On an ordinary day, the first Sunday in October we will say, could you say how many you supposed received the communion ?—I could hardly say, I should say 100 or 150.

7622. (*Lord Clarendon.*) Should you say that much attention is paid to imparting religious instruction in the school ?—No, I do not know that there is very much.

7623. Should you say it does not extend much beyond the Greek Testament ?—Not much.

7624. And in reading the Greek Testament, have the questions put by the tutors or the masters reference to doctrine, to religion, or to the Greek ?—I think chiefly to the Greek.

7625. So that the reading of the Greek Testament is not accompanied by any comments of the master having reference to the subject ?—I think not generally, except in private business. It is more so in private business, certainly.

7626. And that is, in fact, the only religious instruction that is given there ?—Yes, that and the Sunday questions.

7627. What is the nature of the Sunday questions ?—They differ according to the masters who set them. They are generally points of doctrine. Those of the sixth form are often taken out of Paley's *Horæ Paulinæ*.

7628. (*Lord Lyttelton.*) Do you think you learnt something from those Sunday questions ?—Yes, I think a certain amount. They employed one on the Sunday evening.

7629. (*Mr. Thompson.*) Do you mean to say that you had Paley's *Horæ Paulinæ* to answer the questions out of, or that the questions were taken out of it, and you had to make the reference yourself ?—You made the reference yourself.

7630. (*Mr. Vaughan.*) Do you consider that you mastered the *Horæ Paulinæ* while you were at Eton ?—I merely mention that as the book out of which they were most taken. They were not all taken out of that. There was reading the Epistle in Greek. Then they gave us questions on the *Horæ Paulinæ*.

7631. (*Mr. Thompson.*) Were you taught Paley's Evidences ?—No.

7632. No kind of Evidences ?—No.

7633. (*Lord Clarendon.*) There were no books of doctrine, or what you might call religious books, in use for the school as part of the school course ?—No.

7634. (*Lord Lyttelton.*) That would be only those who entered for the Newcastle scholarship ?—Yes.

7635. (*Mr. Thompson.*) Is Paley's Natural Theology used in the school ?—Not at all.

7636. (*Lord Clarendon.*) What do you consider to be the moral relation between the boy and his tutor. Do you consider that the tutor stands to him *in loco parentis ?*—Hardly, I should say. I do not think he sees enough of his tutor for that.

7637. What does the tutor do for the boy ?—I think it chiefly consists of the private business that he does independent of the school work.

7638. What is the private business that a boy does with his tutor ?—It depends very much on the tutor. Some tutors do a little history.

7639. Ancient history ?—Ancient history and some modern history. Some do Greek plays, chiefly Greek plays.

7640. (*Lord Lyttelton.*) He does what he likes ?—Yes, twice a week, an hour each time.

7641. (*Lord Clarendon.*) That has reference to the work in school ?—No, it is quite independent of that.

6742. (*Mr. Thompson.*) Do the boys work for it out of school hours ?—Yes.

7643. And do they take great interest in it ?—Yes, I think so ; those who wish to get on at all do.

7644. (*Mr. Vaughan.*) Could you say that with the studious boys, comparing the school work to be done in school and the private business work, that generally there is more interest taken in the one than in the other ?—I should say generally that there is more interest taken in private business work by the industrious boys.

7645. Is that owing at all to the manner in which it was done, or simply owing to the relation in which they stood to their tutor ?—I think it was rather owing to the manner in which it was done. I think it was done in a more interesting way. You went through a book straighter.

7646. Were the classes small in the private business ?—There is generally one small class of boys in a house and two large classes.

7647. Would your observation, as to the higher interest felt, apply to all of them ?—No, I should think, generally speaking, to the smaller classes.

7648. (*Lord Clarendon.*) But the private tutor was able to prescribe what should be read in his private business ?—Yes, entirely.

7649. Supposing a boy wished to read modern history or ancient history, the tutor could say, "No, I choose "to read Greek play with you"?—Yes, he could do so.

7650. (*Mr. Vaughan.*) Do you attribute the greater success, if I am not wrong in supposing you to think that there was a greater success, in the private business to the fact that the tutor chose his favourite authors more ?—Yes, I should think that had something to do with it, certainly ; but the school work after a time got very monotonous. Three years out of five it is the same work.

7651. (*Mr. Twisleton.*) What are the books which are done three years out of five ?—Chiefly Horace and Homer's Odyssey. I think they are the chief books that are done. Horace is going on continually. The moment you get into the fifth form you do Horace, and continue till you leave.

7652. (*Mr. Vaughan.*) Take the upper divisions of the fifth form and the lower divisions, do you think that the work was treated in so different a manner by the masters in such a way as that the more advanced boy could derive proportionate benefit from them as he got up in the school ?—No ; I do not think he could. I do not think there is enough change made in it.

7653. Not enough change in the manner of treating a book ?—I do not think so.

7654. With regard to a boy when first in the form, was it generally above his abilities ?—I think in the lower fifth form certainly. He had to do 70 lines of Horace's Epistles, for instance, in one lesson.

7655. So that assistance of some kind, construes, became necessary to him ?—I think it did in that case, certainly. Cribs or construes.

7656. (*Mr. Thompson.*) The masters construe the lessons to the boys, do they not ?—The boys construe to the masters. They are supposed to know it before they go to the class.

7657. You are left to your own resources to prepare the lesson ?—Yes, quite, and if there are any passages which you cannot make out you refer to the master.

7658. In the meantime ?—Before the construing.

7659. But would you be allowed to take up an imperfectly construed lesson ?—If there was any passage which a boy could reasonably say he could not make out, I think it would be explained to him.

7660. (*Mr. Vaughan.*) Did the previous construe at all have the effect of converting the lesson in class into a lecture on the part of the tutor ?—No, hardly a lecture. I should say it made the boys know the construing better than they would otherwise, certainly.

7661. The master of the class, you think, was not in the habit of trusting to the work having been done in the pupil room, so as not to examine the boys much about it ?—No, he did not trust to that.

7662. (*Mr. Twisleton.*) Did the previous construes prevent some of the boys from getting up their lessons thoroughly ?—I think in some cases it might have been so.

7663. (*Sir S. Northcote.*) Did the tutors generally put the same boys on to do the construing ?—In the case of some lessons it was so.

7564. So that the other boys need not trouble themselves ?—Yes.

7665. (*Lord Clarendon.*) What you have now described is about the whole of the relation there is between the boy and his tutor ?—Yes, I think so.

7666. Does the tutor take any pains about the boy himself individually, as to the formation of his character and his moral conduct ?—No, I think not, except he has committed any flagrant offence.

7667. Otherwise he takes no particular concern about him ?—I do not think so.

7668. Did your tutor ever ask you to go to him of an evening ?—Yes, till a year or two ago. Some tutors do so, I believe.

7669. Do they make periodical reports to the parents ?—Yes, at the end of each half.

7670. And then simply about their progress ?—Yes, and character.

7671. Which they had not taken the means of ascertaining ?—No.

7672. (*Sir S. Northcote.*) Was it not the case that many of the tutors did write full characters of the boys, going into some detail ?—Yes.

7673. How do you suppose they ascertained what the boy's character was ; was not that by communication with the boy ?—I suppose to a certain degree, as far as the communication went.

7674. (*Lord Clarendon.*) Would they go to their tutor in any difficulties they had, not only difficulties they had in their studies, but any personal or private difficulty ?—It depends a good deal on the tutor. I think they would to some tutors.

7675. (*Mr. Vaughan.*) With regard to private business, was it the case that a boy of superior classical attainments, and who liked the subject, would have much more private business, or was the arrangement of private business a routine which affected all in the same place in the school equally ?—If he asked the tutor to give more, he would certainly give him more.

7676. I wanted to know whether, for instance, in the case of a boy who wished to study the classics more perhaps than any other subject, the private business which he did with his tutor would give him an opportunity of getting through more work in private business than another boy who had not the same disposition to study the classics ?—I should think so.

7677. Supposing he was to say, "I should like to do "300 lines of Greek play in the week," were there opportunities for him to do that ?—No, he must keep in his class.

7678. And do the same work as the rest ?—Yes.

7679. Can you point out what was the particular advantage gained by the private business ?—Before a boy was going in, say for the Newcastle scholarship, the tutor would take pains with him, and give him private business and get him on.

7680. He would have an extra private business ?—Yes.

7681. (*Sir S. Northcote.*) But in the ordinary private business were the boys arranged exactly as they stood in school ; or if a fellow in the middle division was rather better than the rest of his division, would he be put to do private business with the upper division ?—I think so.

7682. (*Mr. Vaughan.*) In fact, with regard to an individual boy, it might be made an addition to the classical curriculum he would otherwise have to go through from his place in the school ?—Yes.

7683. (*Sir S. Northcote.*) Do you think in private business boys often do work together that was too hard for them ?—I do not think so.

7684. Did you ever know of boys in the lower division getting into Aristophanes in private business ?—I do not think I have. All my private business in the lower part of the school was, I think, almost invariably history.

7685. (*Lord Clarendon.*) Ancient history ?—No, modern.

7686. Down to what period ?—I forget almost, but comparatively modern, English history or French.

7687. (*Sir S. Northcote.*) The times of the Stuarts ?—I am afraid I forget the exact period.

7688. (*Lord Clarendon.*) Do the boys prepare their lessons alone or together ?—I think they prepare them a good deal together.

7689. That is, one construes to another ?—Yes.

7690. In the house ?—Yes.

7691. Do they help each other much in the composition ?—Yes, I think they do. A clever boy helps a stupid boy ; but I do not think the clever boys help one another at all.

7692. What should you say is the greatest stimulus to industry at Eton. Is it public opinion, the desire to rise, or the prizes ?—I should think it was the desire to rise a good deal ; the prizes are so monopolised by the collegers, that they have been lost sight of almost by the oppidans.

7693. (*Lord Lyttelton.*) You mean in classics, not in other things ?—No, not in other things.

7694. (*Lord Clarendon.*) You think it is the desire to rise ?—I think so ; but then it does not require great talent to rise. They rise regularly.

7695. What stimulus should you say is applied to the average boy, that is to say, a boy of no great ability and no great industry, to get the best out of him that can be got ?—I do not know that there is anything exactly, except for the best boys in the form. For each form there are prizes and collections, and examinations at the end of each half.

7696. (*Lord Lyttelton.*) Are prizes given for collections ?—Yes, a first prize.

7697. You say the desire to rise is a very effectual thing. A very stupid boy is kept below for a long time ?—He must be very stupid, I think.

7698. (*Lord Clarendon.*) But to the average boy of moderate ability and moderate industry neither tutor nor master pays any very great attention ?—No.

7699. Do you not think that the tutors take more boys than they can really attend to ?—Yes, I should think they did.

7700. We have heard of some having 60 or 70. It is physically impossible then to attend to them properly, is it not ?—Quite so.

7701. What should you say from your observation, first as to what tutors do, and next what in your opinion they ought to do, is the number of pupils they ought to have ?—I should think 30 was as many as they could do with ; 31 or 32. They could really attend to them all.

7702. Do you think that prizes have been rather multiplied beyond what is useful ?—They have multiplied small prizes. The large prizes are, I think, hardly thought enough of.

7703. (*Sir S. Northcote.*) Do you think small prizes have been too much multiplied ?—I do not know that they have been too much multiplied. I do not think the school prizes given in collections have been.

7704. (*Mr. Twisleton.*) Where does the system of changing places in the school cease ?—After you get into the upper division fifth form.

7705. Do you think that ceases so early ?—Well, for two years before you get into the sixth form.

7706. Do you think it is desirable that during those two years there should be no changing places ?—I hardly know.

7707. With reference to the stimulus to exertion?—I should think it rather diminished the stimulus to exertion.

7708. (*Lord Devon.*) Does it occur to you to suggest anything by which non-industrious boys could be made to work more than they do ?—I am afraid not.

7709. (*Sir S. Northcote.*) Do you think prizes exclusively given to oppidans would be of assistance to them ?—I do not think the oppidans would like that.

7710. (*Mr. Thompson.*) Do you think they would be thought inferior ?—Yes.

7711. (*Sir S. Northcote.*) Oppidan exhibitions, for instance, supposing there were real exhibitions given to oppidans. Have you thought of such a thing at all ?—No, I have not.

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7712. Are you prepared to express an opinion offhand upon it?—No, hardly.

7713. (*Mr. Vaughan.*) Do you think it would make any difference as to the work of the oppidans if the election to college took place usually much later, say at 16?—No, I do not think that many more boys would go into the college.

7714. The election would not in such case occur at a time of life at which they would entertain different views about work, and about the advantages of succeeding in a competition of that sort?—No, I do not think so. It would cut them out of their set a good deal.

7715. (*Lord Clarendon.*) You do not think that the fear of punishment operates as any stimulus to industry?—No, not much, except up to a certain level, and then it stops.

7716. (*Mr. Vaughan.*) I do not say whether it is practicable or not, but supposing that the foundation scholars at Eton, instead of living in college, and on a system entirely appropriate to the foundation scholars, were scattered about the school in the oppidan houses, merely under the character of scholars, would there then be any repugnance felt to becoming a foundation scholar, such as exists now?—No, I should think not; I hardly know about that.

7717. Do you think the mere fact of their living in that isolated state constitutes an objection which prevents competition on the part of an oppidan to become one of them?—I should think that had a great deal to do with it.

7718. (*Lord Lyttelton.*) But they are living on so much cheaper terms?—Yes.

7719. That is an effect of their position?—It is.

7720. (*Mr. Thompson.*) Do you think they would be so industrious if they lived with the oppidans in the same houses?—No, I should think they would be about the same as oppidans.

7721. (*Sir S. Northcote.*) Is there much interest taken by the oppidans in the oppidan who is likely to get a scholarship; are they proud of him?—I do not think so.

7722. Is there any interest taken by the boys in each other's verses. Do they look at each other's verses if they do particularly good ones?—Among the boys who are anxious to get on.

7723. (*Lord Lyttelton.*) Exercises sent up are read out?—Yes.

7724. Boys take pride in that?—Yes.

7725. (*Sir S. Northcote.*) But do other boys look at them?—No, I think not.

7726. (*Lord Clarendon.*) Has the Head Master much influence in the school. Do the boys know much about him?—No, except with the birch.

7727. They have no intercourse with him except in that way?—No, not at all.

7728. (*Lord Lyttelton.*) Does he ever ask any boys to breakfast or tea with him?—There is a Scotch breakfast and one Irish breakfast each year, but otherwise I think not.

7729. But do not the leading boys go to breakfast with him?—Very seldom.

7730. The Provost and Fellows do so oftener than the Head Master?—The Provost does.

7731. (*Lord Clarendon.*) Did you acquire the history and geography you possess in the pupil-room or by private reading?—Certainly not from anything I did at Eton, either in pupil-room or school-room.

7732. Assuming that you have a good deal of knowledge both of history and geography, you do not feel that you are indebted to the school for it?—Not at all.

7733. It was from your own desire to have that knowledge that you acquired it?—Entirely.

7734. (*Lord Devon.*) Are maps used with any books that are used?—Not much.

7735. Supposing some portion of Thucydides is read, is there a map of Greece at hand?—Yes, there is generally.

7736. And is reference made to that by the master?—Yes. You are generally expected to know the places on the map.

7737. Is there any reference made from ancient to modern history?—In the remove there is.

7738. In what shape would that be. Would the modern names of ancient places be asked?—Yes.

7739. Sources of rivers and things of that sort?—Yes, in the remove.

7740. Are boys ever exercised in drawing maps?—Yes, in the remove, once a week.

7741. From recollection or from copies?—From copies.

7742. (*Sir S. Northcote.*) It is simply tracing?—In the lower division of the fifth form they draw maps for four months; in the remove it is merely tracing.

7743. (*Lord Devon.*) Does that apply only to ancient geography?—That is all.

7744. (*Lord Clarendon.*) Is modern geography taught?—No, not at all.

7745. (*Mr. Twisleton.*) Is it not the custom to ask geographical questions on ancient geography in the fifth form?—No, not at all, except where one or two names occur in the lesson which is being read.

7746. How long may a boy remain in the fifth form?—It takes you about four years to get up into the sixth form.

7747. During four years a boy might really receive no instruction even in ancient geography?—Quite so.

7748. And be doing the same books during that time?—Not entirely for the four years. I think for three years he would.

7749. Are questions in ancient history not asked on reading the books?—Yes, I think they are to a certain degree, which directly bear on the subject which you are reading.

7750. (*Mr. Thompson.*) It would be hardly fair if it went further perhaps?—No.

7751. (*Mr. Twisleton.*) In reading Demosthenes, for example, would a boy be required to give proof of his being acquainted with the history of the period?—Yes, he would.

7752. (*Mr. Thompson.*) Are maps hung up in the class-rooms?—In some of the rooms, not in all.

7753. Large maps?—Yes, not many.

7754. That depends entirely on the judgment of the master?—Quite so.

7755. There is no general rule?—No, not at all.

7756. (*Lord Clarendon.*) Are those maps referred to in the questions?—Yes, sometimes.

7757. Are the boys required to point out localities?—Yes, a little sometimes.

7758. How far did you go in mathematics when you were at Eton?—I went to the binomial theorem.

7759. (*Lord Lyttelton.*) Did you not get mathematical honours?—No.

7760. (*Lord Clarendon.*) Do you think that the system of instruction was sufficient?—I should think not. I have always heard so from people who are mathematicians.

7761. That the mode of teaching was incomplete?—Yes.

7762. You do not think that you derived all the benefit that you ought to have done from the time you devoted to it?—No.

7763. (*Lord Lyttelton.*) Have you had to do it over again at Oxford?—No, I have had no mathematics at Oxford, I have given it up quite.

7764. (*Lord Clarendon.*) I suppose you consider you were possessed of the elementary parts of mathematics?—Yes, quite so.

7765. Of how much Euclid did you feel yourself thoroughly master?—I do not think I knew more than two books thoroughly.

7766. Did you learn geometry there?—No. Those who tried for mathematical honours did.

7767. Do you think that is the general feeling about the instruction that is given there in mathematics?—Yes, certainly.

7768. (*Mr. Twisleton.*) About arithmetic. Are the boys practised in arithmetic?—Yes.

7769. And you think that they could cast up sums rapidly and correctly ?—I hardly know, it depends so much on the boys.

7770. (*Lord Lyttelton.*) They cannot pass trials without a fair amount of arithmetic at least ?—No, they are obliged to have a certain amount.

7771. (*Lord Clarendon.*) The *status* of the mathematical masters is inferior at Eton, is it not ?—Yes, certainly.

7772. And they are generally looked upon by the boys as not occupying the same place as the classical masters ?—Very much lower.

7773. (*Lord Lyttelton.*) Do the boys touch their hats to the mathematical masters ?—Sometimes.

7774. It is not required ?—No, it is quite voluntary. They take more liberties with the mathematical masters than they dare with the classical masters.

7775. (*Lord Clarendon.*) I suppose the inferior station of the masters is attributed by the boys to the inferior importance of the study ?—Yes.

7776. And you think that has an effect on public opinion as to the importance of studying mathematics ?—Yes, I think so.

7777. And that study is not approached with the same deference or the same interest as the classics ?—No, except by boys who really take an interest in it, who really are mathematicians.

7778. But those are a very small number ?—Yes, very small indeed.

7779. (*Mr. Thompson.*) Is it thought that the mathematical masters are themselves inferior men to the classical masters ?—No, I think they are very good men.

7780. (*Lord Lyttelton.*) They are University men?—I think so. They have taken high honours at Cambridge.

7781. (*Sir S. Northcote.*) But they are not Eton men, are they ?—I think some of them are not.

7782. Do you think that makes a difference ?—No, I think not.

7783. Do you think it would make any difference in the estimation of the boys if the masters generally, or any of them, were not Eton men ?—I hardly know.

7784. Do you think men who had not been brought up at Eton would be able to get on with the boys and understand the system of the school ?—I should think so, after a time.

7785. (*Mr. Twisleton.*) Do you think there is any reason why at Rugby they should be satisfied with a Head Master from another school, which would not apply to Eton ?—I do not think so.

7786. I suppose the boys would look more to superiority of ability and powers of teaching in the master than to the school he came from originally ?—I should think so. There is a jealous sort of feeling about that.

7787. (*Mr. Thompson.*) Do the boys discuss the comparative merits of their masters as teachers ?—I think they do.

7788. And some masters, I suppose, have a higher reputation than others ?—Yes.

7789. Would you say that the average of these mathematical masters were looked up to for general ability, as much as the average of the classical masters ?—No, I should think hardly.

7790. The boys cannot appreciate their merits?—No.

7791. Do you think it is in any way the fault of the mathematical masters that they are not regarded with so much deference ?—I think it is their position.

7792. You think that position might be altered?—I think so.

7793. Under regulations such as to place them on the same footing ?—Yes.

7794. So that it is not a prejudice of the boys merely ?—No, I think it is the position of the masters.

7795. (*Lord Clarendon.*) With respect to modern languages, they are not cared for much, are they ?—Very little indeed.

7796. In fact, we may almost say that they are neglected ?—Yes, unless you take the trouble to go out of the way for them.

7797. (*Lord Lyttelton.*) You took honours in modern languages ?—In German, yes.

7798. (*Lord Clarendon.*) The study of modern languages may be considered as voluntary ?—Entirely.

7799. There is only one French master for the whole school ?—I think he has an assistant.

7800. Occasionally?—I never learnt French, so I do not know exactly.

7801. You never learnt French with him, but you speak French very well ?—I never learnt French at Eton.

7802. (*Sir S. Northcote.*) Did you learn German at Eton ?—Yes, almost entirely.

7803. (*Mr. Thompson.*) Have you tested your knowledge in German ; have you ever been in Germany ?—I have spoken to Germans.

7804. And you have found you got on ?—Yes.

7805. (*Lord Lyttelton.*) You kept up your knowledge of German at Eton ?—I almost learnt it all there.

7806. With the tutor there ?—With the master there.

7807. Did you feel the Prince Consort's prize to be an efficient stimulus ?—Yes, certainly.

7808. It is a prize well thought of in the school?—Certainly.

7809. Is it books ?—Yes.

7810. Do you think there is enough to bring those out who have a decided facility and talent for modern languages ?—I think so, certainly ; there is a select of about six, both in French and German.

7811. How many generally go in for it?—They increased very much when I was there ; the first year there was 14, and afterwards they increased to 24.

7812. The select is 8 or 9, is it not ?—8 or 9 generally.

7813. (*Sir S. Northcote.*) Do the greater number go in for French ?—Yes.

7814. A great number of those boys who go in for the French prize have not learnt it at Eton ?—A great number.

7815. Do you think it would be possible to introduce a matriculation examination in French, to require boys when they come up to Eton to be able to do a little in French ?—I suppose that would exclude a good many.

7816. (*Lord Clarendon.*) We find that some of the tutors have given a little instruction in French to a few boys in their houses, and given them books and taken some interest in it ; do you know of any such instances ?—No, I do not.

7817. Should you say that among the upper boys at Eton, those who are thinking boys, there is no recognition of the importance of learning modern languages?—I think not.

7818. Or of the importance of learning them when they are young ?—I think not.

7819. There is nothing done by the authorities to encourage the study ?—Nothing whatever.

7820. (*Sir S. Northcote.*) Supposing French is taught systematically, do you think a Frenchman should be the master or an Englishman ; do you think the Frenchman would command the respect of the boys ?—I should think so if he was placed on the same footing as the others.

7821. (*Lord Devon.*) Do you think he would keep the class in order ?—If he was on a fair footing.

7822. (*Lord Clarendon.*) Natural science, I believe, is wholly unattended to ?—Entirely.

7823. Occasionally there are lectures given ; a lecturer comes down from London and lectures on natural science ?—Yes.

7824. Are they much attended to ?—Yes, they are a good deal attended to ; it is with boys who have nothing to do in the evening ; once a week boys who have nothing to do in the evenings go there, but I do not think that they attend much to them ; a certain number do, but I think that most come a great deal for making a row.

7825. Are the lectures generally of a popular kind ; are they good lectures ?—Yes.

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7826. Lecturers entitled to command attention, which they do not get?—Certainly.

7827. (*Lord Devon.*) How many does the theatre hold?—I do not know, a good number.

7828. 200?—I am afraid I cannot say.

7829. It is the mathematical school, is it not?—Yes.

7830. (*Lord Lyttelton.*) Is the attendance quite voluntary?—Entirely.

7831. (*Lord Clarendon.*) There is something paid for that?—Yes.

7832. (*Mr. Thompson.*) Are the lecturers reated with respect, or do the boys make a noise?—If they are very interesting the boys are quiet; there is a good deal of noise sometimes.

7833. (*Lord Clarendon.*) What is about the time which you should say was at the disposal of a boy for private reading?—The average time?

7834. Yes; take the average of a week, some days differing from others?—I should think the reading average about 4 or 5 hours a day, that is the time given to the school work.

7835. I said left for private reading, that would leave all the rest?—Yes.

7836. (*Lord Lyttelton.*) Did you attend to the modern languages regularly?—Yes, but it is rather the exception, I think, to do so.

7837. (*Mr. Thompson.*) Can you mention any German authors which you read while at Eton?—I read a good deal of Schiller.

7838. Chiefly his poetry or his prose?—Both.

7839. Schlegel?—Yes.

7840. And Goëthe?—Yes, a little.

7841. (*Mr. Vaughan.*) Schiller's historical works?—His "Thirty Years' War."

7842. (*Mr. Thompson.*) And his poetry besides?—Yes.

7843. (*Lord Clarendon.*) Are there libraries in the different houses?—No, I think not, it is not a general rule, there may be exceptions.

7844. Is the school library made much use of?—Chiefly by the collegers.

7845. The oppidans seldom go there?—Very few, comparatively speaking.

7846. Were you a member of the debating society? Yes.

7847. (*Lord Lyttelton.*, For how long?—For two years.

7848. (*Lord Clarendon.*) And you took great interest in it?—Yes.

7849. What were the character of the subjects which in general were debated there?—They were very generally historical. I think those were the favourite ones.

7850. (*Lord Lyttelton.*) The politics of the day a good deal?—Yes.

7851. (*Lord Clarendon.*) They were not excluded?—Not at all. Comparisons and contrasts between great men, and that sort of thing.

7852. Upon whom does it depend to propose the subjects?—The subjects are proposed by any member who chooses. Each man who proposes a subject signs it first, and those who vote for it sign afterwards. Whichever gets the most number of votes is taken.

7853. Is there much preparation for the debates?—Some do. I should think about three or four speakers each time take trouble.

7854. And they come pretty well prepared?—Yes.

7855. (*Lord Lyttelton.*) And read a good deal about it?—Yes.

7856. Do you not apprehend that a great portion of the reading at Eton, historical or otherwise, is in reference to those debates?—Yes.

7857. (*Sir S. Northcote.*) Do boys write their speeches?—They have to write them.

7858. They are not allowed to read them?—It is against the rules.

7859. (*Lord Devon.*) Are they recorded?—Yes.

7860. How many attend the meetings of the debating society?—28 is the full number.

7861. (*Lord Lyttelton.*) Are they generally all there?—Generally 25 or 26.

7862. (*Mr. Thompson.*) Who takes care that these speeches are written out. A lazy boy would be apt to shirk it?—The members of the society take it in rotation, one each week, to look after everything of that sort.

7863. Is there any penalty if it is not done?—Yes; a fine.

7864. (*Sir S. Northcote.*) What sort of books do the boys read by themselves out of the school work; do they read much poetry, novels, or history?—It depends on the character of the boy; I should think novels.

7865. Do you think that many boys have read Shakespeare, for instance?—Yes, I think some do so.

7866. And the modern poets, Tennyson and Longfellow?—Yes, I think a fair proportion of the boys read them.

7867. (*Lord Lyttelton.*) Do some tutors give prizes to be written for in the holidays?—My tutor has done so once or twice; not as a regular thing.

7868. (*Lord Clarendon.*) I think you said that the average hours of work in the day was about five hours?—I should think so, taking it altogether. Sometimes it is very much crammed up in one part of the week, and another part of the week you have nothing to do. That is the arrangement of the calendar.

7869. What should you say was about the average time devoted to play?—The after 12 and the after 4, as we call it; from a quarter to 12 to 2; and on half-holidays from a quarter to 4 to 6.

7870. You were in the boats, were you not?—Yes.

7871. (*Lord Lyttelton.*) Do you think that the captain of the boats was in any way the chief or the leading person in the school?—I think he was.

7872. *Cæteris paribus*, would not the captain of the boats be a greater man than the captain of the eleven?—I think so.

7873. (*A Commissioner.*) Did it ever occur to you to account for that?—No. He has the power to give more promotion.

7874. Has the captain of the boats the power of regulation extending to the whole boats?—Yes; it rests entirely on him.

7875. Were the captains of the boats in your time members of the debating society?—Always.

7876. Were they boys at all distinguished for want of industrious habits?—I should think so generally.

7877. Do you think that applies generally to the boats?—I am afraid it did rather.

7878. As to the expenses, has the captain of the boats greater expenses falling upon him than any other member of the eight?—Not at all.

7879. Can you say at all what would be the expense of being in the eight. In the course of the year, what expense would a boy being in the eight incur?—I should say, independently of everything else, he must be a member of the boats to be a member of the eight.

7880. I mean, including all his boating expenses?—I should say, he could not do it under 15*l.* or 16*l.*

7881. (*Sir S. Northcote.*) What does the boy pay for his oar?—It is 1*l.* in the Easter half, and 3*l.* in the summer half. I think it is 4*l.*

7882. Have you ever reckoned that up to see how far it is reasonable, or whether it does not give a great deal too much to the owners of the boats?—I am afraid I have never reckoned it up; I have always paid it.

7883. (*Lord Lyttelton.*) You were in the eight, were you not?—Yes, for two years.

7884. There is rather severe training in the eight?—Not severe, but there is training.

7885. How much time should you say in the summer half, one day with another, you had to give to the boats?—In actual training only 2½ hours in the evening; but altogether I should say about four hours per diem.

7886. Has every boy who is in the boats, a boat of his own, generally?—Generally.

7887. An ordinary member of the boats, besides going up in the boats in the regular time, often goes

out in his own boat?—Yes; when they are not in training it takes a great deal longer time.

7888. Do you think, speaking not only of the eight, but of the whole of the boats, the boating community at Eton are less studious than the rest?—Yes; I think they were a little so perhaps; I do not know that they were the last year I was there, the first four they were certainly.

7889. Did they associate together on a Sunday; would a boating boy go out walking with a cricketer?—Yes.

7890. There was nothing like jealousy or separation?—Not at all.

7891. Did the boating boys associate with the collegers as much as the others would?—Yes, I think so, those high in the boats.

7892. Do you think there was any more drinking habits among the boaters than among the cricketers?—I do not think so, not more than in cricket.

7893. There was no material difference of tone between them?—No, I think not.

7894. (*Sir S. Northcote.*) Check nights are done away with now?—Yes.

7895. Is there any upper six dinner now, or anything of that kind?—No.

7896. Do the boats generally go up most days, or is there an indisposition to go up in the boats and a preference for going up in the skiffs?—I think, except for going some distance up the river, they prefer skiffs.

7897. Do you think the lock is much in the way?—I should think not at all.

7898. Do you object to boys in the eight bathing?—Yes, while the training is going on.

7899. Other boys in the boats are allowed to do so?—Yes.

7900. (*Lord Lyttelton.*) Were there more in your time who took to boating than to cricket?—Yes, I should think altogether there were rather more.

7901. Are the boaters, generally speaking, more athletic?—No, I think they are about the same; I think cricketers and boaters have about an equal share.

7902. (*Lord Clarendon.*) Now that you have left Eton for a year, and have reflected on the course of studies that you pursued there, and the manner in which you employed your time, I will ask you, are you on the whole satisfied with the result. Do you look back with gratitude and satisfaction to Eton for what you acquired there, or do you think upon reflection that your time might have been better employed, and are there any changes which you would like adopted for the advantage of the school?—Yes, I think so; I think there might be a good deal done.

7903. Then upon reflection you do not think that your time has been as well employed as it might have been?—I do not think it has.

7904. In what direction do you think a change should be made?—Going up to Oxford from Eton, one finds the verses not so much thought of as they are at Eton, and Latin prose much more. Latin prose is rather looked down upon at Eton compared to the verses.

7905. (*Lord Lyttelton.*) Do you find more translation done at Oxford?—We were not taught to put our own thoughts in our own language at all at Eton. There were no essays, no translations from Greek or Latin. All the verses were original subjects, and no translation from English to Latin, which makes a great difference at Oxford.

7906. (*Lord Clarendon.*) What use have you been able to turn your knowledge of verses to at Oxford?—They are of use at the examinations of the University.

7907. But the same importance is not attached to them?—Not so much as the Greek and Latin prose.

7908. Should you say that those who learn no modern languages at Eton, which must be the majority, that they are at a disadvantage when they come to Oxford?—No, I do not think so.

7909. Do you think modern languages are not more required, or more esteemed at Oxford than they are at Eton?—I do not think they are.

7910. (*Lord Lyttelton.*) They do not come into the course at all?—No. There is a modern language scholarship quite separate.

7911. (*Lord Clarendon.*) Is there any taste for modern languages or desire to acquire them at Oxford?—No, not so much, compared with classical knowledge.

7912. You think that the indifference they brought from the school was carried on to the University?—Yes, I think it was the same with all the members of the University; of course there were some of different tastes.

7913. Then upon the whole you think you would like to see less time given to Latin verse and more to prose?—Yes; and then Greek prose is little attended to.

7914. (*Lord Lyttelton.*) Did you go in for the Newcastle scholarship?—Yes.

7915. Is it not set in that?—Yes, but the greater part of what you learn is private with the tutor.

7916. You might choose a Greek theme if you liked?—Yes, but very few did.

7917. (*Lord Clarendon.*) What should you say as to composition?—I should say, translations from English into Latin and Greek prose, and then I should think shorter bits and better done.

7918. You would like to see more attention paid to the English language?—Yes, certainly.

7919. I gather from your remarks that you would also have some improvement in the teaching of mathematics?—Yes.

7920. You do not think that they are imparted in such a manner as that they are retained?—No, I should think certainly not.

7921. (*Lord Lyttelton.*) They might teach rather more than they do, carry them rather higher?—From what I have heard from men who are mathematicians, who have learnt at Eton, they seem to think they could have done nothing without extra tuition.

7922. (*Lord Clarendon.*) You think that modern languages should be made a part of the school course?—Yes, I think so.

7923. (*Sir S. Northcote.*) Do you think there is too much saying by heart?—The lessons are too long and not required to be said well enough.

7924. Would you prefer to see a smaller amount of saying by heart made more perfect?—Yes.

7925. (*Lord Lyttelton.*) As to the "construing" system, do you think it on the whole good to do the whole lesson once with the tutor before taking it into the school?—I suppose it makes the boys know the thing more accurately, but it make them depend more on the construing.

7926. (*Lord Clarendon.*) Supposing that these alterations which you now suggest, and which I think are very reasonable, were practicable, do you think there would be time enough for them, that by a better distribution or better teaching time could be made for the introduction of some studies and the improvement of others?—Yes, I should think so.

7927. You see no insuperable objection as to the time at their disposal, for instance, for learning modern languages?—No, I should think certainly not.

7928. You think that modern languages properly taught, as they might be at Eton, would not interfere prejudicially with the study of classics?—I should think not, certainly.

7929. And that classics might still remain, as now, the basis of the education?—I should think so.

7930. (*Lord Devon.*) Would you accomplish that by increasing the number of hours of school, or by employing differently the hours at present employed?—I should think in both ways.

7931. (*Mr. Thompson.*) You think the hours of the school might be increased without unduly taxing them?—I think they might be both distributed, because sometimes you have two whole school days running, which crams all your work into the end of the week, and leaves the rest of the week idle.

7932. (*Lord Clarendon.*) Do you think that there are masters enough, considering the numbers of which

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the school now consists and the numbers that some masters take?—I should think hardly. I think there ought to be a master to every 30 boys.

7933. At all events that the number should bemore equally and properly distributed among the masters?—Yes.

7934. Do you think, as far as you cansee, that if they exceed 30, the master can scarcely do justice to them?—The master selects, I think, a great deal. He selects the best and rather neglects the worst.

7935. (*Sir S. Northcote.*) Do you think that the school as a whole is too large, or do you think it is capable of extension without injury?—I should think it was capable of extension without injury.

7936. You do not think the tendency of the school being too large is to break it up into different houses and separate the boys from one another?—I do not think so, when it gets over a certain number.

7937. (*Lord Clarendon.*) Is there anything further which you would suggest?—No, I think not.

The witness withdrew.

W. Evans, Esq.

W. Evans, Esq., examined.

7938. (*Lord Clarendon.*) I believe, Mr. Evans, you hold and keep a boarding house at Eton?—I do.

7939. For how many years have you had that?—Since 1837, about 24 years.

7940. Yours is a "dame's" house, I believe?—Yes.

7941. What is the difference between a "dame's" house and a tutor's house?—In what respect do you mean?

7942. Is there any difference?—No, I am not aware that there is any difference.

7943. (*Lord Lyttelton.*) About the difference of charge?—As to the charge, there is a difference.

7944. What is it?—My charge is 80 guineas.

7945. (*Lord Clarendon.*) In the "dames'" houses?—Less.

7946. What is it in the tutor's houses?—120*l.*, I believe.

7947. (*Lord Lyttelton.*) That is the charge for the board and lodging?—That is the charge for the board and lodging.

7948. (*Mr. Thompson.*) Does the 80 guineas include tuition?—No, that is separate.

7949. (*Sir S. Northcote.*) Does not the 120*l.* for the tutor include the tuition fee?—Yes.

7950. In the dames' houses that is extra?—Yes.

7951. So that the charge in a dame's house really is 100*l.*?—Yes, it makes a difference of about 20*l.*

7952. (*Lord Lyttelton.*) Is not the charge for your house 28*l.* a half?—Yes.

7953. And is it not 40*l.* in the tutor's house?—Yes; that includes tuition.

7954. (*Lord Clarendon.*) What are the relations of the boys to the dame?—I try to place myself as much as possible *in loco parentis.* A little boy comes for advice. He is very much thrown into my family, and of course in the first instance is very much more under the influence of the ladies than myself.

7955. How many boys have you in the house?—46 now.

7956. And can you be a father to them all?—I think I can manage them all.

7957. (*Lord Lyttelton.*) Do you know them all individually?—Yes, I have nothing else to do.

7958. (*Lord Clarendon.*) Perhaps you will have the goodness, with reference to the whole of the time you have been there, to give us an account of the amount of moral superintendence and influence you exercise over your boys, the improvements you have introduced into that part of the system, and so on, as to your personal intercourse with the boys?—As to my intercourse with the boys, they are very much, if young, with my family. Some breakfast with us.

7959. (*Lord Clarendon.*) You have a sort of lower school?—No, but the younger part of them cling to us for those little kindnesses which they want. They are very much under my daughter, or the lady who manages the house under my daughter, spending the evening with them; there is a piano, and that kind of thing. They are very sensible of kindness; it gives us a hold on their affections, which we retain, I think, as long as they remain at Eton. As to other matters, they come for advice, and it is a great advantage having been at Eton myself. I know how to help them by a caution as to the difficulties which they are likely to encounter.

7960. The discipline in your house, I suppose, is much about the same as in the tutors' houses?—Yes,

7961. How is that discipline maintained?—By supporting the authority of the elder boys, and by liberal and kindly treatment throughout. We are on the best possible terms.

7962. You have a captain?—The captain of my house is the person whose authority I support; and since I have had the house, I have never had occasion to appeal to the school to maintain discipline.

7963. (*Lord Lyttelton.*) It must often happen that the actual captain is an inferior sort of boy; how do you act in that case?—He is usually supported as captain by those who are near him.

7964. (*Lord Clarendon.*) What are the relations of the dame to the parents?—Those of entire confidence. It was asked if I sent reports to them. I never do, but my correspondence is such that it has completely destroyed my professional occupation. In a case of difficulty I always find it remedied more effectually by a word from home.

7965. What are the relations of the dames to the tutors of the boys?—The tutor generally is very co-operative. I have a large house, but up to a recent period my boys were divided into three pupil rooms and I always met with entire co-operation. If a boy is idle or inattentive, I get a note from the tutor to give him a word of caution or to look after him.

7966. (*Lord Lyttelton.*) What is your practice in the case of a boy whom you consider altogether a bad boy?—I never keep a bad boy.

7967. How do you do it?—Of course it is our duty to try and get them better; but if I find a boy is so bad that he is not doing well at Eton, I feel bound to advise a parent to remove him.

7968. You are aware of the distinction between private pupils and those who are not private pupils; you know that private pupils pay 20*l.* a year and others pay 10*l.* a year?—I have heard so.

7969. In the case of boys in your house, is it not your practice, or does not the tutor expect you, to let him know when a boy comes, whether he is to pay them on the footing of a private pupil or not?—No, never.

7970. Never since you have been there?—Never.

7971. It is always 20 guineas?—Yes.

7972. Does that apply to lower boys, the lower school, too?—No; in the lower school the charge for the tutor is 15*l.*

7973. You have no knowledge of any difference among the boys in your house?—No; I have no charge of 10 guineas.

7974. It has always been so since you remember?—Yes.

7975. (*Sir S. Northcote.*) It has always been without exception that you have asked the 20 guineas and paid it to the tutor?—Yes.

7976. (*Lord Clarendon.*) Have you any communication with the tutor with respect to the boys' lessons?—Very little, except in the way I have mentioned; if a boy is idle sometimes I have a note from him.

7977. In short you do not undertake any superintendance of that sort?—Not at all, I have merely the social charge.

7978. (*Lord Lyttelton.*) When you first entered on your house I believe the state of order and discipline was much worse than it is?—Yes, I had great difficulty in establishing order in the first instance.

7979. (*Sir S. Northcote.*) Did you take a house full

of boys?—No, I had very few, but they were in very bad order.

7980. Did you step into a house that had been occupied by another person?—Yes.

7981. (*Mr. Thompson.*) By a lady?—Yes.

7982. (*Lord Clarendon.*) How many ladies have houses there now?—I think about six.

7983. As far as you know is the discipline well maintained there?—I think some of those houses are as well managed as any in Eton.

7984. (*Lord Lyttelton.*) Do you not think from the nature of things it must be easier for a gentleman to maintain order among a large number of boys than for a lady?—Undoubtedly it is; and there is a great advantage in being an Eton man.

7985. You have the ladies of your family as well as yourself, and therefore you have a double advantage?—Yes.

7986. (*Lord Clarendon.*) Do you consider that not having to take care of the boys' studies you are able to devote more time, and with success, to the formation of the character and to the individual himself?—I think so, decidedly.

7987. You find that you do acquire a knowledge of their individual characters that enables you to a great extent to direct their conduct?—Undoubtedly.

7988. (*Lord Lyttelton.*) Are you very careful about servants?—Very careful; I think that is a most important matter. In the first instance, when I took this house I found the whole establishment belonging to the boys, paid by the boys, by perquisites; for which perquisites of course service was rendered, and it was with great difficulty that I got over things of that kind.

7989. You had greatly to raise their wages, I presume?—The whole expense of my predecessor's establishment, as rendered to me, was 38*l.* per annum. Less than I give my man-servant.

7990. (*Lord Clarendon.*) How many boys?—I do not know how many there were; my present wage-book amounts to nearly 300*l.*, I think it is 284*l.* I put the best servants round them I can get; I suffer them to take no perquisites, and I believe they are very honest in their service.

7991. There is a difference of charge between a dame's house and a tutor's house; does that represent any different state of comfort?—Not any, I believe.

7992. (*Lord Lyttelton.*) In point of fact is it not a question simply of how it is expressed. The charge in the tutor's house is a part of his payment as a master; it has nothing really to do with the cost of what he gives them?—I think that the expenses in my house should not be made a scale by which to measure the advantage of the tutor.

7993. No, but it is part of the tutor's payment for his work; what he gets much more than pays him for his mere expenses?—As to that I can express no opinion.

7994. (*Lord Clarendon.*) The expenses of the boarding houses to the dames are less than to the tutors, or are they equal, do you think?—They are not in any way less; I cannot understand that in any particular they can be less. Our rent is great, my house stands me in 280*l.* a year.

7995. Rent only?—Yes, interest of money expended on it and the rent. Some of the other houses are less expensive, and some more; these old houses are always out of repair. There is no difference in the internal expenses; the boys have wine on Sunday. The arrangements were made by my friend Bishop Selwyn, when I was in trouble, and under the impression that I should have been able to retain a professional income, the house was cast on the most liberal scale it could afford.

7996. (*Sir S. Northcote.*) He boarded in the house at one time?—Yes; but not in my time.

7997. (*Lord Lyttelton.*) As a question of profit it has been below what you expected?—Yes, very much, undoubtedly it has.

7998. That is partly owing to peculiar circumstances?—I was obliged to do everything by deputy, not having till lately any of my family in the house.

7999. Do you apprehend that in the case of the ladies having houses they do not make a fair profit for their position in life?—I do not think they can; I know, in fact, there has been lately an appeal from "the dames." The whole treatment of the boys has been so much improved, that they are driven to expenses which they can hardly afford.

8000. They have in any case to pay a considerable rent, or something in the nature of rent?—Yes, I believe so.

8001. (*Lord Clarendon.*) On what terms have they acquired their houses?—The terms on which I acquired my house were these. I had to pay upwards of 3,000*l.* to my predecessor for the good-will. That was the usual mode.

8002. Is that usual with the dames' houses only?—With the dames' houses only.

8003. Not the tutors?—Not the tutors.

8004. Why is there that different system of paying for the good-will of the dames' houses and not of the tutors?—I do not know why. There has been an alteration in the system since I have been there. When I was a boy at Eton the boys were almost all in dames' houses. The lower master and the senior assistants had boys in their houses; the younger masters had not.

8005. Then the tutors having boarders is quite a modern thing?—Yes, comparatively.

8006. (*Lord Lyttelton.*) Where did the tutors live in old times?—In the early times they lived with the dames on their first appointment.

8007. He had not the charge of boys?—No.

8008. Then in the former times he did not consider he had any general superintendence of the boys?—None whatever at first; he merely had a few pupils. I think there are no less than 12 or 13 large houses built since that time. The accommodation is trebled, and there is scarcely a house as it was.

8009. (*Lord Clarendon.*) And it was always the system to sell the good-will of the dames' houses?—Yes. To show that it was the system, my sureties were Mr. Carter and Mr. Coleridge, so that it was a perfectly open transaction.

8010. (*Lord Lyttelton.*) It was done under the direction of the College, was it not?—It was done as a usual thing. I am an artist, and was going to London under the impression that I should get on in London. I had great inducements to go there. I was in great trouble at the time, and my friends thought I should serve the College by being placed in one of these houses. The arrangement was made for me. I had to pay 2,000*l.* to my predecessor, and 1,000*l.* to her daughter in one sum within a fortnight of her mother's death.

8011. (*Lord Clarendon.*) Did that sort of transfer use to take place without the cognizance or the interference of the Head Master? Might the dame sell the good-will to any person she liked?—She might, but the Head Master would hold a veto.

8012. (*Lord Lyttelton.*) Do you think that is in itself a satisfactory system. Do you think it can be reckoned a proper system that a dame on entering into a house at Eton should have that large payment to make, or any large payment at all?—I do not think it is a good system.

8013. (*Sir S. Northcote.*) It must be one very difficult to get out of. For instance, in your position, do you consider that you have a legal claim to deal with your own good-will?—I have no claim whatever but that of a long established usage.

8014. (*Lord Lyttelton.*) But looking back at the expense which you have had to bear, do you not think that you have an equitable claim on the College?—The College would not acknowledge the transfer, I believe. I certainly considered, after investing so large a sum of money, that I was at least secure of having it made over to my family at my death, which I do not feel at all at present.

8015. You mean that your son would have a claim to succeed you as keeping that house?—Yes, or my daughters.

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8016. (*Lord Clarendon.*) Do you consider that you should be entitled to leave your house to your son without any fear of his right being disputed, provided the authorities considered him a fit person to step into your shoes?—When I took it first I certainly considered myself so entitled. I have never had any direct understanding with Dr. Goodford, but on the appointment of the mathematical masters some application was made to him for a promise of the reversion of these dames' houses, and I understood from them that it was made with some exception. I should state that there are other persons who stand exactly in my position, as regards these payments.

8017. Do you mean it was promised to the mathematical masters that they should have it free of entrance money?—Free of all charge, I believe.

8018. You would think then that, on the whole, the dames' houses are useful institutions?—I think it is a great advantage to the school to have persons who have no other occupation than the social charge of the boys.

8019. And that if there was to be any change, you would rather think that it should be increased than diminished?—Well, I am hardly prepared to answer that question. But it is obvious that a man may be a good tutor, and yet not suited to the management of a house.

8020. Do you think that these six houses give the school sufficient of the advantage of that class of boarding housekeeper, the six lady dames?—There are four men in my position. The mathematical masters now stand in exactly the same position.

8021. Not quite in the same position?—I mean with reference to the boys in their houses.

8022. (*Lord Lyttelton.*) Their time is otherwise taken up?—Mr. Marriott and Mr. Vidal are in exactly the same position; and also Mr. Stevens.

8023. (*Mr. Thompson.*) Have any of the mathematical masters houses at present?—Yes, three of the mathematical assistants.

8024. (*Lord Clarendon.*) You have told us about the change that has taken place with regard to the tutors keeping boarding houses; but since you have been at Eton, should you say that any great changes had taken place in the *morale* of the school?—Yes, there is a vast improvement.

8025. In what particular do you think there has been improvement?—The general tone of the school has much improved; even in the last 10 years I should say there has been a great alteration.

8026. With respect to what?—Their general manner and conduct; I think there is less unpleasantness of any kind; they have improved in discipline. Boys high in the school will never leave the dinner table without saying grace now, which I am sure an old Eton man will look upon as a remarkable change.

8027. Do you mean saying grace to himself?—Silently but visibly. That will show you generally what I mean as to the improved tone of the school.

8028. (*Lord Lyttelton.*) The language the boys use is much better than formerly?—Yes, very much.

8029. What do you rely upon to prevent the possibility of any gross immoralities occurring in your house?—By watchfulness, I do not think that kind of thing can happen to any extent.

8030. (*Lord Clarendon.*) Do you think, I will not say any in a case of gross immorality, but in any case of bullying or cruelty, do you think you would be sure to know it?—I am perfectly certain that in my own house I should know it instantly.

8031. You would say that there is at present at Eton a high moral and gentleman-like tone?—I think very much so.

8032. (*Lord Lyttelton.*) Referring only to social and moral points, what evil do you think there is at Eton existing or threatening now with regard to the moral state of the boys?—I do not quite understand you.

8033. You have told us of the good points, what evil do you think at present exists or threatens in the social or moral state of the boys at Eton?—I think the evil you allude to is the unwholesome influence of a certain class of boys.

8034. Yes?—I imagine if we could get rid of that which is known at Eton as the "big lower boy," we should be in a much more wholesome condition.

8035. You mean boys too big for their place in the school?—Boys who, at 14 years of age, are placed with children of 10, who have nothing in common with those around them, and who are hopelessly below their proper condition in the school, and therefore distinguish themselves in some unwholesome manner.

8036. (*Sir S. Northcote.*) Is it not often the case that boys come very ill prepared, offer themselves for the upper school, are rejected as unfit, and then are received into the lower school?—I believe it is.

8037. Has not that a bad effect on the state of preparation in point of scholarship in which boys are sent up?—Yes. Dr. Hawtrey would not admit any boy who had completed his 14th year into the fourth form.

8038. Suppose a boy gets on very slowly and injures the school in that way, do you think there might be any positive rule that, unless he can arrive at a certain position by a given age, he must leave the school?—It is a very difficult question; I think it is easily prevented, in the first instance, by proper fitness for his position.

8039. There is another class of boys that are called "swells." Do you think the influence of swells is good or bad?—The great idea of a "big lower boy" is that he shall become a swell.

8040. A boy who is trying to become a swell is very often objectionable, is he not?—Very. It unfortunately gives a bad tone to the school, because, as you know, a swell in the way you put it is a boy who is thought a very fine fellow by the little boys, and his opinions have great influence with them. If he thinks it "slow" to read, they will think it "slow" to read, and it is exactly in that line that the big lower boy's influence exists.

8041. If he thinks it right to smoke, they will smoke?—Yes.

8042. Can you give us any idea of what the boys mean by the word "swell?"—I cannot.

(*A Commissioner.*) I believe "swells" are boys who are distinguished in the games chiefly.

8043. (*Sir S. Northcote.*) It is what a certain class of boys lay themselves out for?—I think it should be understood that a boy may become "a swell" in the school without exercising any pernicious influence; for instance, a boy in "the eight" or "the eleven" would always be considered one of the "swells" of the school.

8044. It is the would-be swells who are the objectionable fellows, is it not?—Yes. You asked me if I could suggest anything. There is one difficulty which has arisen out of the limit of the pupil rooms, which is very likely to affect the out-door pupils, and to make two classes of boys at Eton. Some tutors will not accept out-door pupils. Three cases have recently occurred where it has been arranged that boys should come to me, and the parent has expressed a wish that they should go to a particular tutor. The tutor on being asked said, "I cannot take him into "my pupil room, but I can into my house."

8045. Do you think the school is too large altogether, or do you think it is capable safely of indefinite expansion?—I think it is large enough, but capable of indefinite expansion.

8046. Do you think the tendency of its being so large is to break the boys up into sets according to their houses; do the boys in each house keep together very much?—I hardly think that. That which has separated the boys very much has been the competition between the houses for foot ball, rowing and for house matches of different kinds; of, course those matters have a peculiar interest for the boys, and they may not mix so generally in the games.

8047. The effect is, is it not, that the boys in the small houses are rather badly off in the games?—A boy or three or four boys in a small house will attach themselves to a larger house.

8048. (*Lord Lyttelton.*) Have you observed lately

anything objectionable at all in the tone of the boating boys as compared with the rest of the school?—No, I think the tone of the boating boys has been much improved.

8049. That may depend on the character of the boys at the head of the boats?—Very much; but the whole tone of the boats is very much improved. I think when Sir Stafford Northcote was at Eton I was on the Bathing Committee with Bishop Selwyn; we, together, organised the swimming school; as we were both good swimmers; it was placed in our hands to carry out, and the organisation of the swimming school placed the "boats" under the discipline of the school. Before that period they were not allowed. This system got rid of the watermen; in those days there were watermen in each of the lower boats" to save the boys from accidents, and it was Bishop Selwyn's plan to get rid of them.

8050. There is one point, as to the habits of your house, which I think is rather peculiar; do not your elder boys assist you in reading prayers?—They do; my captain, is at Oxford now, and the second captain read prayers this morning before I came away.

8051. That is rather peculiar, is it not?—I have not heard of its being done in other houses.

8052. Do you think the effect is good?—Most undoubtedly.

8053. Perhaps boys would do the same if required in other houses?—I think they would.

8054. (*Sir S. Northcote.*) You must give it to the captain to do usually?—I should ask the captain to do it.

8055. The captain might not be the most suitable boy?—Some other boy would do it.

8056. (*Lord Lyttelton.*) You do not conceive that the present scale of charges at Eton is enough fairly to remunerate the dame?—No.

8057. But taking one boy with another in a dame's house, he costs his father somewhere about 160*l.* a year?—Yes, including expenses with which Eton should not be charged, as, for instance, tailors' bills and the like.

8058. Is not it rather a serious thing if, as I understand you, it should be requisite to increase the charge at Eton?—I have not suggested such a thing.

8059. But if the dames are not fairly paid now, how may it be done?—In the observations I have made I confined myself strictly to my own house.

8060. I asked you whether you thought the dames, the ladies, made a fair profit for their position in life, and you said you did not think so?—The dame has 10 guineas less than I have; she has not more than 70 guineas. The treatment of the boy is so much improved that I do not think she can possibly conduct her house with advantage to herself.

8061. How do you look to that evil being met?—By a moderate increase of charge.

8062. Do you think that the charges in the dames' houses might fairly be raised?—I think so.

8063. (*Mr. Thompson.*) Raised to the level of your own house, for instance?—I think so.

8064. Would you say it would be fair that all the houses should charge 80*l.* for the board, and that that was sufficient, independent of the tutorial fees?—That is a difficult question; I believe there are many persons who would be very glad to avail themselves of less expensive houses.

8065. I do not mean in that way. Would you think that 80*l.* was a remunerative sum for keeping a boarding house, supposing the number of boys was what it is at present, 30 or 40?—On the scale which is established in my house it is not remunerative, and nothing but the great number enables me to keep the house together as it is.

8066. (*Lord Clarendon.*) There are about 36 weeks in the year, are there not?—38 weeks.

8067. Would you say a boy costs you more than 2*l.* a week?—He costs me more than 60*l.* a year. It is the establishment which costs so much; we are 60 in family. I give the "evening things;" they cost 470*l.* a year. I was the first person at Eton who gave the "evening things." It is difficult to explain this. These things for their tea were sent formerly from shops, and there was a charge of six guineas a year for them. Boys were constantly complaining that the tea was bad, and the butter also; it brought improper people to the house, and I determined to give it myself. I gave them the tea, sugar, bread, butter, and milk, without any extra charge, and I found that at the end of the year it cost me 470*l.* I have gone into a minute calculation, and it cost me 11*l.* 10*s.* 0*d.* a week.

8068. (*Mr. Twisleton.*) Meat included?—No, bread, butter, tea, sugar, and milk.

8069. (*Mr. Thompson.*) For how many boys?—46 boys. At the lowest calculation it cost 5*s.* a week for each boy.

8070. (*Lord Clarendon.*) Simply for the tea?—Tea, sugar, bread, butter, and milk. Their tea and part of their breakfast.

8071. (*Lord Devon.*) Does it include the breakfast?—Yes. At breakfast they have tea and sugar.

8072. (*Sir S. Northcote.*) The only difference as regards breakfast between the present and the former practice is, that formerly boys had their rolls and butter, but not tea and coffee supplied them, and now they have tea and coffee as well?—Yes, they now have tea and coffee and an extra roll, formerly they had only two rolls and butter.

8073. (*Lord Clarendon.*) If you say that the parents were charged six guineas a year for their things, why did you take upon yourself to do it gratuitously?—Things were then rather cheaper, and I thought I could afford it, but I had no idea of the cost.

8074. Has it been generally adopted?—Yes.

8075. "Evening things" are supplied by others?—I believe generally.

8076. (*Mr. Twisleton.*) At 9 o'clock there is supper, is there not?—Yes.

8077. Do they go to bed shortly after?—They have prayers at half-past 9; the lower boys go to bed at 10, and the fifth form at half-past 10.

8078. In your opinion is that a good distribution of the meals, that the supper should be only half an hour before some of the boys go to bed?—Generally speaking it is about a quarter to 9. It is impossible to have it sooner, because they are engaged in the pupil rooms.

8079. I can understand that there may be engagements in the school which render it imperative, but is it your opinion that in itself that is a good distribution of the meals?—I think it is.

8080. (*Sir S. Northcote.*) With regard to drawing, do you think more could be done to introduce drawing into the school, or to make the study more general?—I think more might be done, but it must be done by concession of time. I had the Drawing school for 30 years, and there was more work done then, though it was not so well done as now.

8081. You mean more boys learnt it?—Yes. I think you will remember that the fifth form construing was at half-past 10. There was a sort of general order in the school; you could calculate on the time; but now each master seems to make his own arrangements, and it is impossible to have that class. I used to be in the pupil room or the playing fields with my pupils from 7 to 10, but that cannot be done now.

8082. (*Mr. Twisleton.*) Supposing it were desirable to instruct all boys in elementary drawing, what time a week would be requisite for that?

8083. (*Lord Lyttelton.*) As part of the school work?—In the first place, I do not think it would be desirable, and in the next place, I think it would require so much time, and such a staff, that it would be perfectly impossible to carry it out. Our drawing at Eton is artistic drawing, we endeavour to forward those pupils who are really fond of it, by giving them the best opportunity of carrying out their talents, and by making artists of them. I think drawing might be more encouraged than it is.

8083. (*Mr. Twisleton.*) Is it not in your opinion right that every boy should learn elementary drawing?—In the way in which it is taught by the Schools of Design you never would get Eton boys to follow the system.

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8084. What is there in the system of the Schools of Design ?—The routine is this: boys are put to draw certain lines for a certain length of time, and until they have gone through all those studies they are not permitted to attempt to go into anything like form or design. I need hardly appeal to men who know Eton well, whether it is not impossible to get boys together in sets, and to put such examples before them, and to expect attention for any length of time; the system is dry and uninteresting. I should desire to do anything to promote a real love for Art, but I do not think that does.

8085. It never has been actually tried at Eton, has it. It is a mere matter of opinion ?—It has not been tried. There are boys at Eton now who know as much of drawing as would enable them to work their way on as artists. I think it better to encourage and promote excellence in those who have a taste for Art, than to give the whole school an imperfect smattering of what is called "design."

8086. (*Lord Clarendon.*) Are those boys in your own house ?—No.

8087. That is, they have natural tastes which they have cultivated ?—My idea is, that the duty of Eton is to encourage those tastes, giving them the power to know what is really good in Art. Without expressing any opinion as to the general system of the Schools of Design, I think it is not at all suited to Eton boys.

8088. Is there anything else which you would like to suggest upon any point, if there is we should be glad to hear it? I was going to mention our library. We have a library in our house, it answers most perfectly, and is of great value. It consists of above 1,400 volumes, which belong exclusively to the boys in the house.

8089. Will you say how it has been formed. I think you have had it presented to you chiefly ?—Chiefly contributions by old inmates. We have excellent works of history and books of reference.

8090. (*Lord Clarendon.*) And the boys use the books ?—They not only use them, but they care for them; they are under their care.

8091. You do not know of a library in the tutors' houses ?—I do not know of any, but there may be.

8092. (*Sir S. Northcote.*) Boys can borrow from the school library ?—I do not know.

8093. Do you think the physical energy of the boys has at all degenerated since you were at Eton ?—No; certainly not.

Adjourned till to-morrow.

Victoria Street, Friday, 21st November 1862.

PRESENT:

Earl of Clarendon.	Hon. Edward Twisleton.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.
Sir Stafford Northcote, Bart.	

The EARL OF CLARENDON in the Chair.

J. T. Walford, Esq.

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J. T. Walford, Esq., M.A., examined.

8094. (*Lord Clarendon.*) Mr. Walford, you are Classical Master at Eton, I believe ?—Yes.

8095. How long have you been so ?—About two years.

8096. (*Lord Lyttelton.*) Have you a boarding house ?—No.

8097. (*Lord Clarendon.*) Are you a Master of Arts of Cambridge ?—Of King's College, Cambridge.

8098. The first point to which I would direct your attention is the constitution of the school, as it affects the position of the Head and the assistant and mathematical masters ?—It seems to me a bad thing for the school that the Head Master should be so dependent upon the superior authority of a Provost and Fellows.

8099. (*Lord Lyttelton.*) Will you state how far he is dependent, so that we may understand the precise limits of his dependence ?—The school, as I understand, is supposed to belong to the Provost and Fellows, and not to the Head Master. He is to carry out their will, and in point of fact he is so dependent on the Provost and Fellows that I believe I may say he cannot even change a book in the school without consulting them and getting their leave to do so.

8100. (*Lord Clarendon.*) Have you since you have been at Eton, in common with any other assistant masters, perceived any particular evil to result from this state of things ?—Yes; a slavish adherence to antiquated traditions, solely because they are the established rule of the place, and a jealous opposition to any innovation on, or proposal to depart from them.

8101. Can you give us any instance of such opposition ?—Yes; some time since the fourth form masters met together evening after evening, between 10 and 12 p.m., to consider the obviously unsatisfactory arrangement of the work in our part of the school; and, after minute and careful consideration, we drew p a scheme for the entire remodelling of it.

8102. What was the nature of the change you recommended to be made ?—I do not remember all the details; but, amongst other suggestions, we ventured to propose the abolition of certain books now in use, and the substitution of others in their place; that certain alterations should be made in the exercises; and that the inconvenient additional lesson for new boys, called "library," should be abolished; to make up for which we proposed to lengthen the time devoted to the construing lessons in school for the whole fourth form.

8103. (*Sir S. Northcote.*) Perhaps you can give us the names of the principal books which you proposed to do away with, and those which you proposed to substitute for them ?—One of them is known as "Farnaby," it is a collection of Greek epigrams, which, in our opinion, are a great deal too hard for boys in that part of the school. The other that we proposed to alter is the Æsop that is used, on account of the questionable Greek that occurs in it, especially in the morals, which also are often too hard for boys of average fourth form calibre.

8104. What did you propose to substitute for Æsop and Farnaby ?—A new Greek reading book, compiled partly from Æsop, partly from other authors, strictly Attic.

8105. (*Lord Clarendon.*) A book that would have to be compiled specially ?—Yes.

8106. How long ago was that plan agreed upon by the fourth form masters ?—About a year ago, I think.

8107. Was it submitted to the Head Master ?—Yes, to the late Head Master.

8108. Have you any reason to think that he approved of it ?—None that I know of.

8109. Was any notice taken of it ?—Not at the time. The present Head Master however, who was appointed some two months afterwards, has since sanctioned two of the changes we suggested, viz., the abolition of the second copy of verses exacted in regular weeks, and a certain difference in the system employed in our history lessons. But the books remain the same, and he has declined to consent to the abolition of the most vexatious of the arrangements we were anxious to alter, viz., "library."

8110. Just state to us what is the meaning of the institution called "library"?—It is called "library" from having been originally held in a room called the library. It is intended for the new boys who first come into the fourth form from the lower school, or from private schools, and who, not having got into the Eton method of doing the work, and parsing Greek, require extra drill in their Greek lessons and Greek grammar, and so the day before each Greek lesson they have an extra drill in it, with special reference to the grammar. It is put at one o'clock, and so breaks up one of the principal times for the boys' play and tutors' work.

8111. These libraries are compulsory, I presume?—Yes, for all the new boys, and those who come from the lower school.

8112. (*Sir S. Northcote.*) Is it not the case that the Head Master himself comes in at the library?—He has taken it this half.

8113. Is it understood that that is what he intends to continue to do?—I do not know.

8114. Supposing that he does intend to continue it, does not that give him an opportunity of ascertaining what is the state of the boys who come to the school, and also give him an idea of the condition in which they come out of the lower school?—I should think it might be valuable if he always took it; but I understand that it is a simple experiment for this half. At present there seems to be a great absurdity in the arrangement of this lesson. It is only held twice a year, during the first five weeks after the Christmas holidays and the first five weeks after the promotion in June, so that the new boys who come after the summer holidays have to go through their first half without any such assistance, and those who come after Easter are not submitted to this discipline till the end of June.

8115. (*Mr. Thompson.*) There is no library at other times?—It is a new thing having it at other times. It was only twice a year; and the absurdity of the arrangement consists in this, that, although it is intended for new boys, two out of the three batches of new boys, viz., those who come at Easter and in September, manage to get on their first two months in the fourth form without it.

8116. And that is the practical answer to your request that the institution should be abolished?—Yes; another of the practical disadvantages of the arrangement, and which shows the absurdity of the system, is this, that all the lessons which are done in library have been previously done with the tutors in the pupil room.

8117. So that, first of all, the boy construes his lesson in the pupil room, then in the library, and then in the school, the same lesson?—Yes, the same lesson, only in library the chief point is the grammar.

8118. (*Sir S. Northcote.*) I should like to ask, in reference to the work in the fourth form and elsewhere, what you think of the suggestion which has been made, that instead of there being a master to each form, the whole of the masters being of the same rank, the senior masters should be viceroys over parts of the school?—I think it would be a great advantage that, instead of having a system of seniority, they should appoint masters according to their powers and according to the work for which they are best adapted. It seems to me that there is a great waste of our power in making all the masters do the same work, whereas some are better adapted for training the higher forms in composition, others for teaching and disciplining the lower. If masters could be selected with reference to their aptitude for the special work, and made viceroys over different departments in the school, I think it would act very beneficially; that advantage has been shown in a very marked manner by the success attending the appointment of the lower master. In the head form of the lower school, over which Mr. Carter presides, the teaching is very efficient.

8119. I should like to ask you, as a fourth form master, how you think the boys come out of the lower school as compared with those boys who come from preparatory schools. Which do you think are the best?—I had not my attention directed to this matter until after I left the lower form. I have got the middle form now, and I can hardly tell which are the best.

8120. Do you think that those boys who come from elsewhere are in a state of decent preparation?—Generally speaking, I think not; and I consider that one of the great disadvantages that we have to contend with at Eton, that the boys are so badly prepared before they come to the school.

8121. Badly prepared in grammar?—Yes; badly prepared in grammar.

8122. What is your opinion of the work of the tutors with special reference to the construingsystem?—I think it entirely overtasks them. It renders them unable to do their work thoroughly.

8123. Just give us an idea of what is the work of the tutors with reference to the construing system?—Almost every lesson that has to be done in school has to be done over with the tutor first of all out of school in the pupil room. Each tutor is responsible for the work of all his pupils, in whatever part of the school they may be. He has to hear the sixth form construe, the fifth form construe, the remove construe, the fourth form construe, and to look over every exercise done by his pupils, so that the amount of work he has to get through is almost as great as if he kept a school of his own, and attended to the whole work of it himself without any assistant.

8124. (*Lord Lyttelton.*) How many private pupils have you?—About 17. I cannot thoroughly attend to more, though I may be obliged to take more; but if I had more I could not manage them and do the school work thoroughly as well.

8125. With reference to your statement that the masters are overdone, how many hours a day do you work yourself?—In a regular work, I calculate about 10 hours a day.

8126. And I presume that if you had twice as many pupils you could not work much more than that?—No.

8127. (*Mr. Vaughan.*) Should you say that it is at all a characteristic of the Eton system that on the whole the masters do too much for the boys, and the boys do too little for themselves?—Yes; I think so, in a certain sense.

8128. (*Lord Lyttelton.*) With regard to the construing system, you must have often heard the arguments in favour of it which its friends give. It has been expressed by a well-known proverb, "Set a thief "to catch a thief;" that the tutor will naturally take more pains with the work with a boy because he knows that that work will be seen by the master in school. What force do you give to that argument?—Hardly any, so far as construing goes; but with respect to looking over the exercises, a great deal. I do not think, however, with respect to construing, that any weight attaches to it at all.

8129. But you think it is valuable with regard to looking over the exercises?—It is very valuable as regards looking over the exercises, and the fact that the tutor knows that his corrections will be submitted to the criticism of another master in school makes him more punctual and careful with them.

8130. You would retain that feature?—Yes.

8131. How would you propose to modify the present system of construing in the pupil room?—I should propose that the number of boys in each form should be considerably reduced, that the construing in pupil room should be altogether abandoned, and that the boys below the fifth form should come into school or pupil room to prepare their lessons, and get help when they cannot make them out.

8132. Primarily, therefore, you would throw it on the boys themselves to do the work, looking only for help in particular cases?—Yes; I would make them learn the lessons in school or in pupil room, and at the same time I would lengthen the actual school hours. I think the lessons might be more thoroughly and satisfactorily learnt in school.

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8133. You would throw more weight on the school work than on the work of the boys with the tutors ?—Yes.

8134. And you see a great advantage in giving more time to the tutor who is overdone with unnecessary work ? — Yes. It is impossible from the number of lessons that are to be heard during the day for a master to give much time to the preparation of the work, and difficult to get it done well by the boys either in the pupil room or in school.

8135. (*Lord Clarendon.*) You say you take 17 pupils now, and are not disposed to take any more ?—I am certainly not disposed to take any more. I have got a few more coming that will raise my number in the course of the year to about 20.

8136. You do not think that you can do justice to more ?—I do not think I can do thorough justice to so many under the present system.

8137. I would ask you this. Supposing a man takes 50 boys, what justice could he do to them ; is it possible that he could any ?—I do not think it is possible that he could do what I consider justice to them.

8138. What would you say is the proper limit ? —If the construing system were done away with, and the masters had more time, they would perhaps be able to do justice to a larger number of pupils ; but at the present time I do not see how a man can do what I consider justice to more than 20.

8139. You do not feel that you could yourself do justice to more than 20 ?—Not to more. As it is, in order to get through the work of construing, masters are obliged to take too short a time for the lesson, sometimes a quarter of an hour, and sometimes 10 minutes only.

8140. (*Mr. Vaughan.*) Masters in class ?—No; in pupil-room.

8141. (*Lord Lyttelton.*) Are you acquainted with Marlborough ?—Yes.

8142. Do you conceive the number of masters at Marlborough to the boys to be satisfactory ? — I believe it is about 30 boys to each master.

8143. Not so many, not more than 27 ?—I think we ought to have at least one master for every 30 boys.

8144. (*Sir S. Northcote.*) When you speak of the number of pupils that a tutor can manage, it depends a little on whether they are in the same part of the school, does it not ?—They are never all in the same part of the school.

8145. (*Mr. Vaughan.*) Do you think the private business system is at all overdone at Eton as compared with the class work business ?—Yes ; I think the work in school is subordinate to the work with the tutors.

8146. You think that a boy on the whole gives less pains and takes less interest in his school work, owing to the existence of the private work, than he takes in that work ?—No ; I think that those who do work, work with a view to shining in school more than with a view to shining in the pupil room.

8147. In what sense should you say then that the class work becomes subordinate to the private business ?—Because the boys have to do more with their tutor than in school.

8148. I was using the word "private business" as it is used at Eton, not applying it to any work done before the tutor, except private business ?—I beg your pardon ; I misunderstood you.

8149. Understanding you then to have given an opinion upon that other point, I wish to know your opinion upon this ?—I should not think in this sense it took an unreasonable proportion to the school-work.

8150. (*Lord Lyttelton.*) The boy who hopes to get the Newcastle scholarship would labour more, would he not, in work he could do by himself, or with what his tutor advises, that is to say, the help which his tutor could give him, than about any of the public school work ?—I think so.

8151. (*Mr. Thompson.*) Would there be any possible remedy for that ?—He must go of course by the advice of his private tutor. He would always go by that. I would keep up the tutorial system by all means.

8152. (*Mr. Vaughan.*) I suppose that reason would only apply to the few boys reading for the Newcastle scholarship ?—Only to a few.

8153. (*Sir S. Northcote.*) Do you think the relative importance of private business has increased since you were at Eton as a boy, or is it much the same as it was when you were there as a boy ?—I hardly know.

8154. I mean, looking back to your own time as a boy, private business was certainly subordinate to the school work then ?—Yes.

8155. I am speaking of the relative importance of private business, as compared with the ordinary school work do you think the private business has increased in relative importance to the school work since you have been at Eton ?—Not that I know of.

8156. (*Lord Lyttelton.*) What year did you leave Eton ?—1852.

8157. (*Mr. Vaughan.*) I understand there is a sort of stimulus given to a boy in his class work, which consists in the place that he may gain in the promotion to the next form ?—That is only about once in a year, or in a year and a half.

8158. So seldom as that ?—Yes.

8159. How many promotions are there in the year ? —A boy coming out of the lower school has to be a year and a half in the fourth form, a year in the remove, a year in the lower fifth, and a year in the middle fifth.

8160. So that a boy has only one promotion in the year ?—Only one competitive.

8161. Do they not, as they move from one division into the division above, also change their places relatively to each other ?—No.

8162. They only simply remove from one to another ?—Yes.

8163. Is not that a very great defect in the school ?—Very great ; that is one of the points some of us are wishing to alter. What we complain of is that, although there are "collections" at the end of each half year, the result does not affect the places of the boys. Till recently a list containing the result of "collections" was printed and sent home to the parents ; but now that has been discontinued, so that now scarcely any one knows what place a boy has taken in "collections."

8164. So that that artificial stimulus is only acting perhaps three or four times during the period the boys are at school ?—Exactly. Besides this, there are no such things as marks given for the school work day by day to tell upon the boys' places.

8165. (*Lord Clarendon.*) Will you tell us generally what you think of the school work?—I think it is extremely unsatisfactory.

8166. In what way is it bad ?—First of all in the arrangement of the work. This is the result of the construing system, the effect of which is, that to a great extent all the fifth form do the same work, and a variety of work to correspond with the different stages of the fifth form is precluded. Each of the masters has to hear in pupil-room almost all the lessons done throughout the upper school every day, and of course that affects the number and variety of the lessons, and so the boys who have just got into the fifth form do exactly the same lessons, and come to construe with boys in the upper fifth of 17 or 18 years of age, and in some cases with the sixth form.

8167. (*Mr. Vaughan.*) We have heard an apology for that, which consists in two things, the first is that although so many divisions do the same authors, yet there are parts in those authors that are very hard, and parts that are very easy, therefore the boys at the top of the fifth form may get the hard passages, while, at the same time, there are also passages which may be given to and easily comprehended by the bottom of the fifth form generally ; the second is this, that the same work is done in a different manner, or may be done in a different manner by the masters

of the different forms, and in that way, although all nominally do the same authors, they get a very different discipline. Both of these points have been urged. Do you agree that practically they remedy the inconvenience ?—No, I do not think so at all, by any means.

8168. (*Mr. Twisleton.*) It is, in point of fact, a beautiful theory which is not sanctioned by practice ?—I think the present construing system of Eton would be an admirable one if the day were 24 hours longer than it is and we had strength, in proportion, to do the work. That work should be thoroughly done; but with the limited time we have it is almost impossible to do it thoroughly. There is scarcely any time for reading at all.

8169. (*Lord Lyttelton.*) Is there any other respect in which you consider the school work unsatisfactory ?—Yes. I think it is a disadvantage, resulting from the overwhelming preponderance of Cambridge men among the masters, that while our best efforts are very properly directed towards imparting an accurate critical knowledge of the *languages*, we neglect to a very great extent what may be called the Oxford element in education, viz., the careful analysis of the *argument*, and the digesting thoroughly the *subject-matter* of the books we read. In the same way, it seems to me that we hardly do our boys justice in omitting to train them in writing essays. It is true they have to write Latin themes week after week, but in looking them over our attention is directed more to the elegance or accuracy of the language than to the arrangement of the subject, and the way in which it is worked out; and in this I think that our boys compete for Balliol scholarships at a decided disadvantage with candidates from Rugby or Marlborough. In addition to this, with respect to the composition generally, I cannot help thinking that, though the boys have plenty to write, and get plenty of practice, they do not get sufficient *instruction* in it. Boys are often unable to decipher or understand their tutors' corrections. It seems to me that the want of this systematic instruction is felt especially with respect to Greek iambics and Greek prose, and in translations as contrasted with original exercises; and in support of my opinion, I venture to refer to the comparative number of King's men who have gained the Browne's and Porson prizes respectively at Cambridge.

8170. (*Mr. Thompson.*) In respect to construing, may I ask is it ever the case that, after hearing the boys construe and correcting their mistakes, any tutor construes the lessons over to the boys in the best English he can command ?—I do not remember anything of the kind in my own school days here, and I should think it would be quite the exception now. There is no time for it.

8171. (*Mr. Twisleton.*) There is not time for anything of the kind ?—No; not with the time usually devoted to the school lessons.

8172. (*Mr. Thompson.*) Do they ever hear good translations from the masters that they can take down ?—They hear plenty of good renderings of individual phrases, but seldom, I should say, of whole passages, and even then there are only one or two masters, I believe, who train boys to take notes of them.

8173. Do you not think it is important that they should ?—I think so myself.

8174. More important than the boys construing themselves, almost ?—Yes, to a certain extent; especially in the higher parts of the school.

8175. A master will do it occasionally in school ?—Sometimes, perhaps. But there are no appliances for writing his translation down.

8176. Do you think the majority of the masters do it for their pupils ?—No; the time is so very short, both in school and pupil-room; it is only about half an hour.

8177. (*Mr. Vaughan.*) For the construing system an apology of this sort has been offered,—that in consequence of the boys doing the lessons twice over, once to the tutor and once to the master in class there is a degree of rough work got rid of before the tutor, and that the master in class is thereby enabled to give more time and attention in the way of teaching to the class before him than he would be able to do if he had to give as much attention to the construing ?—I can only state my experience, and that is that the boys very seldom come to school with their lessons well prepared; in general they are quite the contrary. Of course if a boy came into the school and could stand up and construe his lesson well, one would be able to spend most of the time in explaining the lesson, in giving illustrations and parsing; but at present almost all my time is taken up in making the boys understand the simple construing.

8178. (*Mr. Twisleton.*) So that there is something at present like a sheer waste of time ?—Just so. But besides that, in consequence of the number of lessons each tutor is obliged to go through with his pupils at "construing," and the limited time he has at his disposal for that purpose, he is often obliged to put only his clever boys on to construe. And one great difficulty I had to contend against on my first appointment as a master was the thoroughly established practice of allowing boys to come into school with the English translation written word for word over the Latin or Greek, as the case might be.

8179. Should you not say there is a system of "shirking" in the lessons, just as there is in other matters to which you have alluded ?—Yes. This practice was thoroughly established, and even countenanced, that I was actually remonstrated with by one of my colleagues for refusing to allow anything of the kind to go on in my division.

8180. (*Sir S. Northcote.*) What argument did he use ?—That it was an established and recognized practice. I suppose it is also a convenient one for the master; as, of course, a boy with the translation of his lesson written over it gives much less trouble and takes much less time over it than he would otherwise.

8181. (*Mr. Thompson.*) Would you say that in fine seasons of the year a boy spends more time in work or in play ?—More in play, I should think.

8182. Do you know if it is the case that five hours are considered barely sufficient for cricket ?—I should think it was.

8183. That a boy cannot attain the proficiency in cricket which at Eton a boy aspires to, without five hours a day study of it ?—I should think so.

8184. How long will that boy study Greek and Latin who devotes five hours a day to cricket ?—Not very long; there are however some exceptions.

8185. Would it not require a boy of strong constitution to read six hours a day in the classics, after having studied five hours in cricket ?—Yes.

8186. You think the masters are overworked; are the boys sufficiently worked ?—It seems to me to be the result of our system at Eton that an immense deal of work is got out of the masters, with comparatively little out of the boys.

8187. (*Mr. Twisleton.*) You would like to have the system reversed and get as much time for exercise for the masters as the boys themselves have ?—In proportion. I have been three or four days together without going out at all.

8188. (*Sir S. Northcote.*) Would you apply that observation to the amount of time which is spent in work by the boys in the fourth form, as well as to the boys who are in the upper part of the school ?—No; not to the boys in the fourth form.

8189. In the fourth form you do consider the boys on the whole are worked fairly, and indeed as much as can be reasonably expected ?—Yes, I think so. If one could only get them to learn their lessons there would be an immense deal of work got out of the fourth form. They have to do a great many verses and exercises.

8190. In the fourth form a boy's time is so fully filled up with work that he has not more time for

play than he might reasonably be expected to have?—I think he has not quite enough time for play.

8191. With regard to the remove, are they fairly worked?—They are overworked.

8192. (*Lord Lyttelton.*) You are speaking from recollection of the work done by the boys as well as the work done by the masters?—Yes.

8193. (*Mr. Thompson.*) Suppose the Head Master had some power to re-organize the classes and the teaching in the school, do you think it probable that it could be done soon and readily?—It could easily be done if he would do it, and had the power to do it.

8194. You think if the Head Master had the power he would have the wish to do it?—I think he has shown that he has the wish. I think he has shown something of the kind by taking "library" this half, and by so doing he has had an opportunity of learning the state of the work.

8195. You attribute, as I understand, a great deal of this bad organization to the Provost and Fellows having the chief authority, and to the Head Master having no power of inaugurating any change, or no power to resist change if suggested by the Provost and Fellows?—I suppose he has not.

8196. Do you know any case in your own knowledge in which any change has been resisted?—No; no such case is likely to come before me.

8197. No case in which any change proposed by superior authority has been resisted, either by the Head Master or the other masters?—No.

8198. You do not think there would be any great resistance on the part of the Head Master to the suggestions of the under masters, supposing they suggested changes which might be considered for the benefit of the school?—I should hope not. The majority of the masters are in favour of some change, and are anxious for it. I know they are in the fourth form, because we agreed to the scheme mentioned above. The remove masters have also met and discussed the work of their department of the school.

8199. (*Lord Lyttelton.*) Do you think the whole body of the assistant masters ought to be permitted to meet together and discuss the propriety of changes?—Most certainly. There is a great want of organization at present, which is in great part attributable to the want of the masters meeting together and discussing matters relating to the school. I may say that in this I speak from experience of other schools, having worked for one quarter under Dr. Vaughan at Harrow, so that I have seen the system at work there.

8200. Was that system in existence there, and did it work satisfactorily?—Yes, most satisfactorily. The assistant masters met every Wednesday evening for one or two hours, the whole body of them, at the house of the Head Master, when any question requiring ventilation was discussed, and all necessary arrangements made for the coming week.

8201. (*Mr. Thompson.*) Would you say, comparing the two schools together, that more work is done at Harrow than is done at Eton?—No, I do not think so; but I think if we consider the amount of work we get out of the boys at Eton, without organization, that if we had the organization that exists at Harrow to help us, we should get a great deal more out of them.

8202. Do you think that scholarship is as highly esteemed at Eton as at Harrow?—Yes, I think it is quite.

8203. That they are as enlightened, so to speak, at Eton as they are at Harrow, with regard to the importance of intellectual distinctions generally. Are clever boys as much looked up to at Eton as they are at Harrow; are they more looked up to or are they less?—I had so little to do with the upper part of the school at Harrow when I was there that I cannot answer that question; but in the lower part of the school there was more opposition given to a boy who was a hard worker than there is at Eton.

8204. You mean to say that they are more persecuted?—Yes. I think the boys at Harrow who worked hard used to get more teased by the other boys than those who work hard at Eton.

8205. (*Lord Lyttelton.*) They cannot be said to be teased at all at Eton?—No, I do not think they are.

8206. (*Mr. Thompson.*) Do you think that the relative importance which the boys at Eton attach to athletic exercises, as compared to scholarship and talent is much about the same as prevails at Harrow. I mean to say is the relative importance which they attach to intellectual and corporeal merit much the same at the two schools?—Yes, I should think that it is very much the same.

8207. In point of fact they look up very much more to a boy who distinguishes himself in boating and cricket than to a boy who distinguishes himself either in Greek or in speaking at the Union Club, or in any branch of literature?—Probably among the higher boys at Harrow there is more of a feeling in favour of literary distinction than exists at Eton, from the fact that more notice is taken of it there. The great misfortune is that when an old Etonian gains any distinction at Cambridge or Oxford no notice is taken of the fact at Eton.

8208. (*Mr. Vaughan.*) Do they not give a holiday for it?—No.

8209. (*Mr. Thompson.*) There is not any unwillingness in the abstract to give holidays. There are abundance of holidays given on other accounts?—There are so many traditionary holidays in our calendar, it might be difficult to give more.

8210. (*Mr. Vaughan.*) With regard to the point of constitution, of which you have been speaking, do you not think that one natural effect of cutting off the active interference of the Provost with the Head Master in the work of the school would be that the Head Master would naturally be thrown more into contact with the assistant masters on the same subjects, so that they would rather take that place of advisers to him which now, from the constitution of the school, the Provost is obliged to take?—Quite so; I think the Head Master at Eton does not altogether occupy a sufficiently high position, and his influence is not felt in the school as much as it ought to be.

8211. (*Lord Lyttelton.*) Do you consider that practically the authority and power of the Provost are felt in the school?—Not amongst the boys.

8212. But as to the regulation of the school?—Yes.

8213. (*Mr. Twisleton.*) His power of obstruction is enormous?—Yes, it is enormous. The assistant masters are hardly recognized as existing by the Provost and Fellows; they do not even give us a sufficient number of seats in the college chapel.

8214. (*Lord Clarendon.*) Do not the classical masters have seats in chapel?—One bench is usually set apart by courtesy, but they are not sure of getting seats. There are only sufficient seats there for 10 on the bench, which by courtesy is allotted to the classical masters, so that unless we come in in very good time, we run the chance of not getting a seat at all.

8215. (*Mr. Vaughan.*) It is the theory of the school that there are only two masters, one Head Master, and one under master?—Yes, only two masters, one Head and one lower master, and only 70 boys.

8216. (*Lord Lyttelton.*) Would the assistant master ever think of asking for an interview with the Provost to talk over school matters with him?—An assistant master would not, I imagine, be allowed an official interview with the Provost for such a purpose. The plan he would have to adopt would be to go to the Head Master and make his suggestions to him, and the Head Master would go to the Provost, and so perhaps the matter would fall through altogether. The Head Master's hands are so permanently full that he can hardly get through even the routine work of the school. I think that he has much more routine work and less of a position than the Head Masters of Harrow, Rugby, or Marlborough hold in

their respective schools. His influence over the school consequently is not so great, and in point of fact the influence of a tutor is greater with his pupils than that of the Head Master.

8217. (*Lord Clarendon.*) With respect to the discipline of the school and to that system of shirking of which we have heard, what is your opinion upon that point?—I think that that system of shirking seems to be at the bottom of a great deal of evil at Eton. A boy may do what is wrong, but the fault often seems to consist in his being found out.

8218. (*Lord Lyttelton.*) Do you think that it has an injurious effect beyond the mere question of shirking itself?—I think that it really has a moral effect upon the boys, perhaps, without their being conscious of it; I have heard boys themselves argue against it.

8219. (*Lord Clarendon.*) It makes them think that detection is a worse fault than the commission of an offence?—Yes; I stopped a boy the other day who was walking in the street with his football things on, which is against the rules; I met him and stopped him, and when I asked him how it was he said, by way of excuse, "I am very sorry, sir, that I did not see you in time, or I should have shirked you."

8220. There is this argument used in favour of shirking, that it gives the master the power of punishing a boy whom he has reason to suspect of something wrong, but to whom he cannot bring it exactly home and prove it, although he may be morally convinced?—I think it would be much better, in respect to shirking, if there were definite bounds, if for instance Windsor bridge were made the definite bounds, and then if any boy were found out of bounds it should be understood that he would be punished. I think that would be intelligible to the boys.

8221. (*Sir S. Northcote.*) In order to maintain a control over the boys when they are allowed to go freely over the country the master must have the power of punishing them when they do anything they ought not to do. If for instance a boy is seen carrying a gun or getting into any mischief they might be punished for it?—That could be done without any recourse to the shirking system.

8222. But the argument is that when a master sees a boy out of bounds and has reason to believe that the boy is at mischief but cannot prove it, he is able to punish him for being out of bounds?—The boy has merely to "shirk," and then we are expected to take no notice of him. I think that the system of winking at any breach of rules, especially with respect to public-houses, is a very bad one.

8223. (*Lord Clarendon.*) You say with respect to public-houses?—Yes, there are two which the boys principally go to, one is the Christopher and the other is the Tap. The Old Christopher used to be within the college bounds, but when it was removed into the town the person who kept the Tap took a private house just outside the college bounds and set up a beer-shop, which is practically winked at by the masters.

8224. (*Lord Lyttelton.*) Is it not distinctly allowed by the masters?—No. If we see a boy coming out of it, we are expected to speak to him about it and to tell his tutor, and the tutor may request us to complain of him or set him an imposition, or leave the case with him to deal with privately. Nothing is more perplexing than the course which one ought to take on seeing a boy coming out of such places, from the want of some definite rule on the subject; indeed, we have been advised that it is much better not to see or notice a boy under such circumstance if he takes the customary precautions against detection, or acknowledges the master's authority by "shirking." For my own part, I cannot help considering the frequenting such places an objectionable habit, and I cannot but believe that it is in the power of the masters, if they wished it, to stop its being a fashionable thing with the leading boys of the school to go to these places, in support of which position I venture to quote the instances of Harrow and Rugby as schools in which, though situated in towns as our's is, such institutions are neither countenanced by the authorities nor habitually frequented by the boys.

8225. (*Lord Lyttelton.*) Do you think that there is much drinking to excess at Eton?—No. The number of the boys who frequent the Tap and the Christopher is very great. I should think that very often 100 boys go there in the course of a day.

8226. (*Lord Lyttelton.*) After the games?—No, it is not after the games. I think it is simply because it is the fashion to go there.

8227. (*Mr. Thompson.*) How many boys do you say go in there in the course of the day?—I should think very often a hundred into the two places.

8228. (*Lord Clarendon.*) Do they go there, as it were, for the purpose of society?—More for the purpose of society at the Tap, certainly. It is true it is well regulated, being under the management of the captain of the boats. Rules are printed with the name of the captain of the boats at the bottom, and they are very strictly observed. They do not allow the boys to smoke there, and they are very strict about language and behaviour. The only objection is that if a boy breaks a rule the fine is more beer, so the very strictness always leads to more drinking.

8229. Is it well fitted up?—They are very ordinary rooms, I believe.

8230. (*Lord Lyttelton.*) The Christopher is more lax than the Tap?—Yes.

8231. (*Mr. Vaughan.*) The great evil at the Tap is the lounging there?—Partly, and the expense it leads to. It often leads the boys into expense and into debt.

8232. (*Mr. Thompson.*) Do they meet any of the townspeople there?—No; my objection is principally to its being forbidden and yet winked at; that seems to me the great objection.

8233. (*Lord Lyttelton.*) After the games they must get it, of course?—It is not after the games that they go there generally. They have beer down on the ground after football always.

8234. (*Sir S. Northcote.*) Have you ever heard that the reason for going there is that the beer is not good which they get from the houses?—Boys have alleged the excuse sometimes.

8235. Is it not the case at some of the houses that the beer is not always quite what it should be?—I cannot say. But I do know that some of the masters take special pains that such a charge shall not be brought against them, and some allow the boys to get beer whenever they want it in their houses in order to try and induce them to give up going to the Tap; yet still they go there.

8236. Do you think there is any general objection to the system of reporting boys to the tutor before they are complained of?—No; the master who catches them may not know them even by sight, and he gets an account from the tutor who knows them well what sort of boys they are.

8237. (*Lord Clarendon.*) What is the institution called "cellar"?—It is a fashionable sort of club. The captain of the boats is at the head of it, and he has the power of inviting any oppidan he likes to come to it; in fact it is a meeting after dinner on half or whole holidays of the "swells" of the school to discuss some beer and cheese; and this is so far countenanced that masters have allowed boys to leave their dinner table before the end of dinner to go to it.

8238. (*Lord Lyttelton.*) Is that held in the Tap?—Yes.

8239. (*Mr. Thompson.*) They have not any cheese at their own tables, have they?—Not generally, I believe; but it is not on that account that they go.

8240. (*Sir S. Northcote.*) It is only the last remnant of a series of entertainments that used to be given at which a great deal of drinking used to take place?—Yes; the authorities stopped them, and I think that they ought to have stopped this too.

8241. (*Lord Clarendon.*) Is the Tap kept up expressly for the boys?—No.

8242. Do other people come in?—They come in and stand simply at the bar. I believe they do not

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go into the room. It is in this respect an extremely well managed place, so that the boys are quite safe there.

8243. (*Lord Lyttelton.*) The objectionable part is the dishonesty of the shirking system?—Yes, it is the shirking system which I think objectionable.

8244. (*Lord Clarendon.*) The Christopher is open to everybody?—Yes. It is open to everybody.

8245. (*Mr. Thompson.*) When the Christopher was within the bounds of the school had the boys free access to it?—No. It was more under the masters' eyes then than it is now. A great number of boys give breakfasts at the Christopher.

8246. (*Sir S. Northcote.*) They do now?—Yes.

8247. (*Mr. Thompson.*) Boys are allowed to give breakfasts, are they not, in their own houses at certain times?—Yes; but they cannot give them to very many on account of the want of accommodation, and the extra trouble they would entail on the servants.

8248. (*Lord Clarendon.*) Let me ask you, Mr. Walford, what you consider to be the cause of the idleness of the oppidans and their inferiority to the collegers, so generally admitted by both parties?—Well, I think first of all it is the immense amount of patronage which is given to the games instead of to the intellectual development of the boys. The masters patronise them by their presence, whilst hardly sufficient encouragement is given to boys who gain prizes, and one great reason of that is that the prizes are so badly managed. None of the prize exercises are recited. Hardly any of them are ever printed, and it is very often through the "Times" that I find out who has gained the prizes at Eton. Several times since I have been there as a master I have not known who got a particular prize till I saw the notice of it by accident in the "Times."

8249. You can scarcely say, then, that the giving of prizes stimulates a boy sufficiently?—No. When I was at school here there was no definite information given us about some of the prizes we might compete for. We did not know their value, or the condition on which they were proposed. For the theme and verse prizes no distinct subjects were, as a rule, set; there was little or no glory attached to gaining them. The books were given quite privately. I do not think that in these respects the system has changed since.

8250. Is the system materially different for the collegers?—That would tell on the whole school; but what I have stated above, with the preponderating influence of the swells of the school, would be the principal causes.

8251. That might account for the inferiority and the idleness of the oppidans, but it does not account for the superiority which seems incontestible on the part of the collegers?—The collegers have got a spirit of work brought about among them in consequence of the extra examinations that they go in for, and having the competition for their places for King's always before them. The oppidans, however, have got rather more than they used to have in the way of some examinations in the 5th form, but there is no examination for the 6th form. The oppidan portion of the 6th form simply consists of those who get to the top by staying longest at school.

8252. (*Mr. Vaughan.*) The old boys drift into the 6th?—After being in the upper 5th, if he stays long enough, a boy gets to the top of the school necessarily.

8253. (*Lord Lyttelton.*) Do you agree that separate prizes for the oppidans for which the collegers should not be allowed to compete would be advisable. Have you heard of that suggestion?—I do not remember that I have.

8254. There is no question about what are called the swells. Can you tell us clearly what you think as to their importance in maintaining the character of the school generally. Do you think it necessary that the swells should be young men of honourable character?—Not absolutely essential, certainly.

8255. Do you think that to be a swell a boy must have a good general character?—No; that is an advantage, no doubt, but I think it is not essential.

8256. It increases his influence, however?—Yes; I think a good swell has a great influence for good.

8257. (*Mr. Thompson.*) Would any amount of talent or attainment entitle a boy to rank among what you call swells?—No; not without he were a very popular boy, or were distinguished in athletic exercises as well.

8258. But suppose that besides being a very clever boy, and also a very generally popular boy, he was indifferent to or inapt for athletic or other amusements, could he possibly rank among them?—If he were a very popular boy he might.

8259. But generally speaking, who are most looked up to. Are they the boys who distinguish themselves in some athletic exercise?—Yes.

8260. And the masters, you think, are rather inclined to encourage that spirit in the boys than to discourage it?—I think so.

8261. (*Mr. Vaughan.*) Would you consider that that is characteristic of Eton as compared with other schools?—Yes.

8262. What is it to be traced to. It must, I presume, have some historical origin. It is not an ancient tradition of the school, is it?—I do not know.

8263. (*Mr. Thompson.*) Do you think that the opinion that muscle is superior to brain has grown up in the school; and has that opinion or prejudice increased or diminished in the school since you were a boy there yourself?—I almost think it has increased, so far as I can judge.

8264. Can you attribute that to the influence of certain popular works?—I suppose it is rather the fashion of the day to speak in favour of what is called muscular Christianity.

8265. Do the masters ever join the boys in their games?—Yes; a good deal.

8266. Do you think that advisable or the reverse?—It depends upon what game it is the masters join in.

8267. (*Sir S. Northcote.*) Does it lead to the boys taking liberties with the masters?—Not that I know of.

8268. Do you not think that it might?—I think that it might do so.

8269. (*Lord Lyttelton.*) Do you know it as a fact?—Yes, to a certain extent.

8270. (*Sir S. Northcote.*) Does the master feel himself in an awkward position in regard to his command of the boys in consequence of joining them in their games. Does that create any difficulty?—No; I do not think it does.

8271. (*Lord Clarendon.*) I would beg to ask your opinion respecting the chapel services. What do you think of them?—I think that the present plan of the chapel services is very bad indeed. Making the boys go upon holidays and not upon school days is a very bad plan. Every holiday a boy is obliged to go twice, at 11 and at 3, and on half holidays once, an arrangement which cuts up their playtime uselessly. The boys look upon these chapel services simply, except in one or two cases, as a mere roll call, and, what is still worse, scarcely any of the masters attend. The boys have often been in chapel when even the masters who are supposed to be there on duty are not all present.

8272. The boys, I suppose, go there on those occasions with a very different sort of feeling from that with which they go there on Sunday?—Yes.

8273. (*Lord Lyttelton.*) Would you suggest any substitution for the chapel services?—I think that a short daily service every morning would be advantageous; but there would be some difficulty about it in consequence of the time it takes to get the boys in and out of chapel.

8274. (*Mr. Thompson.*) Would not that be as unpopular as the existing system is?—Perhaps if it were put as an extra thing it would.

8275. (*Lord Lyttelton.*) But suppose it was put in substitution for the present?—Then I do not think it would.

8276. Does it occur to you that it might be substituted for prayers in the several houses. If you had a short service as you have suggested, would you maintain those that are used in the houses?—I think if we had service in chapel we might do away with the morning prayers in the houses.

8277. And does it occur to you that if you did you might have some singing with it?—Yes, we should have some singing certainly. On Sunday mornings especially the services are very bad.

8278. You do not think the boys would dislike it?—No, I think they always attend better when there is singing, in what is called long church, than when there is none.

8279. (*Lord Clarendon.*) You have had some experience of Harrow. Should you say that there was any insurmountable objection to a man coming to Eton to be a master there who had not been educated at Eton?—I think it would be very valuable to have some masters who had not been educated there.

8280. Do you think that the mystery of Eton education and Eton teaching is so inscrutable that it would be impossible to be attained by men who had not been educated at Eton?—No; on the contrary, some of us would be very glad to have some other blood infused into the system.

8281. (*Mr. Vaughan.*) Do you not consider that to a certain degree it is a disadvantage to the school that the intellectual part of it should all be placed in one building, and that the other part should be scattered around and outside?—I think it would be very much better if they were amalgamated together. I think that the arrangement you allude to should be done away with, and that no difference should exist between the oppidans and the collegers in that respect.

8282. (*Lord Lyttelton.*) Were you a colleger?—Yes, and I had a strong college feeling when at Eton.

8283. Do you think that the collegers wish to do away with the gown?—No, we were rather proud of it, and I think that the fault of the ill-feeling, which existed between the two bodies, was quite as much on the side of the collegers as on that of the oppidans, if not more so.

The witness withdrew.

Mrs. Emily Kenyon examined.

8284. (*Lord Clarendon.*) I believe, Mrs. Kenyon, you have the management of the Sanatorium at Eton?—Yes.

8285. How long have you been in that position?—Two years.

8286. Who was in that place before?—Mrs. Hopwood. She was there 17 years.

8287. How long has the Sanatorium been built or established?—Nearly 20 years. I think it was in the year 1844 that it was opened.

8288. (*Lord Lyttelton.*) It was established, I believe, by the late Dr. Hawtrey?—Yes.

8289. When he was Head Master?—Yes.

8290. Was Mrs. Hopwood the first person who had the management of it?—Yes.

8291. And you succeeded her?—Yes.

8292. From whom did you receive the appointment you now hold?—From the Provost.

8293. From the late Provost, Dr. Hawtrey?—No, from Dr. Goodford, that is to say it was Dr. Goodford who appointed me. It was the late Provost really, but it was Dr. Goodford who spoke for me. I did not see the Provost on the subject at all; it was Dr. Goodford I believe who gave me the appointment, though he applied to the late Provost for the appointment for me. Dr. Goodford told me that the Provost would grant me the appointment.

8294. You look upon Dr. Goodford as the person with whom you communicated, but you understood the appointment to be made by the Provost?—By the Provost alone.

8295. (*Sir S. Northcote.*) Was there any paper drawn up at all?—Nothing at all.

8296. (*Lord Lyttelton.*) It was merely virtually understood between yourself and the Head Master?—Just so. I was sent for by the Head Master and he told me that the Provost had decided to appoint me.

8297. I do not want to ask particulars of what you receive, but to whom have you looked since, and look now for the receipt of the salary?—To the Provost.

8298. With regard to the use made of the Sanatorium, what class of cases is it understood are intended to be sent there?—It was for scarlet fever that it was originally built, though we have had other cases. I have brought one of the books of all the cases which I have had since I had the Sanatorium, but it was decidedly intended for scarlet fever, because it does not do altogether to bring in other cases where scarlet fever is, and therefore we had two cottages furnished to put cases of diphtheria and small-pox, which it was desirable to get rid of out of the place. The Sanatorium is rightly for scarlet fever, but we have had other cases. There was the case of Lord Minto's son who was taken ill, and at first it was thought he was taken ill with scarlet fever.

8299. Is it, generally speaking, meant for diseases which would be dangerous to leave in the houses?—Yes.

8300. You say you have two other cottages besides this?—Yes, we have cottages with two bed rooms and a sitting room furnished to receive any cases of diphtheria or small pox. In the case of Lord Minto's son he was brought in with a rash which the doctor thought was scarlet fever. The rash continued three or four days and then it turned into a rash something like chicken pox, but eventually it turned out to be small-pox, and a very severe case indeed.

8301. At whose order was the patient received into the house?—The Provost's.

8302. Does the Provost send any one here he thinks proper?—When Dr. Goodford was Head Master he gave an order, and now he is Provost he still continues to give the order.

8303. Does he send a written order to you?—Not at all. Dr. Goodford sends word to me that such a boy is ill, and he is seen by the doctor, and the doctor says such and such a case is to come in, and then I am always ready with my beds and bedding prepared, and a nurse kept to receive the boy. I have had as many as six cases at a time, and on each of these occasions I had nurses ready.

8304. Is six the highest number you have ever had there at a time?—Yes; I think so.

8305. Have you ever had all the beds in the Sanatorium occupied?—Yes; there have been school times when I have not had any cases. Last school time I had two cases of scarlet fever, and the school time before I had three cases of scarlet fever and one of small-pox.

8306. How much ground is there about it?—There is a large garden round, but I have nothing whatever to do with it at all. There are two men kept that I can call upon, and there is a carriage which is used to send for the gentlemen, and those men are employed and paid by me to bring home any patient, and then they are brought into the house and put into their rooms at once.

8307. You have always considered that both the late and the present Provost have been responsible for that establishment in their official character?—Yes.

8308. You do not understand that Dr. Hawtrey had anything to do with it as a private affair of his own?—Not at all.

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8309. Are you aware of the sum which the boys pay for the support of the Sanatorium?—I have nothing to do with that. There is a subscription, and every invalid who comes in pays 3*s.* a day.

8310. That is paid by his parents, I suppose?—Yes.

8311. Are all the payments, as far as you have to do with them, regularly made, and all the supplies periodically furnished?—Regularly every quarter. Everything is conducted in the most regular manner. I take my book to the Provost, and he gives me a cheque, which I take to the bankers; and any monies which I receive from the parents I pay into the bank, and they give me a receipt, and that receipt I take to the Provost.

8312. Now with regard to furnishing, and all the appliances there, do you consider that everything that is needed for the purposes to which they are devoted are properly supplied?—Everything from the very commencement.

8313. Have you ever made any requisition for things which has not been complied with?—Not at all. Dr. Goodford has always given me everything that was necessary.

8314. Have you ever communicated directly with Dr. Hawtrey?—No.

8315. You understand that it was at his request that Dr. Goodford undertook it?—Yes.

8316. You have nothing to do with the present Head Master?—Not at all.

8317. You understand that Dr. Goodford acted on behalf of the Provost formerly, and now acts on his own behalf?—Yes.

8318. (*Mr. Thompson.*) You have no complaint to make of the present state of the Sanatorium?—No.

8319. (*Sir S. Northcote.*) Nor any suggestion with regard to any improvement?—There are several things that ought to be done; new carpets are wanted, and that sort of things that will be supplied. Since the small-pox case, a part of the house has been newly painted and coloured. The whole could not be painted and coloured then, but the medical man said that that part of the house that was occupied by that patient should be entirely cleaned down, repainted, and coloured, and the Provost said that everything else should be done at the beginning of the year.

8320. (*Lord Lyttelton.*) You never had any difficulty or scruple in applying for anything you wanted to be done?—No.

8321. (*Sir S. Northcote.*) You have not been told that there was no money to do it?—No.

8322. (*A Commissioner.*) Have you ever been in communication with the parents of the children in this Sanatorium?—Yes; several of them have been there. Lord and Lady Minto on the last occasion came frequently, and were very much pleased with everything.

8323. They are very glad to have such an institution?—Yes, and the boys are very happy there. They feel of course nervous at first coming; but before leaving they always say they have been perfectly happy and contented.

8324. And have you had them long there at any one time?—In two cases I had them there a month with me.

8325. Is there any difference in the air, in the climate, there?—I do not know about that, but it is wonderful how they appear to get on. They certainly do wonderfully improve; their appetites are good, and it is a very open situation.

1326. (*Lord Clarendon.*) The boys are happy there, and are not afraid of being lonely?—No, I sit with them and we have every thing to amuse them as far as we can. We have games and they have a library and everything that can tend to make them cheerful. Of course in cases of illness they do not like the restraint of being shut up, but otherwise they feel quite happy and we have not had any case of complaint; quite the contrary; while on the other hand from the parents I have always received the most satisfactory acknowledgment of the value of the institution.

8327. (*Lord Lyttelton.*) There is nothing inadequate in the appointments or in the dietary; that is strictly ordered by the doctor?—Yes; there is nothing paltry or mean, everything is carried out according to the directions of the doctor.

8328. (*Lord Clarendon.*) What is that you say the sick boys pay extra?—Three shillings a day the sick boys; but that does not meet the extra expense of course. There is wine and poultry, and other things.

8329. You are not aware what the boys pay generally for the support of the establishment?—I do not know anything about that, but three shillings a day is the charge that we make.

8330. (*Lord Lyttelton.*) Is there any thing more that you wish to say on this subject?—No.

8331. (*Lord Clarendon.*) No improvement that you wish to suggest?—Not at all, I think everything is as satisfactory as it can be. I have heard no complaint either from the boys or the parents.

8332. You think the parents are glad, in cases of infectious disease, to be able to send them there?—They are very thankful at being able to send them there. We have had two cases of diphtheria, one a very severe one, lately, but I am thankful to say that that case, under Providence, has been entirely restored, and the others are doing well. I have had 17 cases during the two years I have been there, and every thing has gone on very well.

8333. You are aware that there is a general payment made by the whole school?—Yes.

8334. But with that you have nothing to do?—No. I have known that fact in consequence of having been 12 years with Mr. Evans.

Victoria Street, Saturday, 22nd November 1862.

PRESENT:

Earl of Clarendon.	Hon. Edward Twisleton.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.
Sir Stafford Northcote, Bart.	

The Earl of Clarendon in the Chair.

Hon. C. G. Lyttelton.

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The Hon. C. G. Lyttelton examined.

8335. (*Lord Clarendon.*) Mr. Lyttelton, how many years were you at Eton?—Six years and a half.

8336. You are now at Trinity College, Cambridge?—Yes.

8337. How long have you been at Trinity?—Two years and a quarter.

8338. Will you give us your opinion as to the relations existing between the oppidans and the collegers when you were at Eton. Were they of a friendly character, and were the oppidans and the collegers considered to be on an equality with each other?—Yes, I think the relations were very friendly. Perhaps they were not considered to be quite on an equality in the middle and lower parts of the school, but among the boys at the top of the school there is no doubt that the distinction nearly vanished, and

they associated with each other much more than in the other parts of the school; but in the games they were almost entirely separate.

8339. To what do you attribute the distinction disappearing in the upper part of the school as compared with that which existed in the lower part of it?—I believe the collegers themselves ascribed it in great measure to the fact of their wearing the gown. When a boy first comes to the school and sees a lot of other boys walking about in a peculiar dress, he naturally regards them as a separate class. He learns to get out of that as he gets older, but it is a long time before the impression vanishes entirely.

8340. I suppose that there is a general impression at Eton that the scholarship of the scholars is superior to that of the oppidans?—Yes, there is now.

8341. Do you think there is any feeling of respect or disrespect towards them upon that account?—No.

8342. (*Lord Lyttelton.*) They play at cricket together upon equal terms, do they not?—Only a part of the collegers. I do not suppose that there are more than seven or eight of the collegers who join the oppidans at cricket.

8343. Do they at football?—At football at the wall, part of the collegers play twice a week with the oppidans.

8344. Do they ever play at fives together?—Yes.

8345. (*Sir S. Northcote.*) Is it not the case that when a boy first comes he looks on the collegers as a class, but that after he has been there some time he gets to know and to like some particular boys among them, and to look on them as individuals, and not as mere collegers?—Yes.

8346. This is what takes place; when first you go you look upon all the collegers as one class, but after a time you get to know some particular colleger who is in your own remove, or whom you have seen playing at some games, you get to like him, and so by degrees the prejudice wears off?—Yes.

8347. (*Lord Lyttelton.*) Did you ever give a leaving book to a colleger?—Yes.

8348. Did you ever have a leaving book from a colleger?—No; I do not think they give leaving books to oppidans.

8349. (*Lord Clarendon.*) They are never in the boats?—No.

8350. They have a boat of their own?—They have got a four oar. The collegers, I think, mostly play at cricket; not many of them take to the river.

8351. (*Sir S. Northcote.*) Is the expense of the river one reason for that, I mean the expense attaching to the boats?—I should think, most likely.

8352. (*Mr. Twisleton.*) Do you think their not being allowed to be in the same boats with the oppidans has anything to do with it?—Yes, I think there is no doubt that if they were allowed to be in the boats with the oppidans some more of them would take to boating.

8353. (*Sir S. Northcote.*) Do not any of the oppidans and collegers ever go up the river in four-oars or skiffs together?—No, I do not think they do.

8354. (*Lord Devon.*) Did you observe any difference in the feeling between the oppidans and the collegers at Eton during the six years that you were there?—Yes, as I got higher in the school I thought the feeling towards the collegers was better. Latterly I have no doubt there existed more cordiality.

8355. (*Lord Clarendon.*) Do you think there is any desire on the part of the collegers to get rid of the gown or to keep it?—I think they would like to get rid of it.

8356. Generally speaking?—Yes.

8357. (*Lord Lyttelton.*) Was the president of the Debating Society a colleger in your time?—Yes.

8358. (*Lord Clarendon.*) What do you consider to be the powers of the sixth form boys in the school?—I think there is very little power possessed by them.

8359. (*Lord Lyttelton.*) Over the oppidans, you mean?—I think the sixth form has merely a shadow of authority.

8360. You mean over the oppidans?—Yes; the system of the collegers is much more monitorial.

8361. (*Lord Clarendon.*) Nominally the sixth form has some power, has it not?—Yes, nominally they have almost full monitorial powers.

8362. But they are never exercised?—Rarely.

8363. (*Lord Lyttelton.*) You never had a sixth form boy set you an imposition or any kind of punishment?—No.

8364. (*Lord Clarendon.*) Are punishments ever inflicted on the boys by the sixth form?—Yes, occasionally.

8365. What sort of punishments?—I have known impositions set, writing out lines and so on; but it is generally corporal punishment which is inflicted.

8366. (*Lord Clarendon.*) Upon oppidans?—Yes.

8367. (*Mr. Twisleton.*) For what sort of offences?—Generally for offences in the house, making a noise, kicking up a row, or impudence.

8368. (*Lord Clarendon.*) What sort of corporal punishment does he inflict; does he give him a licking?—Yes; but I have seldom seen any of those lickings given so as to inflict any marks that are likely to last more than half an hour.

8369. (*Mr. Thompson.*) All the blows are given with the fist, are they; none with a stick?—None.

8370. (*Lord Clarendon.*) Is it generally done on the spur of the moment, or do they have them up next day?—Occasionally there is what they call a college licking, which is a very solemn ceremonial, held in college, but these occur very rarely, perhaps once in a half. They are inflicted for general offences against the sixth form in its capacity as guardians of public order.

8371. (*Lord Lyttelton.*) The collegers administer the punishment, do they not?—Yes.

8372. Do the oppidans get college hidings of that sort?—Yes.

8373. (*Mr. Thompson.*) For what description of offences are such punishments as that inflicted?—For breaking windows, gross bullying, or if there is any offence committed against a sixth form boy by a boy whom he is not able to punish himself, the sixth form probably would take it up, but, generally speaking, the sixth form boy is able to take the law into his own hands.

8374. (*Lord Clarendon.*) And the public opinion of the school is in favour of this sort of authority which the sixth form boys exercise?—Yes.

8375. They never feel or express any dissatisfaction with respect to it?—None whatever.

8376. Nor desire that any appeal should be made to the masters upon the subject of these punishments?—Never.

8377. (*Mr. Twisleton.*) On these solemn occasions of which you have spoken, where a college licking is given, is that punishment administered with the fist?—Yes; it is not very severe, but it is more severe than those which are usually inflicted.

8378. (*Lord Clarendon.*) It is only done with the fist, not with a stick?—No, not with a stick.

8379. (*Mr. Vaughan.*) Is the communication between those who lodge in different boarding-houses, putting the college aside, perfectly free?—Yes; one boy is at perfect liberty to mess with another boy living in a different boarding house.

8380. So that the mere lodging in different boarding houses is no obstacle at all to any communication between the boys in college and out of it?—No.

8381. And are friendships formed between the boys in different houses as well as between boys in the same house?—Yes.

8382. (*Lord Lyttelton.*) They breakfast together?—Often.

8383. (*Lord Clarendon.*) What do you consider was the general tone at Eton while you were there; was it a high, gentlemanlike, and honourable tone?—Yes, I think so. No doubt of it.

8384. Do you think the public opinion of the school would be against any such offences as swearing, lying, and gambling?—Yes.

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8385. And that any boy who committed such offences would be worse thought of in the school than those who did not?—Yes, with some reservation with respect to lying to masters, as there always is at school.

8386. (*Lord Lyttelton.*) Any boy who was in the regular habit of drinking would be thought worse of, would he not?—Yes.

8387. (*Mr. Thompson.*) You think that lying is more reprobated when it is practised towards certain classes than when it is practised towards others. I suppose you mean that lying by one boy to another would be strongly reprobated?—Yes, such lies as are malicious and told in earnest would be, but not mere "crams."

8388. Do you mean, for instance, that a boy would not be thought worse of if he lied to his tutor?—He would not be thought worse of by the lower part of the school, I think.

8389. Not by the school?—Not by the lower part of the school.

8390. You think that he would by the upper part of the school?—The more so the higher he gets.

8391. Supposing a serious breach of discipline were committed, and a boy were taxed with it, and supposing that boy thought it was safe to deny it; do you think a boy of the average morality in the upper part of the fifth form, and of, say, 15 or 16 years of age, would be likely to deny it?—No, not at all.

8392. I am speaking of a boy of the average morality. I do not say a very good boy or a very bad boy. A very good boy would not, and probably a very bad boy would, but you think that having regard to the general morality of the school, an average boy having got into a scrape through the commission of an offence would not, if he was charged with it, deny it, although he might deem or might know that the evidence which could be brought against him would not be sufficient to convict him?—No, he certainly would not, nor would any boy if he thought his denial was likely to criminate any other boy.

8393. I am not putting that case?—In no case would he be likely to.

8394. (*Mr. Twisleton.*) No boy would do it in such a case as that supposed, at Eton?—I should say that no boy of average morality would; besides that, public opinion would be very strong against him if he ventured to do so.

8395. (*Mr. Vaughan.*) Are there any subjects upon which a boy would consider it fair to tell a fib to his master, whereas he would not upon other subjects tell one?—Yes.

8396. Is there anything like an understanding among themselves as to the limits to which they might go in such cases?—I should think there was a tacit understanding.

8397. And the masters know that a boy will prevaricate upon certain questions, whereas upon others he will not?—Very likely.

8398. When a master trespasses upon ground upon which the boys do not think it is fair to be asked questions, do you think that they would tell him a fib?—It does not follow that they would.

8399. (*Mr. Thompson.*) Can you give us an instance now of a fib which would be thought allowable?—Yes; if a boy happened not to have begun a punishment which a master had set him, and he was asked about it, he would be sure to say that he had not had time to finish it. That would be generally thought allowable.

8400. (*Lord Lyttelton.*) Do you mean in the upper part of the school, or the lower?—Not only in quite the lower part of the school.

8401. (*Mr. Thompson.*) Have you the phrase "white lies" at Eton?—No; of course it is understood.

8402. (*Sir S. Northcote.*) Supposing a piece of mischief had been done, and a master wanted to find out who had done it, and questioned the boys upon it, would they consider themselves bound to answer; supposing a window had been broken or an animal had been injured by anyone?—They would generally find it out, no doubt.

8403. The boy who had done it would generally confess?—Yes; in cases of infringement of public order they would be more likely to tell the truth than in those other cases to which I have referred.

8404. Did you ever know the boys as a body refuse to answer?—No.

8405. (*Mr. Vaughan.*) Would the masters consider it fair to ask in such cases. For instance, if a punishable offence has been committed, would a master at Eton consider it fair to ask a boy whether he committed it?—I should think generally it would be thought a fair question.

8406. (*Lord Clarendon.*) Was there much drinking while you were at Eton?—No, very little, I think.

8407. (*Lord Lyttelton.*) Do you think there is any difference between the boys who are in the boats and the other boys of the school with respect to drinking?—No doubt the boat boys drink more.

8408. (*Lord Clarendon.*) That is owing to what?—To their having more opportunity, probably.

8409. And to the violent exercise, perhaps?—No, I do not think it is attributable to that.

8410. (*Lord Lyttelton.*) In the sheds sometimes there is a good deal of drinking going on, is there not?—Nothing more than beer; never, I think, to any excess.

8411. (*Lord Clarendon.*) Was there much going to public houses when you were there?—There was a good deal of going to public houses, at least to one public house.

8412. The "Tap"?—Yes.

8413. (*Lord Lyttelton.*) There are the "Tap" and the "Christopher," to which they go, are there not?—Yes, but there are no spirits or wine sold at the "Tap."

8414. At neither of them?—At the "Christopher" both wine and spirits are sold; but there was only a certain set that used to frequent the "Christopher;" we were obliged to go to the "Tap" for a glass of beer.

8415. (*Mr. Thompson.*) Had you no such thing as a drinking set at Eton?—Yes, I think I have known such a set there.

8416. (*Lord Lyttelton.*) Were they numerous?—No, by no means.

8417. (*Lord Clarendon.*) Have you often seen a boy drunk at Eton?—No, I have seldom seen a boy drunk except on the 4th of June, and election Saturday.

8418. (*Sir S. Northcote.*) Would those boys you have spoken of as a drinking set go to public houses on Sundays?—Yes, they would often.

8419. (*Lord Lyttelton.*) Would they drink more on Sundays than on other days?—No, I do not think so.

8420. (*Sir S. Northcote.*) Was the going to public houses treated by the masters as much of an offence?—Going to the "Tap" was not thought much of, but going to the "Christopher" was.

8421. A boy of course would be bound to shirk a master if he were going into the "Tap," because it was out of bounds, but would he shirk him more carefully going into the "Tap" than if he were going into the confectioner's?—He would not be allowed to go in in the face of a master.

8422. (*Mr. Thompson.*) Wine can be had at the pastrycook's can it not?—Not at Eton.

8423. (*Lord Lyttelton.*) It could not in your time?—No.

8424. (*Sir S. Northcote.*) Would it not be thought a shame on the part of a master if he took notice of any boy in a confectioner's shop and reported him?—Yes.

8425. Would it be thought a shame to report him if he saw him come out of the "Tap"?—No; he would probably report him, but the punishment would be light, except in the case of a lower boy. A lower boy would be flogged.

8426. (*Lord Clarendon.*) They do not consider it necessary to shirk a sixth form boy, I suppose?—No.

8427. Do you think that a sixth form boy would take notice of a lower boy if he saw him coming out of the "Tap"?—Occasionally a sixth form boy would,

especially if belonging to the same house. A sixth form boy who was a colleger would, very likely.

8428. (*Sir S. Northcote.*) What would he do, set him a punishment?—Very seldom.

8429. (*Mr. Twisleton.*) Cannot beer be obtained at the boarding houses?—Not at any time except at meals.

8430. (*Mr. Vaughan.*) Is it a general feeling among the boys that the beer in their boarding houses is very poor?—Yes, I think it is.

8431. (*Lord Lyttelton.*) Not so good as they get elsewhere?—No.

8432. (*Mr. Vaughan.*) Not so good as they get at the "Tap"?—No, certainly not; and it was not very good there.

8433. (*Sir S. Northcote.*) Have you known that at some of the houses the boys, as a rule, would not drink the beer at dinner at all, or, at least, that they hardly ever drank it?—I do not think so. I think they would drink bad beer in preference to water.

8434. Did you know many cases of boys with orders from home to have Bass's ale or other beer of a better kind than the rest?—There were generally two or three in the house when I was there.

8435. (*Mr. Vaughan.*) Is there any general difference between the kind of fare and the treatment which the boys receive in the tutors' houses and in the dames' houses?—No, I do not think so.

8436. (*Lord Clarendon.*) Was there any bullying when youwere at Eton?—There very seldom were any severe cases of bullying; there will always be a certain amount of bullying at all schools.

8437. You would not say it was a habit there?—No.

8438. Would public opinion in the school be against it if it were carried to any great excess?—Yes, and I should say that public opinion would express itself more strongly on such a question as that than upon any other question.

8439. In what part of the school does bullying generally take place?—I think it was worse in the lower school than in any other part of the school.

8440. The big boys in the lower school who could not get out of it would bully the little ones?—Yes.

8441. There is no feeling against fagging, is there?—No, I think none whatever.

8442. You do not think that doing away with fagging would be popular among the boys?—Certainly not.

8443. Do you remember whether when you were there the abuse of their power by those who fagged was common?—No, not at all common; it has happened, possibly.

8444. (*Lord Lyttelton.*) Have you kept up an acquaintance with those who were your fag-masters when you were a boy at Eton?—With every one of them.

8445. And are on friendly terms with them now?—Yes.

8446. (*Lord Clarendon.*) In what do you think the advantages of the fagging system consist?—I think it is an advantage both to the fagger and the fagged. It teaches to the fagged habits of obedience, and respect for constituted authority. It may also be specially useful for those destined for the army or navy, teaching them as it does to submit to disciplinary authority, and also to wield it themselves without abusing it.

8447. Do you think it ever interferes with the studies of the fags?—Very rarely; it does if they choose to put off their work to the last moment, and should then happen to get a longer spell of it than they expected. That however would be entirely the fault of the fag himself.

8448. Does his master take his school work into consideration in employing him?—He probably would, if the fag applied for some remission of his duties, in consequence of a stress of school work.

8449. I suppose the tutor would not accept as an excuse for shortcomings in his lesson, that he had been engaged on fag business?—Yes, I think he would to some extent. He would not accept it altogether, but it would be a mitigation of the offence.

8450. (*Sir S. Northcote.*) Suppose no organized system of fagging existed, do you not think that the big boys would get services performed for them by the little ones?—Yes, I should think they would.

8451. And if the fagging system were not an organized one there might in point of fact be a great deal more tyranny than there now is?—Yes.

8452. (*Mr. Vaughan.*) Do you think that applies to the services rendered at meals as well as to those rendered in going messages?—Yes.

8453. You said just now that the fag would experience little or no inconvenience if he managed his time properly. I suppose little boys are not very careful economists of time. Taking that into consideration, do you think it would not interfere with their own work commonly, or with getting their breakfast?—No, very seldom.

8454. (*Lord Lyttelton.*) You were at two houses, were you not; Mr. Coleridge's and Mr. Evans's?—Yes.

8455. Did you find any great difference between the comfort of those two houses?—No; they were much about the same. I never was a lower boy at Evans's.

8456. (*Lord Clarendon.*) But in general you were satisfied with both the quality and the quantity of the meals which you got there?—I should not have been satisfied if I contented myself with what they gave us for breakfast and at tea, which was simply bread and butter.

8457. (*Mr. Vaughan.*) Was it the practice of the boys to get meat at tea and breakfast for themselves?—Yes, as long as they had any money.

8458. Both at breakfast and at tea?—Yes, they used to bring a stock of cold things, at the beginning of the half.

8459. Would not that make meat four times a day?—Occasionally, no doubt it would.

8460. (*Mr. Thompson.*) Was that during the cricket season principally?—No; I do not think so.

8461. (*Lord Clarendon.*) There was a good deal of time at the boys' disposal on Sundays, was there not?—More than six hours. They lay in bed till a quarter to nine generally; they had about an hour between breakfast and chapel, and between chapel and dinner an hour and a half, an hour between dinner and chapel, and then they had two hours between four and six o'clock, but the chief part, the evenings, was generally taken up by what were called "Sunday questions."

8462. And how is their leisure employed, in walking about?—Yes.

8463. There was not much reading done on that day, I suppose, was there?—No, very little.

8464. The Sunday questions were those from which you considered that you chiefly got your religious instruction while at Eton?—Yes; that and the Greek Testament at school on Monday morning, and the Sunday "private."

8465. (*Sir S. Northcote.*) Do you know whether it was much the habit of boys to work up the Sunday questions in church?—No; they required large books of reference, such as Cruden.

8466. (*Lord Devon.*) When were the Sunday questions given out?—On Saturday to most of the school; the sixth form got them on Sunday.

8467. So that they could be prepared on the Sunday?—Yes.

8468. (*Mr. Thompson.*) You say they had to be answered by reference to Cruden; did the boys possess a Cruden?—Some few had.

8469. Could they borrow books from their tutor?—Yes.

8470. (*Sir S. Northcote.*) Do you think the boys did take the opportunity of being in church to prepare their lessons or read any books?—Not much.

8471. (*Mr. Twisleton.*) They might write verses there?—Yes.

8472. (*Lord Clarendon.*) I suppose you do not consider that you derived any great benefit from the sermons there?—No.

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8473. You were not always sure of hearing them, were you ?—By no means.

8474. Do you think it would be a popular thing if the masters were allowed to preach ?—I have no doubt it would be very popular.

8475. Those who had a talent for preaching, I mean ?—Yes, I have often heard it wished.

8476. By the boys ?—Yes.

8477. You think that if the masters whom the boys did like to preach to them were to do so the sermons might have a good effect ?—No doubt of it.

8478. In what way do you consider religious instruction is given at Eton ?—It is given entirely by means of the Sunday questions, by the Greek Testament at school, and by "Sunday private;" but if there happens to be a confirmation at Eton a good deal of instruction of a religious character is previously received from the tutor during the whole of that half.

8479. Preparation for confirmation you mean ?—Yes.

8480. Do you think that the boys generally attend to it in a proper spirit ?—Yes, I think so.

8481. Do they invariably take the communion afterwards ?—Yes, I think almost invariably.

8482. And you think they come to it in a proper spirit ?—Yes.

8483. There is no compulsion at all, is there ?—No, certainly not.

8484. Any boy's absence from the communion table would not be noticed ?—No.

8485. (*Sir S. Northcote.*) Have the boys any kind of choice as to who should prepare them for confirmation, or is it always done by their tutor ?—Always by their tutor, if he is a clergyman.

8486. (*Lord Clarendon.*) In what relation did you consider that the tutor stood to you. Did you consider that he stood to you *in loco parentis* ?—Yes; at least he was supposed to stand in that relation.

8487. Would you have consulted him in any difficulty. I do not mean any difficulty in reading, but supposing you got into any private difficulty ?—No, you would not consult him in any difficulty not immediately connected with the school.

8488. But in any difficulty you had in reading, you would go to him without any scruple whatever ?—Yes.

8489. (*Sir S. Northcote.*) Only in any difficulty connected with the school work ?—If you got into a scrape with any other school authority you might send to him for a character.

8490. (*Lord Lyttelton.*) Do you think it would depend on whether he is in the tutor's house or not ?—He might go to his dame instead perhaps.

8491. (*Mr. Vaughan.*) Would you go to your tutor about anything unpleasant between you and another boy ?—No.

8492. (*Lord Clarendon.*) What distinction should you draw between private business and the preparation for form work ?—The form work has to be got up more carefully, and is construed twice before masters.

8493. Do you think you derived more advantage from private business than you did from form work ?—Yes, I think so, considering the time devoted to it.

8494. Did your tutor pay a great deal of attention to you in private business. Had he time and opportunity to do so ?—He gave about three hours a week, except in summer, and then two hours. It required nearly an hour's preparation, each time.

8495. Do you think that would be sufficient, or could he have given more if he chose ?—He could not have given more.

8496. If he could have given more would it have been of advantage to you ?—No, I think that was enough; it was as much as I could do if I got it up tolerably well.

8497. (*Lord Lyttelton.*) Private business books are generally of some difficulty, are they not ?—Yes.

8498. (*Mr. Vaughan.*) In regard to private business, what was done to induce a boy to take pains with that work or to prevent him from shirking it ?—He would be certainly flogged if he shirked it.

8499. Would his tutor be likely to send him up for punishment in the same way as the master in class would ?—Yes.

8500. Does he gain anything in the way of reward for doing his work well ?—No.

8521. He simply has his tutor's approbation ?—Yes.

8502. (*Lord Lyttelton.*) Would it not help promotion in the school to do private business well ?—You would be a better scholar, and so get on faster.

8503. It would be more useful to those who were trying for distinctions ?—Yes.

8504. (*Mr. Vaughan.*) I suppose the private business was prepared out of the presence of the tutor ?—Yes.

8505. And there was only one construing of course of that business ?—Only one.

8506. Was it the habit of the boys in private business, when there was only one construing, to get construes from one another ?—No; I was the only boy in the house that had private business with my tutor, so that I could not easily have got a construe.

8507. You hardly know what the practice would be, I suppose ?—They would often learn it together, no doubt.

8508. How did it happen that you were the only boy that had private business ?—I was at a dame's, and the other pupils were not in the same house.

8509. If a boy had a construe of his private business from another, would he get a punishment set him ?—Seldom. It would not be likely to transpire.

8510. (*Lord Clarendon.*) Do the boys prepare their lessons alone or together ?—Sometimes alone and sometimes together.

8511. Was it at all the custom of the boys to do it for one another ?—They sometimes did it with a crib, and sometimes they learnt it together. It was dangerous to go into school after simply having had a construe from another boy.

8512. Did they help each other much with the composition ?—Not much.

8513. (*Sir S. Northcote.*) Was such a thing as copying each other's verses ever discovered to have been done ?—Yes.

8514. (*Mr. Vaughan.*) You mentioned just now that a boy would be flogged if he was idle before his tutor. Is flogging at Eton a recognized punishment for idleness ?—Yes.

8515. Even for that idleness which is not what may be called contumacious idleness, that is to say, if a boy simply comes up with a lesson extremely ill prepared ?—No, I do not think it is likely that he would be flogged in such a case as that.

8516. (*Lord Lyttelton.*) If he was supposed to have taken pains he would not be flogged ?—No, I should say not.

8517. (*Mr. Twisleton.*) How many cuts would be given in flogging for idleness ?—That would rather depend upon the size of the boy; about seven generally.

8518. (*Mr. Vaughan.*) Does the master ever indicate whether it is to be a severe punishment or not when he sends up a boy ?—Yes, they write it on the bill, occasionally.

8519. (*Lord Clarendon.*) Has flogging diminished since the time when you first went to Eton ?—No.

8520. (*Mr. Vaughan.*) Is it any great dishonour to a boy to be flogged, or is it regarded as a natural incident of the day ?—It is regarded quite as a natural incident of the day.

8521. (*Mr. Thompson.*) If a boy passed through the school without being flogged would he be thought a sneak ?—No.

8522. (*Mr. Twisleton.*) The disgrace would be in the offence, and not in the punishment ?—Yes.

8523. (*Lord Devon.*) Supposing a form master to send up a boy to the Head Master, does the Head Master consult with the tutor, or communicate with him before he sets the punishment ?—No, very

seldom. He considers himself a machine, and seldom takes any excuse; observing that what has failed to satisfy the complainant, cannot satisfy him.

8524. (*Sir S. Northcote.*) Does the master who sends up the boy first consult with his tutor before he sends up the name to the Head Master?—By no means necessarily.

8525. Is not that always done, I thought it was?—No, I do not think so; the tutor generally hears of it eventually, I suppose.

8526. Is it not always considered the rule?—No, I am sure that is not the case.

8527. (*Mr. Vaughan.*) There are only two masters who administer punishment, are there. Who flog?—Only two.

8528. Is one of them the head master in the lower school?—Yes.

8529. (*Mr. Thompson.*) Is there much difference among the different tutors as to their willingness or otherwise to send a boy up to be flogged?—There may be some little difference.

8530. Not a marked one?—No.

8531. There is some general understanding, I suppose, that such and such offences are flogable offences and so on?—Yes.

8532. (*Mr. Vaughan.*) Is it not a rarer thing for a boy to be sent up by his tutor than it is for him to be sent up by his class master?—I should think not.

8533. (*Lord Clarendon.*) What motive should you say there is for a boy of average industry and ability to study at Eton?—Almost entirely home influence.

8534. And you think that where the home influence is not exercised, that is to say, where the parents are indifferent as to whether the boy gets on or not, it is felt at the school?—Yes, immensely.

8535. And that then the masters are apt to be in different to the boys as well?—Perhaps.

8536. So that a boy may stick almost all the time he is there at nearly the same point, without getting on?—He must improve to a certain extent to pass his remove.

8537. (*Sir S. Northcote.*) It is considered a disgrace to a boy to miss his remove, is it not?—Yes.

8538. (*Mr. Thompson.*) He is not sent away?—No.

8539. (*Lord Lyttelton.*) He would have some work in which he had failed to get up?—Yes.

8540. (*Mr. Vaughan.*) How many masters at present send an account home to the parents of the proficiency of a boy at the school?—I should say all.

8541. Looking back to what you remember of your own case or other cases, is that a mere matter of routine, or do you think it is a searching and faithful account?—I think it is a searching one. Certainly with Mr. Johnson, my tutor, it was a very searching account.

8542. And you think that it was generally?—I should think so.

8543. You think there was no disposition on the part of the tutor, whenever those reports were sent in, to soften down matters in favour of the boy?—No, rather the contrary, if anything.

8544. Rather the contrary, you think?—Yes.

8545. (*Sir S. Northcote.*) Was it not the case, with a good tutor, at all events, that when he found a boy was not disposed to work he tried to bring the home influence to bear upon him?—Yes, in extraordinary cases he would write home directly.

8546. (*Mr. Vaughan.*) I suppose in that way, therefore, a tutor always knows whether the parents care very much how the boy gets on, or whether the letters sent with respect to his progress are put aside and not regarded?—Yes.

8547. (*Lord Clarendon.*) Did you learn much history and geography at Eton?—Not very much.

8548. The only modern history, I suppose, that you learnt was by means of your own private reading?—Yes, nearly all; but at the same time Mr. Johnson set a great deal of store by any knowledge of modern history which you might possess, and which he took pains to elicit.

8549. But that branch of study was entirely voluntary?—A portion of Russell's Modern Europe was read for upper division trials, and the sixth form had to do two essays, generally on some modern subject, a year.

8550. Do the tutors encourage its reading?—Yes.

8551. Do they ever examine you or advise you upon it?—Only casually.

8552. (*Lord Lyttelton.*) Did you ever ask him what good books there were?—I do not know that I ever had occasion.

8553. What you did in modern history was entirely taken up in your leisure time?—Almost entirely.

8554. Was not the study of modern history a good deal promoted by the debates?—Yes.

8555. (*Sir S. Northcote.*) Mr. Johnson had a private debating society of his own, had he not, in the discussions of which he took part?—Yes.

8556. (*Mr. Vaughan.*) Have you ever known a case in which a boy has been removed from Eton in consequence of his being hopelessly idle?—I should think there have been such cases. We did not often hear of them, but I have no doubt that they have often occurred.

8557. (*Lord Clarendon.*) Did you attend the French master?—No.

8558. You did not learn French at Eton?—Not a word.

8559. (*Lord Lyttelton.*) Hardly any boys did, did they, at the time you were there?—A small proportion of the school did.

8560. Were they supposed to benefit much by the French master there?—Yes, I believe so. I believe that now the whole thing is on a larger scale, and that there are now two or three masters. They have introduced a French paper into the upper division trials.

8561. That is quite recent, is it not?—Since I left.

8562. Within the last few months?—No; I think it is a year or more.

8563. (*Sir S. Northcote.*) You have not heard that that paper has been discontinued since the present Head Master came?—No.

8564. (*Lord Lyttelton.*) Were they supposed to keep up what French they had if they did go to the French master?—They would keep it up, no doubt.

8565. But they would not increase it much?—They could increase it if they chose.

8566. Was it not at a time of the day that was reckoned rather disagreeable?—I think it was chiefly after lock up.

8567. (*Lord Clarendon.*) How much time do you consider you had for private reading a day?—Nearly all the evening on every day except Tuesdays, Saturdays, and Sundays.

8568. Did the boys generally take to private reading in the house?—Only the studious ones.

8569. (*Lord Lyttelton.*) The studious boys would read better in the evening than at any other time, probably?—Yes.

8570. Reading for the Newcastle, for instance?—Yes.

8571. (*Mr. Thompson.*) Without reference to the Newcastle, or any particular prize, did you know any boys who pursued a regular course of classical reading in their own rooms as a general thing?—They certainly never would do that till within a year of the first Newcastle; after that perhaps they might.

8572. Do you think an intelligent boy of 16 would not feel a curiosity to know something more of the classical authors than he could get from the school lessons?—Yes; but I do not think his reading would be very regular, if pursued without a regular object.

8573. You never heard of a boy reading through the whole of Sophocles by himself?—Yes. Some read quite as much as a hard-reading man at the university, as the Newcastle approaches.

8574. (*Lord Lyttelton.*) A boy goes in for the Newcastle three times, or perhaps twice, while he is at Eton?—He may.

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8575. And you mean that they would not begin reading on their own account until about a year of their first going in for the Newcastle?—I do not think they would read much, before that time. I think they would get enough reading in their private business and school work.

8576. (*Mr. Thompson.*) Enough to employ their time?—Yes.

8577. (*Lord Lyttelton.*) I suppose a boy first goes in for the Newcastle about the age of 15?—Seldom so early as that.

8578. Then they would not begin to read independently until about the age of 16?—No, not often.

8579. (*Lord Devon.*) How many generally stand for the Newcastle?—About 30.

8580. (*Lord Clarendon*). You were in the eleven, were you not?—Yes.

8581. How many hours a day did you think it necessary to give to cricket?—On half holidays, five hours at least, and on the whole school days not more than two hours generally; although in some cases more.

8582. (*Lord Lyttelton.*) Can you say about how many hours a week are devoted to cricket, taking one day with another?—Perhaps 24.

8583. (*Mr. Vaughan.*) There are three half holidays in a week, are there not?—Yes.

8584. (*Sir S. Northcote.*) When you say that five hours are given to cricket on half holidays, are they the same boys who play generally both on holidays and on school days?—Yes.

8585. I suppose boys who had got well on with their school work could give more time sometimes on whole school days?—Yes.

8586. (*Mr. Vaughan.*) Was it necessary to give so much time as that to get into the eleven?—Nearly always.

8587. I suppose the eleven are pretty nearly always at the top of the school?—They are always in the fifth or sixth form.

8588. (*Lord Lyttelton.*) With regard to the expense, what do you consider was the whole expense for cricket on the part of the captain?—Very little.

8589. Could you say how much?—I should say there was no special expense attaching to the office of captain.

8590. (*Mr. Vaughan.*) Had you any instructions from a professed teacher of cricket when you were there?—Yes, but we did not pay for him.

8591. I suppose that regular instruction in cricket by a teacher would tend to shorten the time that it would be necessary for you to give to it in order to be perfectly proficient?—You could not practise with him for more than a limited time.

8592. Did not the fact of his pointing out how you should stand, how you should strike, and to what points of the field you should strike the ball, and all that, shorten the learning of the art of cricket by the boys?—I do not think it had that effect.

8593. It was indulged in more for the sake of the play perhaps as the skill increased?—Yes.

8594. (*Lord Clarendon.*) Since you have left Eton, when you have reflected on the time that you passed there, does it appear to you that that time was spent in a manner most beneficial to yourself in respect to the knowledge that you acquired there?—It was no fault of the system, if such was not the case.

8595. You might have read more and acquired more knowledge if you had chosen?—Yes.

8596. There was nothing in the school system opposed to it?—No.

8597. (*Lord Lyttelton.*) From what you have seen at Cambridge, have you heard anything of the mode of teaching classes at Eton which seemed to put it to a disadvantage at all at that university?—No.

8598. Not as compared with other schools?—I should think for my own part that they give too much original composition.

8599. Not enough translation?—No.

8600. (*Lord Clarendon.*) Did they give too much time to verses?—No; but too much to original versification.

8601. (*Mr. Vaughan.*) If a boy got a recognized status as excelling in cricket or in boating, would that at all induce the master to let him off easier in the school work?—Yes; perhaps it might a little. They would not admit it themselves, probably.

8602. (*Sir S. Northcote.*) Do you think the effect of the masters joining as much as they do in the games of the boys is good; do you see any objection to their doing so?—They have joined more since I left; I thought there was no harm in it when I was there.

8603. You do not think it leads to any want of respect for the masters on the part of the boys?—No.

8704. (*Lord Lyttelton.*) With respect to mathematics, do you think that on the average a boy at Eton would learn mathematics enough to enable him to go straight to Cambridge, without its being necessary for him to have the assistance of a tutor between the time of his leaving Eton and going to the university?—No doubt, if he chose to learn.

8605. Does a failure in mathematics at all impede a boy's progress in the upper part of the school?—Yes; if he did exceedingly badly in mathematics, however well he might do in classics, they could not let him pass.

8606. Could he pass his last trial in the upper division without a fair knowledge of the mathematics which he is required to do?—A very small knowledge indeed of mathematics is required in such cases.

8607. Is there not proportionally a small knowledge of mathematics required in the highest part of the school to what is required in the lower part?—Yes, perhaps so.

8608. (*Mr. Vaughan.*) With respect to fighting, is there much or little of that among the boys at Eton?—Not much, and it is decreasing, I think.

8609. Has it decreased since you have known Eton?—Yes.

8610. Is it the recognized way of settling quarrels; do the masters recognize it as the regular mode of settling quarrels?—They would interfere with it if they saw it going on, but if a boy appeared in school with two black eyes they would not take notice of it probably.

8611. How does it happen, considering how free boys are with their tongues to each other, and how few social restraints there are on them, that among such a mass of boys as there is at Eton, there is so little fighting?—I have not considered the question.

8612. (*Lord Clarendon.*) Do you think you got mathematics enough at Eton to pass your matriculation examination at Cambridge?—Yes; but I had to look them over in the interval between Eton and Cambridge.

8613. (*Mr. Thompson.*) You were only examined as far as simple equations?—Yes; and I had to get up Euclid to the extent of two books.

8614. (*Sir S. Northcote.*) With regard to private reading, do you think they generally read much English literature, poetry, and so on?—Yes; all those of literary tastes would read a good deal.

8615. Do you think that all the boys, for instance, have read Shakspeare?—No; I should think a very small proportion.

8616. (*Mr. Thompson.*) Byron; do they read Byron as much as Shakspeare?—I should think more.

8617. And Tennyson?—Yes.

8618. (*Mr. Twisleton.*) Which are the favourite works there?—I can hardly say.

8619. (*Mr. Thompson.*) Do they read Milton?—A few, no doubt.

8620. (*Lord Lyttelton.*) Do you think it was advantageous at Evans's to have that library?—Yes, very much so.

8621. It would be to any house, I suppose?—Yes.

8622. Did the fellows take many books out of the public school library?—Not oppidans.

8623. They are allowed to take them to their own rooms?—Yes.

8624. (*Lord Devon.*) Looking back to your time, does it occur to you that you would make any change if you were an autocrat and the whole thing were in your hands?—I should increase the authority of the mathematical masters, if possible.

8625. You would improve their social status?—Yes; and I think it would be a very good thing to abolish the gown which the collegers wear, and efface as much as possible all distinctions between colleger and oppidan. I should wish to see more translations, instead of so much original composition. I should also allow the masters to preach. I think also that the meat which is given at supper ought to be given at breakfast instead.

8626. In college?—No; in the whole school.

8627. (*Mr. Thompson.*) I think medical men would support you in that view?—I should think they would.

8628. (*Mr. Vaughan.*) In point of fact, is it not the case that the boys get breakfast after a fast of two hours and a half?—Yes; not quite so long as that, perhaps, but after a considerable fast.

Victoria Street, Tuesday, 16th December 1862.

PRESENT:

Earl of Clarendon.	Sir Stafford Northcote.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.
Hon Edwd. Twisleton.	

The EARL OF CLARENDON in the Chair.

Arthur Campbell Ainger, Esq., examined.

8629. (*Lord Clarendon.*) You were on the foundation at Eton?—Yes.

8630. How long?—Seven years.

8631. How old were you when you left?—19.

8632. You did not go to King's?—No.

8633. You were too old?—Yes, I was.

8634. Was that the reason why you missed King's?—Yes.

8635. At what college are you now?—Trinity College, Cambridge.

8636. (*Lord Lyttelton.*) Were you elected colleger from among the oppidans?—No; from a private tutor.

8637. You never were an oppidan?—No.

8638. (*Lord Clarendon.*) Will you be so good as to tell us what were the relations between the collegers and the oppidans there; were they of a friendly character?—They were hardly of a friendly character in the lower part of the school. It was almost a natural thing for a small oppidan to dislike a small colleger.

8639. (*Lord Lyttelton.*) Can you account for that. Do you think it was the better sense of the boys in the upper part of the school?—Yes; and I think the feeling wore out.

8640. (*Lord Clarendon.*) The upper part were on a footing of perfect equality?—Yes; and quite friendly.

8641. Mixing in the games of cricket and foot ball?—Yes.

8642. And on a footing of perfect equality?—Yes.

8643. Did they give leaving books to each other?—Yes.

8644. (*Lord Lyttelton.*) And walk about together at any time?—Yes.

8645. Did they go up the Terrace at Windsor together?—Yes; or walked about the playing fields.

8646. Did you see any alteration in that state of things while you were there, or was it much the same all the time?—It struck me we grew more friendly during the time I was there, but it might have been owing to only my own rising in the school.

8647. (*Lord Clarendon.*) The classical superiority of the collegers to the oppidans is quite unquestionable now, is it not?—Quite.

8648. (*Lord Lyttelton.*) But not in mathematics, is it?—No; I do not think it is.

8649. (*Lord Clarendon.*) Can you account for that, because there is a much larger number of oppidans than collegers?—They have not so many examinations to keep them up to their work.

8650. (*Mr. Twisleton.*) Are mathematics an important element in the competitive examination for admission into Eton?—They are more important now than they were when I was there.

8651. But during your time they were not an important element?—Not at all.

8652. May that fact have had something to do with the collegers not being necessarily superior in mathematics?—I do not think much mathematics were known as a rule before a boy went to Eton.

8653. (*Lord Lyttelton.*) What special examinations have the collegers after admission and before they leave?—They have examinations as collegers and examinations for King's.

8654. The examinations for King's I am aware of; but what others have they as collegers?—An examination called the intermediate examination.

8655. And that is peculiar to the collegers?—Yes.

8656. What is the intermediate examination: that is after upper division trials, is it not?—Yes.

8657. Is it immediately after?—No, not immediately after. It is a year before you first go in for King's.

8658. The oppidans have what you call upper division trials, which is for admission to the upper part of the division?—Yes.

8659. After that have they any more examinations?—No.

8660. (*Sir S. Northcote.*) It is for admission into the upper division?—Into the upper division.

8661. (*Lord Lyttelton.*) Into the whole division?—Yes.

8662. Into how many classes?—There are several classes and several masters; two or three.

8663. You mean that after the trials which admit into the whole upper division, oppidans have no more examinations?—No.

8664. And what examinations have the collegers?—They have the intermediates, and the examinations for King's.

8665. The intermediate was only once, was it?—Only once now, but it used to be twice when I was there.

8666. Do the collegers and the school understand why that should be so: why the collegers should have that intermediate examination?—No, not why only the collegers should have it.

8667. Is it required by King's?—I do not know.

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8668. What is the nature of that examination. Is it in the whole school work?—It is conducted by the lower master in the school work of the year before. He sets the papers.

8669. Are there distinctions?—It makes an alteration in your place in college.

8670. Do you have that always one year before the examination for King's?—Only one year before it.

8671. Then there might be a long interval between the time of upper division trials and that of intermediate examinations?—Not more than a year generally.

8672. About a year?—About a year.

8673. Is it a more severe examination than the others?—It includes a few special subjects.

8674. Are all collegers necessarily to go through that for admission?—They are examined according to the year they stand in college.

8675. (*Sir S. Northcote.*) Are all the collegers in the school who have once got into the upper division required to pass the intermediate examination at the same time?—No.

8676. (*Lord Lyttelton.*) It is according to their age?—Yes.

8677. (*Sir S. Northcote.*) A boy who got up into the upper division at Easter, 1861, would not go into competition at the intermediate examination with a boy who got into the upper division at Easter, 1860?—It depends upon his age. They go in at the age of 16.

8678. (*Lord Lyttelton.*) What are the special subjects that are included in this intermediate examination?—They used to be the History of Greece and Rome.

8679. Did those special subjects vary from time to time?—No.

8680. Is this intermediate examination a severer and more difficult examination than that of the upper division trials?—I should say it was about the same.

8681. And is the final examination for King's more difficult or about the same?—More difficult.

8682. It is the highest examination of all?—Yes, except the Newcastle.

8683. Is it clearly understood in the school why this special examination is thought requisite for the collegers?—I believe it is intended to keep them up to their work.

8684. But do you perceive any reason why the oppidans should not have that advantage too?—No, I do not.

8685. Do you know when it was introduced?—No.

8686. Probably it was introduced at the time when the whole system of King's was reformed and made more competitive?—Yes.

8687. Can you say on an average how long a boy had been in the upper division before he got into the sixth form?—Perhaps two years.

8688. (*Mr. Twisleton.*) So that in that case for two years his place in the school would not be dependent upon his own exertions?—No.

8689. (*Sir S. Northcote.*) At what time was the intermediate examination held?—It was in the middle of the summer school time.

8690. And then it did not include any boys who would be examined in the election that was then coming off?—No.

8691. But it would include all boys who would come in for the election of the year after?—Yes, all of the age of 16.

8692. It might include boys who were two or three removes below each other, or four or five. I mean a boy who had got into the upper division a year or a year and a half later than another boy who was also 16, might compete with him in the intermediate examination and take his place in college?—Yes.

8693. (*Mr. Twisleton.*) Have you ever considered what would be the effect on the oppidans of admitting them to competition with college boys to King's?—No, I have not.

8694. (*Lord Lyttelton.*) Do you conceive that generally speaking, the parents of the collegers are more anxious that they should be studious, and look them up in that respect than those of the oppidans?—They know that more depends upon it in their cases.

8695. (*Lord Clarendon.*) Generally among the collegers there is a notion that they will have to work for their livelihood?—Yes.

8696. (*Lord Lyttelton.*) Are you aware that among the oppidans there is a general notion that there are very many of them whose prospects in life do not depend on their working hard?—Yes.

8697. (*Lord Clarendon.*) Was it considered in the last examination for King's that all the boys were on an equal footing, or was it considered that those who were 18 would, if possible, be preferred to those of 17?—They were expected to do better than those of 17.

8698. But supposing a boy of 17 was decidedly a cleverer boy and did better than the boy of 18, was it considered that he would get King's, or that he would have to wait for another year?—Cases have been known of his being put above the other boy, but it is not usual unless he is very superior.

8699. Would the boys of 18 feel themselves aggrieved by a boy of 17 being put over their heads?—No, I do not think they would.

8700. They would not say "He will get it next year, and it throws us out altogether"?—They might feel it in that light.

8701. It was considered to be a real competition between all those who were allowed to go in; that the best of them would get it?—Yes; the difference of age being considered, as I have mentioned.

8702. (*Mr. Twisleton.*) But a boy of a greater age would have a certain advantage in the competition?—He would be expected to pass a better examination at 18 than at 17, but some consideration would be had for its being his last chance.

8703. You say that a boy of 17 if he passed a decidedly better one would be preferred: that involves the supposition that if his superiority was not decided he would not be preferred?—No, he would not.

8704. Therefore in such a case there would be an advantage to one who was somewhat older, would there not?—No, unless he passed a better examination than his previous one he would not be on the indentures at all.

8705. (*Lord Lyttelton.*) Is there much interest felt among the collegers about the Newcastle Scholarship, and who gets it?—Yes.

8706. More than among the oppidans?—Yes.

8707. Is it thought more natural among the school generally, and more to be expected, that a colleger should be a hard reading boy than an oppidan?—Yes.

8708. (*Lord Clarendon.*) The oppidans have almost withdrawn from competition for the Newcastle, have they not?—Not almost.

8709. (*Lord Lyttelton.*) They do go in for it?—Yes.

8710. It is well known that the collegers almost always have got it?—Yes, of late years.

8711. (*Lord Clarendon.*) There has been a question raised sometimes whether it would not be useful to have prizes for oppidans exclusively. Should you think that would be a good plan?—No, I do not think so.

8712. Do you think the oppidans would not like that?—No, I think they would not.

8713. (*Lord Lyttelton.*) Do you think it would tend to widen the separation between the two?—I think it might.

8714. (*Sir S. Northcote.*) There have been always some oppidans in the Newcastle select?—There have been one or two, and the oppidans have always taken a certain amount of pride in getting oppidans in the select.

8715. (*Mr. Twisleton.*) Are the oppidans superior in mathematics as a whole to the collegers, or on an equality?—About on an equality.

8716. Are they not on an equality more than in proportion to their superior numbers ?—Yes.

8717. Is it simply that there are among the collegers a certain number of equally good mathematicians, or is it the average among the oppidans ?—The average of good mathematicians is about equal in both classes, in proportion to their respective numbers.

8718. (*Lord Clarendon.*) With regard to the feeling between oppidans and collegers, it has been suggested by some persons that if the gown were given up in college that that would do away with the distinction to a great extent; what do you think about the idea of giving up the gown ?—I do not think it would produce the effect.

8719. Would it be popular with the collegers themselves ?—I should say not.

8720. Do you not think that the impression of little boys when they go there is to look upon fellows going about in gowns as if they were a different class from the rest of the school, and that a prejudice is thus created ?—I think it would be the same without the gown so long as the idea of a colleger among the smaller oppidans remains as it is.

8721. Is it not the case that where the gown is the first thing that strikes a boy's eye, he takes a prejudice against the collegers, whereas, if they were dressed like the rest of the boys, he would not at first recognize them till he came to know the individual boys and be friendly with them ?—I think a small oppidan looks upon it as part of his duty to look down upon the collegers.

8722. You think it would be the same if there was no gown ?—Yes.

8723. Do you think that the little collegers on their side cling to college, and are disposed to provoke the little oppidans ?—Yes; I think there is rivalry on both sides.

8724. (*Mr. Twisleton.*) The little collegers are not the least cowed by this feeling of the others, I think ?—Not at all.

8725. (*Sir S. Northcote.*) With regard to the boats, the collegers do not go in the boats, do they ?—No; they have only one boat of their own, a four-oar.

8726. They never go in skiffs, or in any way with the oppidans, do they ?—Not very much; but they do go on the river together to a certain extent.

8727. In the same boats with the oppidans, do you mean ?—They do not join *the* boats.

8728. But at times a colleger and an oppidan will go up in a skiff together, or in a four-oar ?—Yes.

8729. (*Lord Lyttelton.*) Above bridge ?—Yes.

8730. (*Lord Clarendon.*) They are mixed together in the cricket, but not in the boats ?—Yes, not in the boats.

8731. (*Lord Lyttelton.*) Do you think expense has anything to do with it. There is the ancient custom, but do you know whether there is any reason besides the ancient custom why the collegers should not be in the boats ?—I think it is the expense.

8732. Is it generally understood in the school that the collegers have commonly less pocket money to spend than the oppidans ?—Yes; I think so.

8733. (*Lord Devon.*) Are you able to tell us approximately of those who get into college what proportion have been oppidans previously, and what proportion come from other places of education ?—I should fancy the larger proportion had not been oppidans.

8734. Have you ever observed any material difference in the way in which the two classes of boys get on during the subsequent period of their college life. Intellectually, I mean ?—No, I have not.

8735. Was the number of oppidans who became candidates for admission diminishing there positively as well as relatively ?—No; but the whole number that came up to try was larger.

8736. (*Lord Lyttelton.*) What do you think about the lodging of the collegers at Eton. It has very much improved; but do you think there is anything which might be improved in it compared with the oppidans ?—There is a want of fire-places, I think.

8837. It is not so comfortable to have those rooms heated by hot air ?—No.

8738. Is that all, do you think ?—Yes, I think that is all.

8739. Do you think that one of those rooms on the whole is as good as one of the oppidans' rooms ?—Yes, I think so.

8740. Do you think anything could be improved in the food of the collegers ?—No; I think that was improved a good deal while I was there.

8741. But is it not the case that they still have mutton five days a week ?—Yes.

8742. Is there never any complaint about that ?—No; I think they grow accustomed to it and come to like it.

8743. Did you never hear among your acquaintance of any boys at all delicate whom it did not suit ?—I do not think so.

8744. (*Mr. Twisleton.*) Is it one day boiled mutton ?—No, always roast.

8745. (*Lord Lyttelton.*) Did you ever hear that the young ones were at a disadvantage, that they did not get enough ?—No.

8746. (*Lord Devon.*) With regard to fireplaces, your preference for fireplaces to the hot air would go to the extent of wishing all the senior boys each to have his own fireplace ?—Yes.

8747. Otherwise probably there would be danger if there was a common fireplace, that the small boys would be thrust away, so that they would not benefit so much from the heat as they do now when it is so generally diffused ?—Yes.

8748. (*Lord Clarendon.*) The monitorial system exists in greater force, does it not, and prevails more in college than among oppidans ?—Yes, a good deal more.

8749. (*Lord Lyttelton.*) It is much more definite, is it not ?—Yes.

8750. (*Lord Clarendon.*) Will you have the goodness to tell us what are the duties and the powers of the upper boys ?—They have to preserve order in college, to prevent the fifth form from being late on any occasion.

8751. Being late in school ?—No, in hall or chapel.

8752. (*Lord Lyttelton.*) Prevent the fifth form as well as the lower boys ?—Yes.

8753. (*Lord Clarendon.*) Upon how many boys does that duty devolve ?—Ten.

8754. The ten upper ?—Yes.

8755. By seniority ?—Yes.

8756. Are they called monitors ?—No; sixth form. The *Liberty* are the six below the sixth form who are exempt from authority. They have no authority such as that of the sixth form.

8757. (*Lord Lyttelton.*) Those below the ten have no authority ?—No; the next six are only exempt from the authority of the sixth form.

8758. (*Sir S. Northcote.*) There are only ten in the sixth form ?—Yes, only ten.

8759. (*Lord Clarendon.*) Are there any other duties that they have to perform as to order and attendance ?—They have certain special duties to keep order among the little boys when they go to bed in chamber. That was one duty.

8760. (*Lord Lyttelton.*) Would they not have to suppress any ill-conduct; for instance, if they saw any bullying ?—Yes, they would have to.

8761. (*Lord Clarendon.*) What punishment have they the power of inflicting ?—They may thrash a boy, in rare cases, for very serious offences, but they generally content themselves with setting what are called epigrams.

8262. (*Lord Lyttelton.*) What are those impositions ?—Either some lines or epigrams; lines are given to the lower boys.

8763. (*Lord Clarendon.*) Has the boy to make an epigram ?—Yes.

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8764. (*Lord Lyttelton.*) An epigram of four lines, is it not?—Yes; there must be four or more.

8765. In Latin?—No; it may be, and generally is, in English.

8766. (*Mr. Thompson.*) May it have more than one point?—It generally has no point at all.

8767. (*Lord Lyttelton.*) That is quite unknown among the oppidans?—Yes.

8768. Do you suppose it is done by the sixth form, perhaps half a dozen times in a half?—Yes, perhaps so.

8769. (*Mr. Thompson.*) Those are the sixth you spoke of?—Yes, the sixth form.

8770. (*Lord Clarendon.*) Is the epigram a favourite form of punishment?—Yes, it is the common form.

8771. (*Mr. Thompson.*) Does it ever contain satirical reflections on the imposer of the punishment?—No.

8772. Is that not allowed, or is it merely that the victim is not able to turn again?—It would not be allowed.

8773. (*Lord Clarendon.*) Is the system as it is practised now, this exercise of authority on the part of the upper boys, popular; does it give satisfaction?—Yes, I think so; it is looked upon as quite a natural thing, and you come under it when first you come into college.

8774. And the public opinion of the college upholds this exercise of authority?—Yes.

8775. And it is not, to your knowledge, abused?—Not at all, I think.

8776. (*Lord Lyttelton.*) Did you ever hear any observations on the comparative laxity among the oppidans in that respect?—I have thought, myself, that a greater use of the powers of the sixth form would be desirable among the oppidans.

8777. You think it works well among the collegers?—Yes.

8778. The college sixth form nominally have the same authority over oppidans that they have over the collegers?—Yes.

8779. But, practically, they have not?—Practically, they do not exercise it. It has been known that they have exercised it over the oppidans in some way.

8780. That would not give satisfaction?—It would only be in a rare case.

8781. (*Lord Devon.*) Do you recollect, or have you ever heard of any instance of undue corporal punishment in the shape of thrashing by one of the sixth form in college?—No.

8782. (*Lord Clarendon.*) Is there any appeal from the sixth form to a master?—Yes, to the Head Master.

8783. Has that happened in your recollection?—Once or twice.

8784. That a boy thought himself unjustly punished?—He is offered his choice, to submit to his punishment, or to appeal to the Head Master.

8785. With what result did he appeal in the cases you know of?—The Head Master has supported the sixth form.

8786. During the time that you were in college was there much drinking?—Not much; there were one or two instances of drinking.

8787. But nothing you could consider habitual drinking?—No, not amongst the larger number.

8788. Would the public opinion of the college be against drinking?—I think it would have been.

8789. Against vice, immorality, or gambling?—Yes.

8790. Would it have been the duty of the sixth form to interfere to put a stop to anything of that kind?—Yes.

8791. It would be a duty they would perform?—Yes; they would put a stop to anything of the kind.

8792. Was there any bullying?—There was nothing deserving of the name of bullying.

8793. (*Lord Lyttelton.*) Neither among the collegers nor among the oppidans?—No; I did see a good deal of teasing, perhaps, but not quite what is usually understood by "bullying."

8794. (*Lord Clarendon.*) Anything that could fairly come under the head of bullying and ill-usage of one boy by another would be noticed by the sixth form?—Yes.

8795. And put a stop to?—Yes.

8796. (*Lord Lyttelton.*) The bullying was more among the little boys, among themselves, than the bigger ones?—Yes; there was hardly any bullying among the bigger boys.

8797. Do you think the little collegers looked to the bigger ones as protectors at all?—Yes; they were much more united throughout the college.

8798. (*Sir S. Northcote.*) Was the locking up there different at different times of the year, or always at the same time?—It varied for the whole school.

8799. (*Lord Clarendon.*) With respect to the tutorial system, I should like to ask whether the collegers had more work, more private business, than the oppidans?—I think they had rather more among those who had got to the upper parts of the school.

8800. Like the rest, it is a part of their greater studiousness above the oppidans?—Yes; they did pieces of composition for the tutor.

8801. Do you think the tutor would take more pains with a colleger who was advanced as well as studious than he would with the oppidans in general?—Yes; but the same would apply to an oppidan. The tutor would not show any particular favour to a colleger.

8802. (*Sir S. Northcote.*) The collegers were not private pupils, were they; yet they never found any difference made between themselves and the private pupils?—No.

8803. (*Lord Lyttelton.*) They paid nothing as private pupils?—They paid nothing for private business.

8804. Only the 10*l.*?—That is all.

8805. (*Sir S. Northcote.*) They were not conscious of any difference?—No.

8806. (*Lord Lyttelton.*) Do you think the greater studiousness of the collegers applies as much to modern history and geography, as far as it comes into the work; do you think they paid more attention to those than did the oppidans?—No, I should not think they did.

8807. (*Lord Clarendon.*) And not more attention to modern languages, perhaps?—No, not so much.

8808. (*Lord Lyttelton.*) Do you remember the case of a colleger going to the French master?—There were some who went.

8809. And in mathematics about the same as the oppidans?—About the same.

8810. There was not more proficiency amongst the collegers than among the oppidans in mathematics, was there?—I do not think there was.

8811. The examination for King's now includes mathematics, does it not?—Yes.

8812. Do you remember whether the collegers got the Tomline prize oftener than the oppidans?—I should fancy about an equal number of times.

8813. (*Lord Clarendon.*) How far do they go in mathematics in the examination for King's; to conic sections?—No, not as far as "conic sections."

8814. (*Lord Lyttelton.*) How many books of Euclid?—The first four books.

8815. (*Lord Devon.*) How many hours on an ordinary school day were the collegers at work, taking into consideration the preparation for school business, and any private work they might do?—About seven hours, I should fancy.

8816. (*Lord Lyttelton.*) When you were reading for the Newcastle, how many hours did you read?—You would not get more private reading than three hours in a day exclusive of school work.

8817. You had a high place for the Newcastle scholarship?—I was in the select.

8818. How high?—About third or fourth.

8819. (*Lord Devon.*) Would school work then occupy about four hours; full school work?—Well, perhaps rather more than four hours.

8820. Does it occur to you, from your experience, looking back upon your school life, that any better arrangement could be made as to the employment of those hours, or that any practicable increase in the number of the hours could safely take place?—No; I do not think so.

8821. Neither an increase in the number, nor any alteration in the arrangement?—No; I think the arrangement was very good.

8822. Suppose it was a question of the advantage of introducing any other branch of instruction, do you think a plan could be found without unduly increasing the hours of work, or neglecting any important branch of the system at present taught?—I think the hours of work would have to be increased.

8823. You do not think the present hours, by any new arrangement, would admit of letting in any new branches?—Not without detriment to the old ones.

8824. (*Sir S. Northcote.*) Do you think the collegers were overworked in your time?—I fancy they were, to a certain extent.

8825. Do you think their play time was unduly restricted by the amount of work they had to do?—A little, perhaps.

8826. (*Lord Lyttelton.*) There was a greater stimulus to work, I presume, which would induce them to work themselves?—Yes.

8827. (*Lord Clarendon.*) Do you think there is too much original composition at Eton?—No, I do not.

8828. Do you think there is enough translation from English into Latin?—Not written translation enough.

8829. (*Lord Lyttelton.*) Relatively, do you not think the composition was rather too much compared with the translation?—Yes.

8830. From Latin and Greek into English, do you not think the translation might be advantageously increased?—Yes.

8831. (*Lord Clarendon.*) Do you think there is enough repetition, or too much?—I think it might be rather diminished.

8832. (*Mr. Thompson.*) How many lines a week are you expected in the upper part of the school to recite?—There was a lesson every morning, except Mondays.

8833. How much?—It varied according to the author. It was about 80 lines of Homer in one day, and about 60 lines of another author on another day.

8834. Would it not require a very practised memory to commit 80 lines to heart?—It used to become very easy; of course that was in the highest parts of the school.

8835. (*Lord Devon.*) Have you experienced any benefit from that in subsequent life in enabling you to retain in the mind poetry or English prose, or anything you might wish to retain?—Yes; I think there is some benefit.

8836. You think it has tended to strengthen your power of memory?—Yes.

8837. (*Mr. Thompson.*) Was Homer the only author you got off by heart?—Horace and Virgil.

8838. The only Greek author?—Greek play.

8839. Never English poetry?—No, except for the "speeches."

8840. (*Mr. Vaughan.*) Do you think that the promotions at Eton for the remove were sufficiently determined by examinations?—Yes.

8841. Do you think, for instance, that the examination for perhaps three or four removes during the course of a boy's career were sufficient as a stimulus to make him work?—No, not after a certain point in his career; not for the oppidans.

8842. (*Lord Clarendon.*) Do you think if there had been less of original composition and more of translation it would have been any advantage to you at college now?—I think it would.

8843. Upon the whole, what should you say was the standard of collegers at Cambridge with reference either to oppidans or to young men coming up from other schools; have they a high standing in scholarship?—Yes; I think they have.

8844. The collegers of Eton?—Yes.

8845. (*Lord Lyttelton.*) Has it ever occurred to you that the boys' construing to the tutors before going into school was more than was requisite?—No, I do not think so.

8846. Do you think it was an advantage to the boys?—Yes.

8847. And not more than they fairly wanted to do the lesson well?—No, I thought it was very useful.

8848. (*Sir S. Northcote.*) What were the relations of the colleger to the master in college?—He acted the part of the dame with more authority than the dames had.

8849. Did you look upon him as the person to whom you would go in the case of any private difficulties. I mean difficulties connected with the school, of course, but not merely questions that you would go to your tutor upon?—Yes.

8850. Questions of discipline and so forth; you would go to him in cases of bullying; you would go to him rather than to the Head Master?—Probably before going to the Head Master.

8851. (*Lord Devon.*) Since you have been at Cambridge, of course you have been aware, as everybody is, that there is rather a growing feeling that it would be desirable to introduce more modern instruction into the public school system. I do not know if you concur in that. If you do, has any mode suggested itself to you by which it would be practicable to do so at Eton?—No; I have not thought over the question.

8852. You do not see your way to any greater and more extended systematic instruction in modern languages?—No, I do not see my way to it.

8853. You have formed acquaintance with boys from other schools at Cambridge; has it been brought under your notice that more is done at some schools than at Eton?—No, I have not noticed that.

8854. (*Lord Lyttelton.*) Do you think the collegers give less time to cricket and foot ball than the oppidans do?—Rather less in some school times, particularly in the summer time.

8855. Less to cricket than the oppidans?—Rather less; not less than they can help.

8856. (*Mr. Thompson.*) How many hours a day would you think they give in summer time?—Six or seven hours in the summer time.

8857. To cricket?—Yes.

8858. (*Lord Lyttelton.*) Six or seven hours in the day or in the week?—In the day.

8859. (*Mr. Thompson.*) Do you mean one day with another?—No; but on half holidays, three times a week.

8860. (*Sir S. Northcote.*) And how many hours in the week should you say?—Twenty-five, about.

8861. (*Lord Lyttelton.*) Is there any inferiority at football between the collegers and oppidans?—There is not now; not in individual cases.

8862. Do the collegers generally beat the oppidans?—They have not lately.

8863. Why do you think that they give less time than the oppidans?—Because they have the examinations coming on.

8864. (*Mr. Twisleton.*) But the proportion of boys is different. That of itself would explain the difference, would it not?—Yes.

8865. (*Mr. Thompson.*) As to the collegers, those who do not enter so much into athletic exercises as the oppidans, has it ever been observed that they are less healthy in consequence?—No; I think certainly not.

8866. As a body they are as healthy as the oppidans?—Quite so.

8867. There is such a thing as excess in such exercises?—Yes.

8868. Especially in boating?—Boating and bathing.

8869. (*Lord Clarendon.*) Have you any opinion as to the system of shirking; do you not think that had better be done away with?—I think in a great measure it ought to be done away with.

8870. (*Mr. Twisleton.*) Why not altogether done away with?—The presence of a master should be recognized out of bounds in some way or other.

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8871. (*Lord Lyttelton.*) You mean there are places where boys ought not to be allowed to go ?—Yes.

8872. (*Mr. Twisleton.*) You would not have shirking as an organized system. Should a boy not be punished if seen in an improper place by his master ?—Yes, he ought to be.

8873. So that a system of conniving at the boys doing what is forbidden by law should be discontinued ?—Yes ; I think so.

8874. (*Sir S. Northcote.*) Do you think it would be an improvement, if instead of saying, "There are bounds," and winking at boys going beyond them, if you say, Boys may go anywhere they please except to certain forbidden places, and when they are found there shirking shall not save them ?—Yes.

8875. (*Lord Clarendon.*) Do you look back with satisfaction to the period you passed at Eton, and do you think that your time was profitably spent there ; I mean in an educational point of view ?—Yes ; I think so.

8876. It does not occur to you that your time might have been more profitably spent, so that you would like to see for the advantage of the school any change introduced ?—Excepting modern languages, I do not think there is anything.

8877. (*Lord Lyttelton.*) You do not consider that a boy who is considered what is called a sap, is looked down upon by the rest ?—No.

Victoria Street, Friday, 19th December 1862.

PRESENT :

Earl of Clarendon.	Hon. Edward Twisleton.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.
Sir S. Northcote.	

The Earl of Clarendon in the Chair.

Rev. R. Okes.

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The Rev. Richard Okes, D.D., Provost of King's College, Cambridge, called in and examined.

8878. (*Lord Clarendon.*) May I ask how long you have been Provost of King's ?—Twelve years.

8879. You went from Eton there ?—Direct from Eton. I was lower master of Eton at the time I was elected in November 1850, and I came within a certain number of days after my election.

8880. Will you have the goodness to tell us in what state of preparation with respect to scholarship the young men come up from Eton to King's College. I ask the question particularly with reference to any changes that may have been effected at Eton within your knowledge and recollection ?—All those that have come up since I have been Provost have been of a high order, more so (particularly within the last few years) than before, for the alteration in the practice has become more systematical, and has given us some of the better scholars from among the collegers. The collegers are those from whom we elect. There had been a determination on the part of the electors to both foundations to have a greater regard to superiority of acquirements than used to be the case ; the consequence is, that on the foundation of Eton there is the *élite* of the school I may almost say. With the prospect of a close examination before they are elected to King's the boys have been more industrious as a consequence, who, having been in the first instance elected according to their respective talents and their proficiency, (having themselves worked very well, and having been worked very well by others,) give us an opportunity of electing some very good scholars to the foundation of King's.

8881. You are alluding to the electors of the two foundations. Perhaps you will have the goodness to tell us in what manner the elections to King's are conducted ?—We meet according to arrangement under the old statutes, generally towards the end of July.

8882. You meet under the statutes of King's ?—Under the statutes of both foundations. The statute for the election to King's was incorporated into the Eton statutes. They differ only in the number. I believe it is statute 3 or 4. The three electors on the part of Eton are the Provost, the Vice-Provost, and the Head Master of the school ; the three electors on the part of King's are the Provost, and two masters of arts, fellows of the college, annually elected to the office.

8883. (*Lord Clarendon.*) The two other electors of King's besides the Provost are masters of arts of King's, I presume ?—Yes.

8884. And by whom are they elected ?—By the college of King's. The two masters of arts, fellows of King's, are annually elected by the Educational Council and Governing Body of King's.

8885. These six electors meet together to elect to King's ?—To both foundations.

8886. (*Lord Lyttelton.*) At the same time ?—Yes.

8887. (*Lord Clarendon.*) And the examinations are real examinations in point of fact ?—Yes.

8888. The examination is much more real and severe than it was some years ago, is it not ?—Yes ; I think the modern generation would hardly believe what happened when I went into college.

8889. Perhaps you will have the goodness to tell us what happened ?—When I tried for college, as the expression is, (I had been an oppidan nine months before) I was ordered to go to one of the assistant masters, who, in modern phraseology, "coached" the boys before they went to the examination. Passages were selected from those books which we were in the habit of doing, a few verses from Farnaby, a fable of Æsop, a piece of Cæsar or Ovid, if the boys were in the fourth form, but they were all prepared beforehand with the passages. The electors had copies of the books put before them, and the junior poser, who had the arrangement and *labour* of the election, just opened the book and turned down the leaf at the passage ; copies were then handed to each of the electors, and A was called on to construe a line, and B another, and so on. Certain questions were then asked in the shape of parsing, and that was the amount of the examination of those boys who went in to college. Certainly that was the amount of examination of those who went from the fourth form.

8890. (*Sir S. Northcote.*) Was the number of candidates the same as the number of vacancies ?—Not necessarily.

8891. Were there more candidates than there were vacancies ?—Not in those days.

8892. (*Lord Lyttelton.*) Fewer candidates than vacancies ?—Very often in my recollection, when I was lower master. There were, I think, on one occasion as few as six candidates when there were very nearly 40 vacancies, if I remember rightly. It was something of that kind.

8893. But all the candidates were nominated ?—They were in the early time, no doubt.

8894. Having been nominated, they were sure to be elected if they satisfied the examiners, and there was no competition ?—Quite so. There was no instance of a boy being rejected, till just after I returned to Eton, and then I heard of a case in which it was found utterly impossible to get a boy to decline

"bonus," and on that occasion all the electors were of opinion that he really was not eligible.

8895. (*Lord Clarendon.*) Up to what time did this state of things exist?—I can hardly say. There was but little variation as to the boys who went on to the Eton foundation. There was not always the same "animus" among the electors. Now and then there was one from King's, who was very desirous to inaugurate a change, but one can hardly hold ground against five.

8896. From what time do you date the reform which took place?—The reform with respect to the elections to King's may be said to have commenced from 1820. The practice before that time was to have a portion of a book, say Demosthenes or Livy, selected upon which the examinations should take place. The candidates would be examined, say, in a portion of the orations of Demosthenes and a portion of Livy. The books selected were known beforehand. The composition was set and the subjects known beforehand. What would be certainly done was this:—Each exercise would be looked over by an assistant master of the school and put in a shape worthy of appearing before the electors. It was the business of an assistant of the upper school to attend to that work. I returned in the year 1820, and at the election of 1821 I went into the election chamber with the prospect of having to look over some 13 sets of exercises, and make them worthy of appearance, but I was informed by the then Head Master that the electors had met and had determined that the exercises in future should not be looked over before they were presented to them, and from that time there was a difference in the examinations.

8897. And from that time I suppose there sprung that gradual improvement which you say has now brought the examination to be a real and important test of ability and acquirement?—It was the getting in of the thin end of the wedge, but I do not think that until the time that Dr. Hodgson became Provost any real change took place. I should rather date it from the time Dr. Hodgson became Provost and Dr. Hawtrey Head Master.

8898. Dr. Hawtrey introduced great alterations, did he not?—Yes, very great.

8899. Perhaps you will allow me to go on with the election. These six examiners meet now and examine the papers of the candidates?—Yes, it is all paper work now.

8900. Was there not, what is called in America, a little "difficulty," in 1862?—Yes, there was.

8901. Perhaps it would be desirable if you would have the goodness just to say in a few words how it arose?—It was more a constitutional difficulty than anything else.

8902. We are aware of that?—The two bodies of electors, those from Eton and those from King's, seemed to me to go into the examination for the four scholarships that were offered from King's with different views.

8903. You say the four scholarships that were "offered" from King's: what is the meaning of "offered?"—We had no *vacancies* in the 70 members of the college. They were really offered. Under the terms of the new statute, we are not bound to declare more than three scholarships vacant in each year, until the new statutes shall come fully into operation. They are Eton scholarships, not Open scholarships; we cannot found the Open scholarships until the appropriated Eton scholarships are filled up. We are to have eventually 24 Eton scholarships. The smallest number of fellows that we are to have is 46. The interest of those on the foundation at present is reserved. We cannot at once get into a new state of things. We must wait until the transition state is over, and in the meantime King's has to offer to Eton not fewer than three scholarships for competition every year, being Eton scholarships with certain privileges.

8904. (*Sir S. Northcote.*) It is in the breast of the Provost and Fellows of King's, whether they should offer five or four?—Quite so.

8905. It being only compulsory on them to offer three?—Just so.

8906. (*Lord Clarendon.*) Perhaps you will go on with your explanation of what occurred in the year 1862?—There were four scholarships offered—Eton scholarships; they are termed so in the new statutes, and they were to all intents and purposes to be regarded as vacant scholarships. The new statute only states that the election is to continue to be held at Eton. It does not state any particular manner or way, in which the election shall be conducted, or on what principle it shall be conducted, distinctly; that is only to be inferred from other parts of the statute; but looking to the other parts of the statute, and looking at what must be intended as scholarship, the examiners from King's during the last two years (this year and 1861) went with a supposition that they were to elect the best scholar they could get for the purpose; and having examined the candidates, chiefly in classics, with a certain quantity of mathematics, (but not enough to test whether they possessed any great power in mathematics,) and a certain amount of divinity, they proceeded to the election. We elected the first without any difficulty. We were all unanimous in the election of the first. But in the election of the second, the three King's electors chose a youth who was 17 years of age, and the three Eton electors one who was 18. There were 16 candidates presented to us, eight of whom were 18 years of age, and eight 17, and the electors of King's preferred one who was 17 years of age.

8907. For superior scholarship?—Yes. But we could not come to any arrangement with the Eton electors. They were all three in favour of the boy of the age of 18. We had at first determined on electing the scholars one by one; that was the first arrangement, to take the scrutiny for the first scholar, and, having settled that, to take the scrutiny for the second.

8908. (*Sir S. Northcote.*) Did they prefer the boy of 18 as being in their opinion a better scholar, or did they take him on account of his age?—We did not come on that occasion to any understanding, as we did afterwards, of what their views were. We ourselves entertained a high opinion of their candidate, that is to say, of the youth whom they selected, but we were not prepared to consider him quite the next in order. We thought the one we selected was better than the one whom they chose, but, after a great deal of conversation, it seemed that we were pretty well agreed that each of the persons selected was deserving of one of the scholarships which we had to give, and we came to an arrangement, which arose out of a scrutiny, that we should write on a piece of paper the names of the three candidates whom we should consider most fit for the next three scholarships, we having already elected one. When we looked at the scrutiny, we found that two out of the three preferred by the Eton electors were also preferred by the King's electors, but our list of three was not alike. We of King's preferred two boys of the age of 17 and one of 18; they on the contrary preferred two boys of 18, and one of 17. It seemed, however, that we of King's agreed with the Eton electors that certainly one more boy of the age of 18 and one of 17 were fit for scholarships, but there was a difference in the order. We had at first agreed that the candidates of our choice should be put down in the order in which we thought they should appear; and, as we were all agreed that there were two who were fit for scholarships, although there was found to be a difference between us with respect to the order in which they were to be placed, yet, as one was a year older than the other, we did not at all hesitate to alter that order, and give the one who was 18 a priority of position over the one who was 17. So, to settle the matter, the two upon whom we were all agreed were elected in addition to the first one who had been

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elected unanimously. We had thus got so far that we had elected three scholars. But we could not agree upon the fourth. We tried for a long time, and it seemed from the conversation that took place, as well as from what we knew of this fourth candidate, that there was a very great difference of opinion on the ground of qualification and eligibility. It was clear to us that the Eton electors thought age had some priority of claim, and that they thought also that the person whom they had selected was quite fit to go to King's—not the best in point of scholarship, but that he was quite fit to go. They held that opinion, but we, on the contrary, thought that we were sent there to get the best man that we could, and therefore we were obliged to hold out, particularly as we were not of opinion that the person whom they had selected was better than three others of the same age with himself whom neither they nor we had named. Nor were we quite persuaded that any one of those four, the one whom they had selected, and the three others whom we thought equal to him, were any one of them fit to be elected by us according to our views of what a scholar of King's should be.

8909. Will you give me leave to ask whether the King's College electors had in view another candidate whom they thought superior?—We had already selected, or rather had marked out four, two of the age of 17, and two of the age of 18. But I may take this opportunity of saying that the subject is one upon which a correspondence has taken place between the Provost of Eton and myself, both being in communication with the other electors of our colleges respectively. I laid the matter before my own college at their last meeting. As we have not got any farther with the electors of Eton than at first, I have been requested to communicate with the Visitor and consult him as to the grounds upon which he gave the Eton authorities permission under the new statute to bring in youths at the age of 19, which Henry the 6th never intended should be the case. The electors of Eton had appealed to the Visitor, and did so on the ground that in the new statutes of King's, there is an opportunity of electing to the Open scholarships persons who are under the age of 20, and they thought that, as there was no specific age mentioned in the new statutes for the election of Eton scholars, therefore the Eton scholars of that age should be allowed to compete for Eton scholarships at King's as well as others for the Open scholarships.

8910. How is any modification of the difficulty to be effected, if all the King's College electors think that they are bound to elect the best scholar? Age must enter into consideration?—If the Visitor looked on the new statute as the one which is alone to govern the election to an Eton scholarship, he must have seen that the words "merit" and "sufficient merit" are introduced into this statute. Whether he looks on "merit" and "sufficient merit" as meaning "scholastic merit" only; and considers that all those who are produced before us must necessarily be thought worthy of election, in regard to "morals," but that "morals" ought not to come before us as bearing any relative value, I do not know.

8911. (*Lord Lyttelton.*) Is the question formally before the Visitor now?—More as *amicus curiæ* than anything else.

8912. Not as a judge?—I have laid the whole question before him, and he tells me that after the ordinations are over he will write to the Provost of Eton.

9913. (*Sir S. Northcote.*) Will he not give an authoritative decision?—This does not seem to be a case of appeal.

8914. Is it not provided for by the statutes?—That is one of the things I asked him, namely, what his construction of that part of the statute was, supposing he looked on it as the one which is to govern the Eton elections. I may mention that in 1857 when the Provost and Fellows of Eton were meeting for the purpose of determining whether they should send in any proposal to the University Commissioners, there was a resolution passed by them as a proposed ordinance, that in the event of an equality of votes at the Eton elections the Provost of King's should have the casting vote in the election to King's, and the Provost of Eton should have the casting vote in the election to Eton. If that had been established (and we at King's had agreed to it), and a byelaw to that effect framed, probably the case would not have occurred which has occurred this year.

8915. Is that what you recommend should be done now?—I think if it could be, it would be very desirable. It would settle this question at once.

8916. (*Lord Lyttelton.*) Is there any great difference of opinion as to the principle of election between the two bodies?—No, I do not think there is any great difference.

8917. There is nothing by which either party is bound?—I thought I gathered from the Provost of Eton's letters that the electors of Eton looked to the old statutes as being the statutes which should determine the election.

8918. But a difficulty has occurred this year in the last election, the effect of which is that the electors are equally divided. A similar division might occur from that or some other cause next year. What you would propose as a permanent remedy for such a state of things is that there should be a mode of deciding such cases by a casting vote?—Yes.

8919. (*Mr. Twisleton.*) That is the course which you think should be pursued in case of an equality of votes?—Yes.

8920. (*Sir S. Northcote.*) Is there not a more important question behind, namely, that the Eton electors should understand on what principles they should proceed in selecting candidates for King's?—Quite so.

8921. They consider themselves to be acting still under the old statute, which in a certain sense would give a preference to boys of a more advanced age?—I think that is the case; and they also think that we should take into account the relative conduct of the boys as well as their knowledge and attainments.

8922. But they do not in point of fact proceed correctly by going according to the old statutes, because the Visitor has exercised a dispensing power in reference to the new statutes?—Quite so.

8923. Is it the opinion of the authorities of King's College that the Visitor having exercised a dispensing power with reference to the new statutes, that introduces the principle of the new statutes, and makes them or ought to make them the rule for the election of the scholars in future?—I think so.

8924. And if that principle is adopted, scholastic merit will be the test by which the boys should be elected?—Yes; I hardly know what "merit" means there, if it be not that. With respect to the Open scholarships, where scholastic merit will be the test, we shall have persons trying from all parts of England, with whose relative moral value we shall not by possibility be acquainted.

8925. (*Mr. Vaughan.*) Does it not appear from the statutes that it is "merit" in reference to the examination?—I think that is to be justly inferred. The expression is "if there shall be no candidate, "whom the examiners shall consider of sufficient "merit," and so on.

8926. (*Mr. Thompson.*) Is that in your statutes?—Yes.

8927. In the new statutes of King's?—Yes.

8928. Which are binding *pro tanto*?—Yes.

8929. And on which the Visitor has exercised this dispensing power?—Yes.

8930. To what extent do you allow the Visitor in interpreting your statutes to overrule your own interpretation of them in their plain grammatical sense?—We have a power under the new statutes of interpreting the statutes for ourselves by a majority of the college, at a general congregation; but it is in the

power of the Provost, or of any three Fellows if not satisfied with that interpretation to appeal to the Visitor.

8931. A special power of interpretation is reserved to the Visitor by the statute?—Yes; but he is saved some trouble by the College first interpreting its own statutes.

8932. It is not in virtue of the common law powers of the Visitor that the appeal is given to him; but in pursuance of a clause in your own statutes?—I suppose that anybody aggrieved would be at liberty, taking a common law view of the case, to appeal to the Visitor.

8933. But would his private opinion, conveyed in a letter, have any power on the college?—The power given to the college is only one of interpreting the statutes, but the decision of the Visitor is binding upon the college.

8934. (*Mr. Vaughan.*) Would not the rejected candidate, as a person aggrieved, have a power of appeal to the Visitor under these circumstances?—I suppose so, or that the parent or guardian of the boy aggrieved would have such a power. There is another difficulty belonging to the present case, which I have represented to the Visitor, that one or other of the two boys in question has suffered injury by being suspended from election to the scholarship; but we have not heard that any one has taken any steps in the matter.

8935. I was asking for the purpose of ascertaining whether the visitorial power might not be called in on the present occasion by the candidate as well as by the college?—I am not at all sure that there was not an idea that it would be; but I have not heard officially.

8936. (*Mr. Thompson.*) But the Visitor would act according to a certain legal form in proceeding to enforce a private right?—I hardly know what would be done, even if he were appealed to by the parents of the two boys. I hardly know what more could be done then than is being done now;—to get the Visitor to state on what grounds he has allowed what he has allowed, and, if it were done, as we understand him to say, on these new statutes, to ask him whether in these new statutes the expression, "merit," there ought not to be binding upon all the six electors; and whether the word "merit" does not mean scholastic merit and nothing else.

8937. Is it your opinion that the University Commissioners would have done well to have defined the term "merit?"—Yes.

8938. (*Mr. Twisleton.*) The misfortune is that the word "merit" was introduced into the Act of Parliament which constituted the Commission. That was the case at Oxford, and I should not wonder if it was at Cambridge.

(*Mr. Vaughan.*) Possibly a vague word was used for the purpose of putting off the difficulty for the moment.

8939. (*Lord Clarendon.*) What is the definition of merit—"scholastic?"—No; it does not say scholastic.

8940. (*Sir S. Northcote.*) I would just ask one question upon the statute. Under the old statutes of Eton College, the scholars were to be diligently examined in "grammatica, conditionibus, moribus, "et qualitatibus superius recitatis." That shows that according to the old statutes "mores" were to be considered in the election, does it not?—Are those for the election on to the foundation of Eton or King's?

8941. On to the foundation of King's College?—Yes.

8942. And then it goes on "qua examinatione sic "facta et abilitate sufficientiaque ipsorum scholarium "in præmissis omnibus et singulis per communem "consensum dictorum examinatorum approbatis," and so on, that is also in the old statutes?—Yes.

8943. Is it not the case that the Visitor has allowed boys from Eton College to become candidates for King's in their 19th year, whereas, according to the Eton statutes, they would by that time have been superannuated?—Yes.

8944. And is it not the case that the reason he has given for this permission is, that young men of the age of 19 are allowed to offer themselves for open scholarships at King's under the new statutes of King's?—He does not state that as his reason in answer to the Eton electors; but they have used that as an argument to him, and he seems to me to have admitted the argument, and to have given permission accordingly.

8945. They made that at all events the ground of the application which they addressed to the Visitor?—They did.

8946. That being so, they apparently recognized the new statutes of King's as to some extent qualifying the old statutes of Eton in regard to elections. Now, the new statute actually recognizes "merit" as the sole ground for those, otherwise qualified, who are to be elected to the Open scholarships?——Yes.

8947. If that is so, does it not seem to follow, if the old statutes of Eton are to be so construed by reference to the new statutes of King's, that merit, which is the sole test for Open scholarships at King's should be the sole test for Eton scholars at King's likewise?—I have thought so ever since the new statutes have been framed.

8948. (*Lord Devon.*) I do not know whether I correctly understood that you objected to the extension of age to 19 in one case. You probably do not think that that statute which applies to the Open scholarships necessarily applies also to the Eton scholarships?—I think it does not.

8949. You demur to the present state of things, both on that ground and upon the construction which has been placed upon the word merit?—We have not expressed any opinion upon the decision.

8950. You raise a doubt now?—I do. I do not doubt the Visitor's power, but I speak of it as my own inference that, if the Visitor has done this upon the new statutes, the new statutes should be regarded and inferences drawn from the new statutes for the election at Eton. I take the words that are used in reference to the election for the open scholarships to mean merit alone, without any qualification. I think the word stands alone, and that it means scholastic merit; I therefore interpret the words "sufficient merit," with reference to the election for Eton scholars to King's, to mean scholastic merit only, because it follows the expression "examiners." The words are, "whom the examiners shall not con-"sider to be of sufficient merit." The examiners go through a particular examination in reference to scholarship altogether; their powers are not given, I imagine, in reference to the moral conduct or character of the boys who are examined.

8951. (*Sir S. Northcote.*) In point of fact, setting aside the construction of the statutes, is it not a question of importance to the college itself to decide whether boys of 17 should be allowed to compete freely with boys of 18. Does not the whole system of the college proceed on the assumption that the boy who is superior to others in the scholastic examination should have the preference in the election to King's College, Cambridge?—One would suppose so, but there might not always be found a sufficient number of boys at the age of 18 on the foundation to be elected, or a sufficient number to answer the views of the electors.

8952. Under the old system of college elections, was it not the case that the boy once at the head—both in the lower part of the school and the upper—once at the head in his year, went off by seniority as almost a matter of course?—Entirely. The boy's place was not altered from the moment he entered Eton if he were intended for college, as it was called. When I went myself to Eton I was between 10 and 11 years old. I found that there were already four boys admitted who were intended for college, and I was not permitted to have any power of going above them.

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I must remain fifth for many years, I did, in fact, all the time I was there.

8953. However superior you might be?—Yes. I am only illustrating the practice by my own case, not arrogating any superiority.

8954. (*Mr. Vaughan.*) Would it be advisable on your view, increase the merit of the individual candidate, if, besides being superior when he went up for examination, he was also a year younger?—I should think so.

8955. (*Mr. Thompson.*) In reference to his probable availability?—You must not carry it too far, and say that a boy of 15 or 16, which was the old time at which they might compete, was preferable.

8956. (*Mr. Vaughan.*) Would it be advisable on reference to either ground, future availability, or present merit, but especially in reference to merit, to suspend a boy of 17 because the boy whom he had beaten was 18?—It would depend very much upon the extent of merit that belonged to the boy.

8957. (*Sir S. Northcote.*) Returning to what I was asking you about the old system, did it not occur that boys were entered for college very young indeed, in order to be at the top of their year?—Yes. They were both entered early for college, and the practice was to enquire of boys when admitted, whether they were intended for college or not; and although a boy was an oppidan, and might remain an oppidan for a long time after entering the school, he still held his place, and no boy in college, or intended for college, was put above him.

8958. Was it not the case that up to the time of Provost Hodgson the trials in scholarship for oppidans as well as collegers were conducted upon a different system to that which has since been continued?—A little before the time of Provost Hodgson. Provost Hodgson was elected in 1840. It was very soon after Dr. Hawtrey became Head Master. Dr. Hawtrey got permission from Provost Goodall to carry on the trials on a different system.

8959. Could he have done it without the permission of the Provost?—I do not know that he ever formally asked permission, or whether it was left to his discretion to do it or not. He did it.

8960. The system in Dr. Keate's time was this, that the boys in a remove were examined by the Head Master; the Head Master saw the work, took the whole circumstances of the boys into consideration, and often made some changes in their places in their remove, but he did not think it at all necessary to put the boy who did best at the top, over the other boys who had been his seniors, if those boys had conducted themselves well in general?—He did not think it necessary to do so. There might be some few instances of boys sent up for good; or if a boy showed great genius, he took a number of places and would be put nearly at the top of the remove; but generally speaking very little alteration was made in the places.

8961. Is it not the fact that when Dr. Hawtrey made the change which he did, the examination became a real examination, in which marks were assigned to the boys, and the boys who got the greatest number of marks went up to the top?—Yes, with only a slight limitation. He allowed a difference of four marks in a total of 400, or something like that, to effect a change.

8962. Did that apply to collegers as well as oppidans?—To everybody.

8963. So that a colleger might lose his place in relation to other boys in his year?—Yes.

8964. In Dr. Keate's time the last trials were for the lowest part of the fifth form?—Yes.

8965. What trials did Dr. Hawtrey add?—He added a trial for boys passing from the lower division of the fifth form into the middle division, but not till some time afterwards; he also consented to a proposal of the Lower Master, that boys on the foundation, who had not been undergoing any trial at the school for a year, and who were not to appear before the Electors, should be subjected to a trial, and that their places should be changed by the Provost, and the Head Master. The Lower Master undertook the setting of papers for that examination, looking over them, and preparing them in a way for the Provost and Head Master. The respective places of the boys were settled by the Provost and the Head Master. That created a great change of places from time to time, and from year to year, among those who were on the foundation.

8966. At what period in their school life would that take place?—It would be in the former years; till they were in the upper division of the fifth form, till nearly 17 years of age; possibly from the age of 13 or 14 to 17.

8967. Would they have an examination every year?—One examination every year.

8968. The last of which would determine their places in the election to King's College?—In a great measure, for the Electors in the Election chamber were not then disposed to change the places of the boys presented to them, unless there was some great and patent reason for it.

8969. Does that examination still continue?—To a certain degree; there are not so many examinations of that kind now, because there have been additional examinations in the school itself which have rendered the other examinations unnecessary, and have diminished their number.

8970. Was the general effect of these and other changes introduced by Dr. Hawtrey greatly to improve the training of the collegers?—Yes.

8971. When was the system of electing collegers by open competition introduced?—On to the foundation, do you mean?

8972. Yes. When was the system of electing boys collegers on the Eton foundation by open competition introduced?—I think it can hardly be said to have been the case, until Dr. Hodgson had been Provost for one or two years, that the system of nominations, which previously existed, was changed. I think that after Provost Hodgson had been Provost about two years, it was agreed entirely to give up the system of nomination, and that the boys should be put upon the indenture according to the result of the examinations.

8973. Shortly before that time there had been a great falling off in the number of candidates for college, had there not?—Yes. I was elected Lower Master in 1838. The Lower Master had the care of the papers and certificates which were required. I remember that for two years there was a very large number of vacancies, and I think that in one of those two years there were only five candidates, and in the other, perhaps, only six. I forget at this moment what was the exact number of vacancies.

8974. The college was not nearly full?—Not nearly full.

8975. Did that continue for some years?—Yes.

8976. Was the determining motive that led to the introduction of the system of open competition the fact, that there were not candidates enough to fill the vacancies?—No, I never understood that it was; I think it was the feeling that it was right and proper; I think the increase in the number of candidates was owing to the change that took place in the accommodation and in the treatment of the collegers, which occurred shortly after Provost Hodgson was made Provost.

8977. Their accommodation was much improved?—Very much.

8978. (*Mr. Vaughan.*) Did not the fact of all the scholarships not being filled up, necessarily lead to an application of the funds contrary to the intention of the founder?—There was less demand on the *domus* fund, of course; from there being only 40 or 60 scholars instead of 70 that fund was *pro tanto*, not called upon.

8979. (*Lord Lyttelton.*) Have you ever known the number of scholars so low as 40?—I think so.

8980. (*Sir S. Northcote.*) There was considerable

outlay on the college, was there not, out of the *domus* fund, to improve the condition of the collegers?—Yes.

8981. With regard to the other changes which Dr. Hawtrey introduced, either immediately, or upon coming to the head mastership, could you give a general idea of the alterations he introduced either in the studies of the school or in the mode of dividing the scholars?—I do not know that I could give you any better information upon that subject than you seem to have had from the evidence of some of the persons whom you have examined, if I may venture to say I have seen the evidence. I do not, however, think, that anybody has given an historical account of it. The great change that took place on Dr. Hawtrey's election to the head mastership was in the subdivision of the school. Instead of there being up to the Head Master possibly 120 to 130 or more, the Head Master took only 30 to himself, and subdivided the remainder of the fifth form among the assistant masters that he then had, as well as he could, leaving the remove divided into two, as it had been before he was Head Master. There had been a little before that, nearly 100 I think, to the Assistant Master of the Remove; he left the fourth form divided into three, as it always had been; but in a little time he added to the number of Assistant Masters so much as to get a division or two more. From time to time the number of Assistant Masters was increased, and consequently the number in the divisions diminished.

8982. Do you know what Dr. Hawtrey's view was of the number of boys which a master could properly teach in school?—No.

8983. You yourself have had a good deal of experience both of large divisions and of considerably smaller numbers?—Yes.

8984. What should you say, from your own recollection, is the number of boys in a school, like that of Eton, which a master could properly teach?—I think there ought not to be more than 40.

8985. You think that 40i s not more than a master can properly manage?—It would depend very much on the part of the school which he had to deal with.

8986. (*Mr. Twisleton.*) In the lower part of the school he could?—In that part of the school he could manage 40 with great ease.

8987. But in the highest form perhaps you think there ought not to be more than 30 to each master?—Not in the highest form. I think the Head Master's division should never be more than 30, but I think that the second division might be 40.

8988. (*Sir S. Northcote.*) Do you think it would be of any advantage to make the school time the whole hour instead of three-quarters?—I never saw any advantage in the short school times. One would rather like to see equal times than odd times. Perhaps they might have been even times at one period, and by some later derangement became diminished. It would depend a great deal on what material the masters had before them; an hour is a long time to work on a few lines of an easy Latin poet, for instance. It would, too, depend upon what part of the school you were in, but if you had 40 boys doing perhaps some easy portion of Virgil you might hang a great many questions on the pegs of the lesson to occupy the whole time.

8989. Of course a great number of boys would be called up in the hour, but the boys who were called up in the beginning would be a long time doing nothing?—If you allowed them to do nothing, but it would not be necessary to allow 40 boys who are under your eye to do nothing. It would be possible to appeal to them at different times to fill up any *lacuna* which had been left by the boy under examination.

8990. Was any opposition raised to Dr. Hawtrey's making these changes?—There was some opposition in one respect, and Dr. Hawtrey modified the proposed change in consequence. We all felt, that is to say, all the assistant masters felt, that it was rather a serious matter to throw the "account of conduct" in the case of boys at school overboard all at once. We had been for so long a time taking into account and consideration in the trials that element, by which a public school as well as any other school is governed, namely, the account of conduct, that we hardly thought it sufficient to say that in all instances the place should be given to the most talented boy or the best scholar, because it does not follow that the most talented would be the best conducted.

8991. The effect of these changes has been very greatly to improve the character of the scholarship of the collegers, I think you say?—Certainly.

8992. Are you aware that it is a matter of complaint that the condition of the oppidans has not improved in proportion to that of the collegers?—The condition of the oppidans?

8993. I do not mean their physical condition, I mean their scholarship?—They have the same opportunity that the collegers have, but one knows practically that they have not succeeded to such an extent, I suppose really, and certainly not relatively.

8994. Now, at Cambridge, do the collegers when they come up hold their own against the men of all other schools in public examinations and in university repute?—I suppose you are asking with respect to the scholars at King's.

8995. Yes?—I think I may say we hold a very fair position. Professor Thompson has a very good opportunity of knowing.

8996. Have you at all noticed, from your natural interest in Eton, what Eton oppidans have done at Cambridge; have they the same high reputation which the collegers have?—I do not know them sufficiently to say. I have been away from Eton now so long that I am not acquainted with all the Eton men that come up, but though I do not know what is the exact amount, I am sure that the number of Eton men who come up is greater than it used to be, from the avenues now open to classical scholarship which did not before exist. Several years ago the classical scholars went mainly to Oxford.

8997. Do the oppidans who come up do as well as the collegers?—Some of them. The opportunities they have had have not been so great as those of many of the principal boys at other schools, excepting the boys of the present generation, who may be said to have had advantage from mathematics having been introduced as an integral part of the school work, now I should think for about 10 years. The change was made on the occasion of the College of King's agreeing to send in their men for their first degree into the University examinations, and as a degree could not be obtained without a certain quantity of mathematics, it was considered necessary at Eton to introduce a knowledge of mathematics there also as a necessary part of education.

8998. Does it appear to you, judging from the result, that mathematics are as well taught at Eton as it could be reasonably expected they should be?—I have not much opportunity of judging myself from my own experience or knowledge, but I have asked our lecturer, who is a very high wrangler, and he tells me that he thinks they are well taught, but more particularly those who have recently come up.

8999. I should like to ask a question upon another point. In former times the assistant masters at Eton were always chosen from the fellows of King's College; lately there has been a greater latitude of choice. Do you on the part of King's College see any reason to object to the greater latitude in the choice of assistant masters?—I do not know that there can be any objection to it. The change took place many years ago, I may say, Sir Stafford, in the case of your own tutor.

9000. (*Lord Lyttelton.*) Was it a formal change. There was no positive regulation with respect to it was there?—None at all.

9001. That was the first instance of their choosing an assistant master who was not a fellow of King's?—Yes, the first we remember; then there was another not many years after that. As the number of assistant masters was increased at Eton, and King's

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College had not sufficient material to supply them with, therefore it was right that they should go elsewhere to get what they wanted, and probably it was a great advantage to the school that they should have oppidans to choose from as well as collegers.

9002. Do you think it would be a benefit to the school, even supposing there was a sufficient number of properly qualified King's men, that there should be a mixture of the oppidan class?—I think it would be advantageous to the school that there should be such a mixture.

9003. Would you go further than that, and say that it would be desirable that masters should be brought there who had been educated at other schools than that of Eton?—I think that is very questionable.

9004. You have not made up your mind about it?—I should be very unwilling to introduce an alien to the establishment, and place him in the position of an assistant master; much depends upon the sort of knowledge which the individual himself has of the school, his acquaintance with the peculiarities of the boys' tempers, habits, and manners, all of which I think are worthy of consideration in the appointment of the person who is to take part in the government of the school.

9005. What you say of an assistant master applies more strongly to the Head Master. Would you think it essential that the Head Master should be an Eton man?—I think it essential at all events that he should have been an assistant master in the school

9006. (*Lord Devon.*) And in orders?—I think it is desirable that he should be in orders, but not essential.

9007. (*Lord Lyttelton.*) With respect to the Provost, do you think that he ought to be in orders?—I think it is desirable that the Provost, being the head of the college, should be in orders.

9008. (*Mr. Twisleton.*) You are aware that at Rugby they have had some gentlemen as Head Masters who were not educated there?—I am quite aware of that.

9009. And that they have had a succession of very able men as Head Masters?—Yes.

9010. Does it not occur to you that the best principle of selection which can be adopted is that which will enable you to get the best and ablest men that can be got at whatever public school they may have been educated. Taking of course their knowledge of the boys themselves as one element into consideration, do you not think that ability should be the point to be considered, and not the school from which he came?—I do not think that the school from which he came is any necessary qualification, but there may be peculiarities about the school which might render it desirable to choose a person who had been educated there.

9011. Every school I presume has its peculiarities?—I think it has, and I think also that there is an advantage in appointing a man as Head Master to a school who has been acquainted with it; it strikes me so.

9012. I am supposing that knowledge of the school should be an element, but comparing it with greater ability. Supposing that was an element, everything else being equal would not transcendent ability be an element of greater importance?—Possibly it might. I should not think of appointing a man of inferior ability simply because he was an Eton man.

9013. Take Rugby, for instance, does it not owe its great eminence to Dr. Arnold, who was not educated at Rugby?—Yes.

9014. Do you think that there was any other man of the day who as a master would have been of equal advantage to Rugby as Dr. Arnold was?—We are all acquainted with the extraordinary ability and eminence of Dr. Arnold as Head Master; but I may say that whatever eminence Rugby has gained was introduced originally from Eton. There was a celebrated master of the name of James who was a King's man, the very man we read of in the life of Dr. Arnold, and with whose name he appears to be familiar.

9015. Does not Rugby owe the great eminence which it obtained under Dr. Arnold to his cleverness and ability?—Yes.

9016. (*Lord Lyttelton.*) Are you aware of any change that has taken place since your time in the relations between the tutors and the boys under their charge?—I think there has been a very great change.

9017. Will you be so good as to describe it?—In former times there was a very great distance between the tutor and the pupils.

9018. Do you remember the time when the tutors had not boarding houses?—I remember when some of them had not.

9019. You do not remember the time when the tutors were merely themselves lodgers in the houses of the dames, or other boarding houses?—Not when they were as a rule.

9020. When the tutors had their boarding houses in early times, do you remember whether they had as many boys under them as is the case now?—Not at starting when the system began.

9021. As they had then fewer boys, do you think that the same relation of the tutors to them existed then as now, when they have more in number?—I had not experience myself as a boy at school of the relation between a master and a boy in his house, and therefore I cannot describe it, but I have a notion that it could not have been so intimate as it is now. It might, however, have been different in different cases, according to the temperament of the men. One tutor might keep the boys at a greater distance than another.

9022. Did the change take place gradually?—I should think gradually; it began before I left the place.

9023. As to the work of the school, was the present system, as long as you remember, always in force. I mean what is called the construing system, was that always in force?—Doing the lesson with the tutor was always the case in my recollection. Every lesson that I learnt at Eton was construed to me by my tutor before I went into school; I did not construe it myself.

9024. (*Mr. Thompson.*) Except in school?—Except in school; and I have not made up my mind that it was a wrong system.

9025. (*Mr. Vaughan.*) Perhaps you will expand that a little, so as to show us why you think it was not a wrong system?—For one reason, I thought perhaps that there was a great deal of good in it, that we had a correct notion of the lesson in the first instance, instead of going into school with our own wrong impressions especially of difficult passages. It was very difficult to get rid of those wrong notions; although you might afterwards hear the passage explained correctly, they remained a long time in the mind.

9026. Do you think that with the prospect absolutely before him, of the lesson being construed to him a boy would take any pains at all about the lesson?—An industrious boy would.

9027. (*Lord Lyttelton.*) Did not the tutor ascertain before a boy went into school that he was able to construe the lesson?—Not in all cases; he did with respect to the younger ones or those whom he had reason to think required a little more help. He kept them for what we called second construing.

9028. Did it ever occur to you that the boys got too much help by having the lesson construed for them; and that if they had to get it up themselves, they would probably do more?—I think they got it in a different way, when they were called up by the tutors in the pupil room. When I returned to Eton the alteration in the system had taken place; I began by construing every lesson to the pupils, but I found that it was the practice of others to require them to construe them before they came

to them. I followed that course, it being considered to be the better one, but before I left the place I began to think that I should return to the old system, for this very simple reason, that the object on the part of the boys was then to get out of the pupil room as fast as possible. They were very rapid in their construing, and got very impatient when I undertook to illustrate the passage. If I had not been determined they should not do so they would gone without having a proper notion of what they ought to be acquainted with. I had almost determined to restore the old plan of construing the lesson to them myself, knowing that they would have to go into school and do the lesson again properly under the eye of the master.

9029. You would leave it to them to prepare it afterwards?—Yes; I do not know that I should be satisfied without testing them now and then to see if they did prepare it at all, but I should be much more inclined to have it made a lecture from me than to leave it to them to construe to me.

9030. Ever since you remember did the tutor look over the exercises as well as the master in school?—Always.

9031. With regard to what is called the distinction between those who are private pupils, and those who are not private pupils, was that in existence at the earliest time which you remember?—I think it began with Dr. Goodall.

9032. When he was master?—I understood when I was an assistant master that it began with him when he was an assistant.

9033. Was it in your time?—No, before I was at school.

9034. Was there always this distinction in theory between those who were private pupils and those who were not?—I believe so. It was found that the holidays gave a good deal of time to those who wished to undertake private business in addition to that of the school. I understood that to be the case.

9035. (*Sir S. Northcote.*) Do you remember the time when there was a considerable number of boys who were not private pupils?—Yes.

9036. And those who were not private pupils did not get the same advantages as those who were?—Not in all cases. Sometimes a master would of his own choice take other boys into his room as his private pupils.

9037. (*Lord Lyttelton.*) They paid only 10 guineas a year and the others paid 20 guineas?—Quite so.

9038. Are you aware that that distinction has passed away practically, that now there is no distinction, with the exception of the collegers, and that those, who are not collegers, now all pay 20 guineas a year?—I was not aware that it was so to that extent. I know it was often strongly recommended that boys should be placed with the tutors as private pupils, but it was always left to the parents to do so, and there were many instances in which it was not advisable to force it upon the parents for evident reasons.

9039. (*Mr. Thompson.*) On the whole do you approve of the system of private pupils as conducted at Eton so far as you are acquainted with it?—I doubt very much whether it is necessary that there should be any private business at all.

9040. You think that what is done now in private business ought to be done in the regular school curriculum?—I gave up private business myself in the lower part of the school before I came away. Being the lower master I had no other pupils than those in my own house and all those pupils were regarded as private pupils. I considered that there was quite enough for boys in the fourth form and in the remove to do for the work of the school; if properly done it ought to occupy them all the time. I gave all the time to preparing them for it, but the perfunctory way in which it was done in former times left considerable time to both tutor and pupil.

9041. (*Mr. Vaughan.*) You have spoken of Dr. Goodall as the person with whom the system originated?—I understood that he was the first who had private business with the boys in his house.

9042. Are you able to say what was the cause of its origination?—I understood it was the one I have mentioned, that there were so many holidays, and that the work of the school was not enough to fill up the time of the boys. That is now many years ago.

9043. Has the work increased since?—Yes.

9044. And have the holidays diminished?—Yes.

9045. Do you think they have diminished too much?—I do not know.

9046. Do you think a little further diminution would or not be advisable?—I am not acquainted with the calendar of the school sufficiently to say whether they ought to be diminished or not. The introduction of mathematics must now occupy much of the spare time.

9047. During the holidays?—During the school time. The holidays I understand have been taken into the school work, that is to say, that what was formerly a whole holiday in which there was no school time, is now only a half holiday in order that there should be time given for the study of mathematics as well as classics.

9048. Were there any stated whole holidays at the time to which you refer?—Every Tuesday in a regular week was a whole holiday, and every Thursday a half holiday formerly.

9049. Is Tuesday now a whole holiday?—No; a whole holiday may be given on extraordinary occasions. There are one or two stated holidays; the 4th of June, and the commemoration of the present to the boys' library by George IV.

9050. (*Mr. Twisleton.*) Comparing the Eton scholarship of the present day with the scholarship when you were a boy, is it superior or inferior?—What is technically called scholarship, if I understand the meaning of the word scholarship, which I conceive means a grammatical knowledge of Greek and Latin literature combined with the power of translation in them, is much improved, particularly the general knowledge of Greek, but I think the composition is inferior.

9051. You mean of Latin verse?—Yes.

9052. And Latin prose?—Yes; and for the obvious reason, that there is a greater demand on them for scholarship than there used to be. There is not leisure now for the same freedom of mind which showed itself formerly in original composition.

9053. When you were a boy were there Greek iambics demanded for translation?—They were quite voluntary.

9054. Supposing an old Etonian looking back to the Latin verses or prose that the boys used to write in his time said "They do not write as good Latin prose " or verse as they did when I was young?"—That would be only one element and would be very fallacious if used for the purpose of drawing an inference with reference to the general scholarship of the boys.

9055. It would not be fair to judge of the scholarship of the boys by the general deterioration in Latin versification. Do they not write as much prose as they used to do?—I am not prepared to say that Latin prose cannot be done by some as well as it used to be, but I think it is not generally. They write it in a different way. As far as I know what is occurring, it is mere translation.

9056. (*Mr. Vaughan.*) Do you intend to convey it to us, as your opinion, that the inventive power in the language has declined, although the actual knowledge of the language merely as a language has improved?—I think there is not the same opportunity or the same leisure for the inventive faculty being brought into play as there was. Indeed as the result of that inventive faculty was the only road to honour, there was a greater prominence in its use in former times than there is now.

9057. (*Mr. Twisleton.*) Was it not the case that among the boys, taking 100 boys, there would be a large proportion who possessed no turn whatever for Latin composition?—A great proportion of them.

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9058. So that if the time of 100 boys were taken up by Latin composition there would be a sacrifice of a great number of boys to the attainment of excellence in some?—As a matter of discipline I doubt whether it would be well to give it up.

9059. Comparing the two systems together, my question is whether there was not really under that system a sacrifice of many boys who had no turn whatever for original composition?—Do you mean by their being called upon to give too much attention to it?

9060. Yes; by so large a portion of their time being given to it?—It was unnecessary to call upon them to do that which did not belong to them by nature; and it was often the case that though you called upon them they did not answer.

9061. And that class of boys now would become better instructed in Greek and Latin literature?—I think so; there is every opportunity given now for full instruction in the philosophy of grammar.

9062. (*Sir S. Northcote.*) Do you think there is too much original composition now as compared with translation?—No; I think they do not make so much of it.

9063. A great many boys who have been at public schools say they find at the university that it would have been better for them to have had more practice in translation and less in original composition. Do you agree in that view?—It depends upon what the system of the university is. There is a larger ground there for original composition, but in instructing a school to call on the boys to do original composition on that enlarged ground would be doing too much.

9064. Do you think that Eton boys when they come to the university are at a disadvantage as compared with others in contending for prizes in consequence of doing less of translation?—They seem to be less successful in one particular line than another.

9065. What is that: Greek iambics?—I think that Greek iambics are done better elsewhere.

9066. (*Mr. Thompson.*) Do you know anything of the repetitions?—I think they used to be excessive; I found it so, and I used to modify the repetitions in my division as well as I could. I do not think it is a matter that should be given up; but there were some cases in which it was perfectly impracticable.

9067. We have had evidence given us of one boy who had to recite 80 lines of Homer?—Yes.

9068. Does that seem to you reasonable?—I do not think it reasonable myself.

9069. Your remark relates to the present practice of the school?—I do not know whether it is continued. I took on myself to modify it in my own division.

9070. (*Mr. Vaughan.*) How many lines can a boy be fairly called upon to learn by heart?—I do not think he ought to have a difficulty in learning 20 or 30 lines.

9071. You mean every day?—Yes.

9072. (*Mr. Thompson.*) By way of repetition?—Yes. I always thought the morning the best time for the boys to learn them.

9073. (*Mr. Vaughan.*) In that case were they not dismissed from the memory almost as soon as they had been committed to it?—That depended very much on the individual boy.

9074. (*Sir S. Northcote.*) Had not the boys learnt to construe the long lessons in school the day before, or within a day or two before they had to say them by heart?—Yes.

9075. (*Mr. Thompson.*) They were half learnt already?—Yes, being gone over three or four times in some cases.

9076. (*Mr. Vaughan.*) In your time was there any boy who could have repeated off hand a whole book of the Iliad?—There was one instance of a boy who knew both Homer and Virgil by heart.

9077. (*Lord Lyttelton.*) Who was that?—Sydney Walker. There was also another boy who had no difficulty at all in learning 300 or 400 lines. I have known him go up to his tutor with 200 or 300 lines without any difficulty.

9078. (*Mr. Vaughan.*) I wish to know how far that system succeeded in committing to memory that which would remain sufficiently long in the mind to fructify?—As a rule and for the sake of discipline of the memory I think it is valuable. It might be modified according to circumstances, and allowance might be made for natural defects.

9079. (*Sir S. Northcote.*) Did not the giving of such long lessons to learn by heart practically defeat itself. The boys did not learn the whole lesson, but got the part they had to say?—Yes.

9080. (*Mr. Twisleton.*) Does it not strike you as a defect in teaching, if when a boy has a lesson to learn he can anticipate the part which he would be called upon to say?—I think so.

9081. Would it not be essentially a defective mode of learning a lesson if a boy knew where he is likely to be set on?—If he is ordered as a general rule to learn 80 lines, and should give up learning till he is able to count on what lines he would have to say.

9082. If a boy is to learn 30 or 40 lines, is it not essential for the proper hearing of them and the proper saying of them, that the boy should not know where he should be set on?—Certainly, and it was not always the case that a boy could calculate upon what he would be set on.

9083. We are told now that it is frequently the case that boys who are to learn lines do not learn them by heart, but those only which they anticipate they will be set on?—That must be the fault of the master.

9084. That would be an essentially defective mode of learning lines?—Yes.

Victoria Street, Saturday, 14th February 1863.

PRESENT:

Lord Lyttelton.	Rev. W. H. Thompson.
Hon. Edward Twisleton.	H. Halford Vaughan, Esq.
Sir Stafford Northcote, Bart.	

LORD LYTTELTON IN THE CHAIR.

A Junior King's Scholar.

14 Feb. 1863.

A Junior King's Scholar of Eton College called in and examined.

9085. (*Lord Lyttelton.*) You are in the college at Eton?—Yes.

9086. How old are you?—I am just turned 13.

9087. How long have you been at Eton?—I came the middle of last half, about six weeks from the end.

9088. Then you have got into college already?—Yes.

9089. You were elected on arriving?—Yes.

9090. How many vacancies were there when you were elected?—I think there were eight at first.

9091. How many stood for it?—Eighty-five fellows tried for it.

9092. Do you know where you came in among the eight?—I was ninth. I just came in immediately afterwards.

9093. You did not come in quite at first?—No.

9094. But you came in before the end of the half?—Yes.

9095. How long have you been in college?—I was six weeks of last half.

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9096. In the early part of the half you were an oppidan?—No.

9097. You did not come till you got into college, and you came in the middle of the half?—Yes.

9098. What part of the school were you in?—The upper remove.

9099. Do you mean that you were placed there?—I was placed in the lower remove.

9100. You have just got into the upper remove?—Yes.

9101. Then you have not a room to yourself in college?—No.

9102. You are one of those in the long chamber?—Yes.

9103. In the upper remove are you liable to fagging as much as a fourth form boy is?—Yes, just the same.

9104. We want to know what the fagging is, and how it is carried on at Eton. Are you a fag to a particular master?—Yes; they choose you at the beginning of the half.

9105. Who can fag?—All the sixth form and the captain of the fifth.

9106. How many?—Eleven.

9107. Ten sixth form and the captain of the fifth?—Yes.

9108. Those alone have fags?—That is all.

9109. How many lower boys are there in college?—Sixteen now, an unusual number.

9110. They all fag?—Yes.

9111. All between them neither have a fag nor are fagged?—No.

9112. Do you mean that there are 11 who have fags of their own, and those 11 fag the 16?—Yes.

9113. How are the 16 distributed amongst them, because there are more fags than masters?—They choose over again.

9114. How many has the captain?—He has three at present.

9115. The upper ones have more than the rest?—Yes.

9116. Those 11 have fags of their own, and all those below them have no fags of their own?—No; but the first six of the fifth form can fag. If they see a lower boy about they can send him on messages.

9117. And the 11 can do that too?—Yes.

9118. The six below can send messages. Do you mean that those below those six cannot fag at all, in any sense?—No.

9119. Nor are fagged?—No.

9120. Whose fag are you, the captain's?—Yes.

9121. Tell us what you have to do for your master in the course of the day?—We take it in turns to call him in the morning.

9122. At what o'clock do you call him?—Generally at seven.

9123. On Sundays is it the same?—No; on Sundays about half-past eight.

9124. One of you three take it regularly in turn?—Yes.

9125. How are you called yourself?—The servant comes in and calls you.

9126. How many servants have you in college?—Two men servants.

9127. One of the servants calls you in long chamber. Does he call all the boys in long chamber?—Yes.

9128. At what o'clock does he call you?—At half-past six.

9129. Do you get up directly?—Yes.

9130. Does your master get up when you call him?—Yes, generally.

9131. But suppose he does not get up, have you to call him again?—No.

9132. (*Mr. Thompson.*) He does not lay the blame on you if he oversleeps himself?—No.

9133. (*Lord Lyttelton.*) What things have you to do for him?—You fag at breakfast.

9134. When does that come?—At about a quarter to nine.

9135. Have you to do anything for him before breakfast begins?—You have to make the toast, and that kind of thing.

9136. Have you to make the tea?—Yes.

9137. And get the kettle?—Yes.

9138. How do you get the hot water?—There is a place where you can get it.

9139. Has each his own kettle?—No.

9140. He expects to find his tea ready for him?—Yes.

9141. And all the things laid for him?—Yes.

9142. Does he ever get sausages, or things of that kind?—Yes.

9143. Have you to fetch that for him?—Yes, you have to do that.

9144. (*Mr. Thompson.*) Have you to fry them yourself?—Yes.

9145. Have you a frying-pan for the purpose?—Yes.

9146. Where is it done?—It is done downstairs in the regular place for it.

9147. (*Lord Lyttelton.*) Have you to be in attendance on him after you have got his breakfast ready?—You have to just wait for him.

9148. Till his breakfast is over?—No; he sends you away in the middle, he tells you you can go.

9149. What next have you to do for him?—You do not do anything more till dinner, and then three lower boys have to go and fag for the sixth form at dinner.

9150. What do they do at dinner?—They have to take their plates round and pour out the beer.

9151. Who cuts the dinner for them?—They cut it themselves; they cut in turn.

9152. Then what have you to do, have you to get beer for them?—Yes.

9153. You have to attend to them all through their dinner, and you get your dinner afterwards?—Yes.

9154. What next have you to do for them?—We do not do anything till tea time.

9155. At tea is it just the same as at breakfast?—Yes.

9156. Have you anything to do for them at supper?—No, we do not do anything at supper.

9157. (*Mr. Thompson.*) Who waits upon them at supper?—No one.

9158. (*Lord Lyttleton.*) Is that—breakfast, dinner, and tea—all that you have to do necessarily for your own master?—Yes, and then the sixth form or liberty can call out "Come here" in the middle of the day.

9159. For anything they want to send up town for?—Yes.

9160. Do they cry "Lower boy," or anything of that sort?—No, "Come here."

9161. That is understood to mean a lower boy?—Yes.

9162. Does that happen often in the day?—Yes.

9163. When you have got up at half-past six, and have called your master at seven o'clock, what have you to do then?—You go to lessons, into school, at half-past seven.

9164. Then you have nothing to do between the time you are up and half-past seven, except calling your master?—No.

9165. What do you do?—We generally go in our dressing gown to call our master.

9166. But I mean after you are dressed. Have you the time between when you get up and half-past seven to do as you like?—Yes.

9167. (*Mr. Vaughan.*) Did you ever go to bed again?—Yes. You put on your dressing gown to call your master, and then go to bed again.

9168. (*Lord Lyttelton.*) You have to be dressed by half-past seven?—Yes.

9169. How long do you stay in school?—An hour.

9170. And then you have to get your master's breakfast?—Yes.

9171. When do you get your own breakfast; about ten minutes before nine?—Yes, or about nine.

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9172. Where do you breakfast?—There are three different rooms.

9173. Who do you breakfast with. Do many of you breakfast together?—About 20.

9174. That is at about nine?—Yes.

9175. How long are you allowed for breakfast?—As long as you like.

9176. When do you next go into school?—At eleven.

9177. Do you mean that between seven and eleven you have only your breakfast?—Yes.

9178. You have that time to yourself to do as you like?—Yes.

9179. Boys generally play at fives, do they not?—Yes.

9180. Have you not to go to construing?—You have not to go every morning.

9181. When is the construing?—In the remove they go on Mondays, Wednesdays, and Fridays.

9182. At what o'clock?—At a quarter to ten.

9183. How long does it last?—About three quarters of an hour.

9184. Then you have school at eleven?—Yes.

9185. From eleven you get till about a quarter before twelve?—Yes.

9186. As a lower boy is there anything you are required to do after twelve?—No.

9187. Were you not required to play football last half?—Yes, generally, unless you had some lessons to do.

9188. Who required you to go to football; who were you answerable to, the sixth form?—No, we did not generally play with the sixth form, the chamber used to play.

9189. Supposing you wished to take a walk in the country instead of playing football, would you be allowed to do that?—I should think so, only I believe you are required to play four times a week at football.

9190. Supposing you were to say you had a hard exercise to do, would you be let off for that?—Yes.

9191. You would be expected not to be absent unless you had something else to do?—Yes.

9192. Then you had dinner at two o'clock?—Yes.

9193. Did you go into school again at three?—Yes.

9194. Had you anything to do between half-past two and three?—No, nothing.

9195. At all those times, supposing a sixth form or liberty boy was in college, he might call "Come here" whenever he liked?—Yes.

9196. Then you went to school at three, and were out again before four?—About four.

9197. After four is it the same as after twelve; have you anything to do then?—No, you have nothing to do then.

9198. They do not play at football after four?—No, except on holidays.

9199. What do you do generally after four?—We play fives a good deal.

9200. Were you allowed to play in the new fives walls?—Yes.

920I. When is the next school?—At a quarter-past five.

9202. How long does that last?—Till six.

9203. What did you do immediately after six; was it tea?—Yes; lock-up.

9204. Then you attended to your master's tea?—Yes.

9205 And then you got your own tea?—Yes.

9206. When was your own tea over generally?—At about seven generally.

9207. Between six and seven there is tea going on?—Yes.

9208. What did you do after seven o'clock?—Anything you liked; you generally had some lessons to do.

9209. When did you go to bed?—You were obliged to be in bed at ten.

9210. At what o'clock had you supper?—At a quarter to nine.

9211. Would it ever happen that you would have to do anything for one of the sixth form after lock-up?—Yes.

9212. What sort of things would there be to do then?—You might have to go and get hot water for him.

9213. Hot water for tea?—No, to wash in.

9214. Is there much fagging after lock-up inside the college?—No, there is not so much as before.

9215. (*Sir S. Northcote.*) You say you generally called your master about seven o'clock; had you ever to call him earlier than that?—Very often at half-past six.

9216. But you are never expected to call him before the time that you are called yourself?—No.

9217. (*Lord Lyttelton.*) When you did call him at half-past six, on what account was it?—He might want to get up to learn something.

9218. Did he tell you overnight what o'clock he wanted to be called?—Yes.

9219. Could you tell the servant to call you at any time?—Not as a rule.

9020. If he wanted to be called at half-past six, you would be called at a quarter-past six?—Not as a rule.

9221. Would the servant call you at any time without complaining?—He would call you immediately he came into chamber; he would call you before anybody else.

9222. (*Sir S. Northcote.*) Did you ever hear of a master wanting to be called at half-past five, or earlier?—No; I have heard of a master who wanted to be called as soon as his fag awoke, but he did not say any particular time.

9223. (*Mr. Twisleton.*) Did you find that your fagging prevented you from having time to learn your lessons?—Yes, very often "come here" does, as you are in the middle of learning your lesson.

9224. (*Sir S. Northcote.*) Were all the lower boys obliged to go directly they heard "come here"?—Yes.

9225. Which of them is generally made to fag, is it anyone the master chooses?—Yes, anybody he chooses.

9226. Suppose you did not come?—Then, very likely you would get thrashed.

9227. Supposing there were two or three fellows who came, do you suppose the master would care if there were three or four other fellows who did not come?—He would get rather into a rage, perhaps.

9228. (*Lord Lyttelton.*) Suppose he gets one, is not that enough for him?—Yes.

9229. I think you said there were 16 liable to be fagged in college, and that that is rather a large number?—Yes, more than usual.

9230. Do you know what the average number is?—No; about eight I think.

9231. Therefore, there would be many more masters generally than fags?—Yes.

9232. (*Sir S. Northcote.*) About the dinner fagging—had you to be waiting upon your master during the whole of his dinner?—Yes.

9233. How did you get your dinner afterwards—was it kept for you?—Yes; the second lowest of liberty has dinner with you.

9234. Then you get your dinner quite comfortably afterwards?—Yes.

9235. (*Mr. Vaughan.*) Is your dinner served at the same time with that of those on whom you wait?—No; half an hour later.

9236. (*Mr. Thompson.*) Is it cold?—No, it is quite hot.

9237. They keep it for you?—Yes.

9238. (*Mr. Vaughan.*) In fact, your dinner is put off for a little time?—Yes.

9239. How long?—We generally have dinner at about half-past two.

9240. (*Mr. Twisleton.*) Is the dinner kept hot for you?—Yes, quite hot.

9241. (*Mr. Vaughan.*) What is the nature of your service at dinner; do you hand the plates?—Yes, and pour out the beer.

9242. In fact, you do everything which a footman does?—Yes.

9243. If you poured the beer out awkwardly, and

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did not present it with a proper head of froth, what would happen?—Very often you are made to pour it out again.

9244. (*Sir S. Northcote.*) Do you happen to know, or have you heard, whether there is any cricket fagging?—No; I know there is not any cricket fagging.

9245. (*Mr. Vaughan.*) At breakfast, have you to stay till you are dismissed by your master?—Yes.

9246. Do you stand by him?—Yes.

9247. Is the toast done at his fire, or down below?—It is done downstairs in your own tea room.

9248. (*Lord Lyttelton.*) Suppose a master is ill-natured, he would keep a fag rather longer than necessary?—Yes.

9249. (*Mr. Vaughan.*) What is the common result—do you generally get your breakfast as early as nine o'clock?—About that time.

9250. Does the tutor's construing never come in about that time?—No; we never have to go to construe before a quarter to ten.

9251. (*Mr. Twisleton.*) In what form are you?—In the remove.

9252. (*Mr. Thompson.*) How long will this last; when do you expect to get out of fagging?—I shall be in the fifth form on the 4th of June, I hope.

9253. (*Mr. Twisleton.*) You will soon be out of fagging?—Yes.

9254. (*Mr. Vaughan.*) You say that you would be naturally excused football if you had anything particular to do?—Yes.

9255. To whom would you plead that excuse?—When the fellow came round to ask you if you play.

9256. Who is sent round to do that?—Generally a sixth form comes round to ask you whether you play.

9257. To ask you whether you will play?—Yes.

9258. Does he leave it at all as a choice to you?—No; he generally makes you play unless you have something to do.

9259. It is an agreeable way of reminding you that there is some football?—Yes.

9260. Then if you say, "I have not done my next lesson," or "I have not done my verses," would he say, "By all means, pray do not trouble yourself." Would he let you off?—Yes.

9261. (*Lord Lyttelton.*) If you were to say, "I should like to go and play at fives," would he let you off then?—No.

9262. (*Mr. Vaughan.*) Would he require any proof, or if you say, "Well, really I have got something to do in the way of work," would that be enough?—He would ask you more particularly what it was.

9263. And then if the answer was satisfactory he would let you off?—Yes.

9264. (*Mr. Thompson.*) Supposing he found a boy telling him a lie, would he give him a thrashing?—Yes, I think so.

9265. He would be at liberty to do so?—Yes.

9266. (*Mr. Twisleton.*) I suppose the boy would deserve it?—Yes.

9267. (*Mr. Vaughan.*) Do you think that boys generally would not make that excuse?—I think not.

9268. (*Sir S. Northcote.*) Do you think boys object to being called to foot-ball?—No, they like it.

9269. (*Mr. Vaughan.*) You have no experience of cricket?—No.

9270. You talk about fives, how many fives courts are there?—There are eight in one place, and four against the chapel walls.

9271. Is it the case that a junior boy when he wishes to play at fives will generally find a court open for him?—There is generally a great rush for the courts.

9272. Have you any usage that the first comer shall take the court, or how is it settled?—It is the first fellow who can get it.

9273. (*Lord Lyttelton.*) But a fifth form would not allow a lower boy to have it before him?—No; there are certain courts which he can be turned out of.

9274. Those against the chapel are the worst?—Yes.

9275. Do not the lower boys commonly play there?—No; they can be turned out of those.

9276. Not out of the others?—I do not think they can be turned out of the other ones.

9277. (*Sir S. Northcote.*) Except for boys who are going to play for the matches?—Yes.

9278. (*Mr. Vaughan.*) Are you fond of fives?—I like it pretty well.

9279. How often in the week can you get a court to play in?—Not very often; I have not played more than twice in the new courts. They are very hard to get.

9280. (*Sir S. Northcote.*) Have you ever known the case of a lower boy getting a court, and being turned out by a fifth form?—Yes; I have been turned out of a court.

9281. Out of a court from which you had no right to be turned out?—No.

9282. If you got into one from which you had no right to be turned out, you would not be afraid of being turned out?—No.

9283. (*Lord Lyttelton.*) Does that apply to all the new courts?—You cannot be turned out of them.

9284. (*Sir S. Northcote.*) Is it the practice for the fifth form to order a lower boy to secure a court for them?—They very often ask them to.

9285. Do not the lower boys sometimes get out of school sooner than the fifth form?—No, I think not. I think the fifth form generally get out as soon.

9286. (*Mr. Thompson.*) What school were you at before you went to Eton?—Mr. Waterfield's.

9287. Is that a preparatory school for Eton?—Yes.

9288. Do you like Eton better?—Yes, much.

9289. (*Mr. Vaughan.*) Were you very hard worked at preparation?—No, not very.

9290. When you were preparing?—No.

9291. (*Mr. Twisleton.*) Was there any fagging?—No.

9292. (*Mr. Vaughan.*) How many hours a day were you at your studies the six months before you went up for examination?—About six hours.

9293. Including preparing and saying too?—Yes.

9294. (*Mr. Thompson.*) How many are you at Eton?—About the same.

9295. You said that fagging interrupts your work a good deal; but did you ever get into any scrape with the masters in consequence of such interruptions?—No.

9296. Have you known any boys who have got a flogging or an imposition for work which they would have done better if they had not been interrupted?—No, I have never heard of any.

9297. It is not notorious in the school that there are such cases?—No.

9298. It is not complained of as a general grievance?—No.

9299. (*Mr. Vaughan.*) Have you undergone any examination since you have been at Eton; I mean examination in your form for promotion?—No, I have not yet; I shall on the 4th of June.

9300. How long shall you have been in the school before you will be examined for promotion?—A little more than half a year.

9301. (*Lord Lyttelton.*) Did you pass into the upper remove without any examination?—Yes; you can pass from a lower remove into an upper remove, but not from upper remove into fifth form.

9302. You have the Collections at the end of the half?—Yes.

9303. (*Sir S. Northcote.*) You went to school somewhere about November, did you not?—Yes.

9304. And you will be examined before the 4th of June?—Yes.

9305. You do not call that a year?—No.

9306. (*Mr. Vaughan.*) Do you think, if it had not been for the fagging, you would have done your work decidedly better in the school since you have been there?—No, I do not think so.

9307. I thought you said that it interfered with your lessons?—It does rather; it interrupts you.

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9308. Do you think that it has only worried you a little, and that it has not positively made you do your lessons worse ?—I think it only worries you a little.

9309. (*Lord Lyttelton.*) What was the furthest fagging ; was it ever up town ?—Yes, very often we were sent up town.

9310. With reference to the games ; when you were told that you were expected to go to football, the only excuse would be that you had some work to do. You could not simply say you would rather not ; that would not do ?—No.

9311. If you wanted to take a walk that would not do ?—No.

9312. (*Sir S. Northcote.*) If you said you did not feel very well, would that do ?—I think that would do.

9313. (*Mr. Twisleton.*) Of an evening in your room, is there any time that you are absolutely free from fagging ?—No.

9314. You never would be certain of an hour or an hour and a half when you could not be called upon to fag ?—No.

9315. (*Mr. Vaughan.*) How many boys do you find answering to the call of the same prefect calling "Come here ?"—Very often all the lower boys go.

9316. How many would that be, 15 ?—Yes ; 15 or 16.

9317. Only one would be wanted ?—Yes.

9318. So there is a rush of 16 boys to wait upon one ?—Yes.

9319. (*Mr. Thompson.*) How far have you to run ?—It is just out of chamber.

9320. (*Mr. Vaughan.*) With so many as that in school, supposing one boy wishes to save himself a little, and he thinks "Well, I will let my friends run "upstairs this time," what would there be to prevent his doing that ?—They often do that ; very often some fellows do not go.

9321. (*Mr. Twisleton.*) But if it was often repeated the boy who did not go would be reckoned a shirk ?—Yes.

9322. And the others would complain of that ?—I do not think so. They would be thought a very nasty kind of fellows if they did it.

9323. (*Sir S. Northcote.*) What is the part of the fagging that is most unpopular ?—I think "Come here" is, or else fagging at dinner.

9324. (*Lord Lyttelton.*) When there are very few it would be worse than it is now ?—Yes, much worse.

9325. (*Mr. Vaughan.*) At every call of "Come here," every boy is expected to present himself ?—Yes.

9326. (*Lord Lyttelton.*) Do the sixth form and liberty ever use sticks ?—No, I do not think so.

9327. You never saw them with a stick ; you never heard of a fellow being beaten with a stick ?—No.

9328. Did you ever hear of a college hiding ; do you know what that is ?—No.

9329. If a boy does not fag properly, or is careless or dirty over it, I suppose the master would lick him, would he not ?—Yes.

9330. (*Mr. Thompson.*) By boxing his ears, or with his fists ?—Boxing his ears generally.

9331. He would not hit him across the leg with a stick ?—No.

9332. (*Sir S. Northcote.*) Are there often severe lickings in college ; have you often seen a boy licked severely ?—No, not very.

9333. Have you ever been licked ?—No.

9334. (*Mr. Thompson.*) Never at all ?—No.

9335. How long have you been there ?—About six weeks of last half.

9336. (*Mr. Vaughan.*) Is there a time after first coming to school at which a boy is treated more favourably and kindly because he has just come to school ?—Yes ; you need not go to "Come here," or fag at dinner, for the first fortnight.

9337. (*Mr. Twisleton.*) At the private school where you were, how many boys were there ?—About a hundred.

9338. Although there was no fagging, was there any bullying there ?—Yes, a little.

9339. Was there more bullying or less bullying than at Eton ?—About the same, I think.

9340. (*Mr. Vaughan.*) There is some bullying at Eton ?—Yes, not much.

9341. Without mentioning any names at all, can you tell us from what class of boys that comes ; is it from boys who are low in the school, or from much bigger boys ?—From boys in the lower school generally.

9342. (*Mr. Twisleton.*) Why is it that there is more in the lower school ?—I do not know at all.

9343. Are there a great many big boys mixed with the little boys in the lower school ?—Yes ; not very many big boys in the lower school, but a few.

9344. Is it these big boys who bully the little boys? —Yes.

9345. Is the bullying you speak of by boys in the lower school a bullying of little boys who are in the lower school by bigger boys who are in the lower school, or is it a bullying of boys in the lower school by boys in the upper school ?—No, it is generally both in the lower school.

9346. You have no personal knowledge of that yourself ?—No.

9347. Is it what you have heard, or what you have seen ?—What I have heard by report.

9348. (*Sir S. Northcote.*) If there is any bullying in college, do the sixth form take any notice of it, or stop it ?—They generally stop it.

9349. If any fellow were to bully you, should you go to your master about it ?—No, I think not.

9350. If he knew of it would he be likely to interfere ?—Yes, he would interfere if it was a bigger boy than I was.

9351. If a big boy was bullying you, would you threaten him that you would go and tell your master ? —I do not know.

9352. (*Mr. Vaughan.*) If it were seen accidentally by the upper boy, do you think he would care to interfere about it, or that he would pass by ?—I think he would interfere.

9353. (*Sir S. Northcote.*) Have you ever known any cases of boys being licked or punished for bullying ?—No, I think not.

9354. (*Mr. Thompson.*) Would a strong boy venture to resist an upper boy who interfered to protect a small boy from his bullying. Supposing a big boy were licking and bullying you, and one of the seniors came up to the big boy and were to say, "You "are not to do that, go away, you have no business to "do that," and supposing the boy who was thrashing you were a good deal bigger than the boy trying to preserve you, what would be the result ; would the big boy go away ?—Yes, I think he would be obliged to, because if he ventured to dispute the upper fellow then all the sixth form would be down upon him.

9355. (*Sir S. Northcote.*) Is there any fighting at all ?—Very little.

9356. Have you ever known any regular stand-up fight ?—No, I have not.

9357. (*Mr. Thompson.*) Is there any single stick. Perhaps you have not seen it ?—No.

9358. (*Sir S. Northcote.*) Would a sixth form stop fellows fighting ?—Yes.

Victoria Street.—Tuesday, 17th March 1863.

PRESENT:

Earl of Devon.	Hon. Edward Twisleton.
Lord Lyttelton.	Rev. W. H. Thompson.
Sir Stafford Northcote, Bart.	H. Halford Vaughan, Esq.

The EARL OF DEVON in the Chair.

ETON.

J. Walter, Esq., M.P.

17 March 1863.

John Walter, Esq., M.P., called in and examined.

9359. (*Lord Devon.*) We understand, Mr. Walter, that we can have the benefit of hearing some observations from you with regard to Eton?—Having been at Eton eight years myself, and having three sons there, of course I take a great interest in the school, and fancy I know something about it. I thought that as the Commissioners had examined a great number of witnesses on the subject, they might wish to put questions to me on any points on which they might think my experience or knowledge of the subject might be of use to them.

9360. If there are any points on which you wish to speak, or suggestions which you wish to offer, that would suggest questions to us as it went on?—I suppose the general notion is that this Commission has been instituted in consequence of an idea that the education at Eton did not sufficiently train boys for the duties which they might be called upon to fulfil in life at an early period, without passing through the university.

9361. (*Lord Lyttelton.*) You should not assume any foregone conclusion of the kind on the part of the Commission?—I supposed that was the case, but I have no means of knowing.

9362. (*Lord Devon.*) That, in your opinion, is the general idea in the public mind?—Yes. I mean that one's attention has been called to the fact by published letters, that the education at Eton required considerable alteration to adapt it to what are called the requirements of the day. Speaking generally I should say that that is not my opinion. I think nothing would be more fatal or mischievous than to recommend any measures which would have the effect of altering the character of Eton as a great classical school; one of the first classical schools in the country. My own opinion is that there is no foundation so good for the education of an English gentleman as that classical education which is furnished at Eton, Harrow, and our other great public schools, and I think that that should be borne in mind as a fundamental condition of public school education. I should be sorry to see any plan recommended which should have the effect of, in any degree, diminishing the amount of scholarship, which has hitherto been considered the point to be aimed at in the education at Eton. There has been an idea amongst many people growing up of late years that it is desirable to make the study of modern languages and English history much more important branches of education at Eton than has hitherto been the case. My own belief is, that with the exception of a slight modification which I should like to suggest with regard to French, it would not be desirable to make modern languages an essential portion of the curriculum of study at Eton. In the first place, because the object of learning modern languages is to acquire the power of speaking them, not merely to learn them in the way in which we learn Latin and Greek. We all know that a man may be an extremely good Latin and Greek scholar; he may have spent a good many years of his life in acquiring a thorough knowledge of Greek and Latin; but if compelled to converse in either of those languages he would break down in the first sentence. Probably the Greek professor at this moment would not be able to hold a conversation in Greek. I suppose I might assume that to be the case. I have heard it said with regard to an eminent professor, whose name I will not mention, who was also a very good Latin scholar, that he found himself, in a country where Latin is spoken, unable to hold conversation with any person in Latin, though he is unquestionably a first-rate scholar. There is no doubt a boy might learn a foreign language, French or German, in a twelvemonth on the continent in a much more satisfactory manner than he could learn it in six years at Eton. My own opinion is that it would be expedient to limit the amount of modern languages taught at Eton to a twelvemonth's course in French, which I would require every boy to pass through in a certain part of the school.

9363. (*Lord Lyttelton.*) What part?—About the middle, so that it might not interfere with the strict attention to scholarship which can never be recovered afterwards. If a boy does not learn it at school or college he can never get it afterwards, whereas he may go on improving in modern languages to the end of his life. I think a boy should be required to go through a certain course of French. I spoke to the late Provost, the present Provost, and the Head Master about it, and they were all very much of my opinion, and the only difficulty was to fix the part of the school in which that most usefully could be introduced. My own opinion was that the "remove" was the best, and I proposed to substitute it for the old plan of teaching geography in that part of the school, which to my certain knowledge was very inefficiently taught at Eton, and was altogether a waste of time. When I was at Eton they had to go through a year's course of geography in the remove, and it was taught in about the most repulsive and distasteful manner possible, and probably before they arrived at the sixth form they forgot everything they had learnt in that part of the school. I have compared notes with many Eton boys about it and I generally find they agree with me as to the absurd way in which geography was taught.

9364. (*Lord Devon.*) You speak of ancient geography?—Yes; ancient and modern. I daresay you know the system. We had to make maps and learn all the ancient names of obscure towns in Asia Minor, and other parts of the world, enough to disgust a boy with geography. I conceive the only way is to have maps always before your eyes, and to do what children are taught very often, to put them together on a table. I believe there is no better way of teaching geography than the old nursery schoolroom plan of maps that take to pieces. With respect to French, I should not propose to introduce it as a part of the school curriculum beyond one twelvemonth in the middle part of the school, in order that the boys might acquire a familiarity with the verbs and the grammar, and know enough about it to be able to take it up for themselves afterwards. I would make that a part of the school system, and I would altogether get rid of any extra charge for French, which I think in the present day is not a creditable charge for the masters to make. I think two French masters would be amply sufficient for teaching the number of boys in that part of the school, say from 80 to 100, and that that ought to be included in the course of education and not be charged for as an extra.

9365. (*Sir S. Northcote.*) Would you allow boys after they have passed through that part of the school to go on with French as a voluntary subject?—If they did that I think they must do it in extra hours, as a sort of private business. I would not introduce it as part of the regular school work, because I think you could not do it without introducing too great a number of subjects, which is not desirable. For a boy to be learning four or five things at once is more than he can do profitably. I think it might have the effect

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of diminishing the attention which ought to be paid to Greek and Latin.

9366. If they did that as an extra afterwards, would you make them pay for it as an extra?—That might be a question for consideration. I am hardly prepared to say what ought to be done about that. I do not think myself it would be necessary that they should. I think that a boy who had gone through that course of French in the school would not require extra teaching. He would be able to teach himself. In the same way with regard to mathematics. There is at present an extra charge for mathematics, which I think very objectionable. One of my boys, who is in the sixth form now, has frequently asked my leave to attend the extra mathematical school. I consented to it, but I protest against it as an abuse. I think that what the school undertakes to teach it should teach as part of the regular school system, and not make it a means of extorting money from parents.

9367. (*Mr. Thompson.*) It is four guineas, is it not?—I do not know what it is.

9368. (*Mr. Vaughan.*) With regard to the time at which you propose to teach French, have you thought how many hours you would give in the week to the cultivation of that language?—I have not thought particularly about that. I presume three or four times a week. You must understand that the system at Eton is that the number of hours passed in school does not represent the amount of work done by the boy. The work is done out of school, and although some persons propose that more work should be done in school, I do not think that would fit in with the Eton system, which is essentially conducted in this manner—that the little boys get up their lessons in the pupil room, and the bigger boys who are old enough to be trusted get up their work by themselves in their own rooms. They merely go to school to repeat what they have learnt. Therefore the amount of actual work done in school, whether in the French class or any other class, does not represent the amount of work done by the boy.

9369. (*Lord Devon.*) I think your objection to the introduction of any French in any larger portion of the school than that to which you refer arises from your fear that it would interfere with the classical instruction of the school?—I think so.

9370. Several opinions have been expressed before us by other witnesses as to the possibility of introducing it more extensively than you refer to, by giving up a certain portion of the classical work which, in the judgment of those witnesses, could be omitted without injury to the ultimate results of the classical education, such as repetition (to some extent) or the construing in the tutors' rooms; by which means it has been suggested that without in the slightest degree impairing the classical instruction, more time could be given to other branches?—I should be sorry to see a single line of repetition diminished. I attach the greatest importance to the amount of learning by heart practised at Eton. I believe it to be of the greatest advantage in after life to a man who has acquired that habit of learning verses by heart.

9371. (*Lord Lyttelton.*) Do you know the amount of time now given at Eton in the week to repetition?—I do not know. I do not suppose it is greater than it was in our time.

9372. I think we have been told it is about seven hours a week?—You mean in school?

9373. In school?—One master hears 40 or 50 boys repeat. If he is to do it thoroughly of course it takes some time. There is no help for it. Boys must all go up together, and they ought to be put on rather in a haphazard way, so as to know whether they have learnt their lessons thoroughly. In my time it used to be the fashion to do that part of the business rather slovenly, and a quick boy often came in without having got up his lesson. He learnt the half dozen lines or so he thought he was likely to be called up to say, and got off in that way. I had a private tutor and was obliged to learn every word by heart, and I always found the advantage of it. I know that formerly it used to be conducted in an irregular manner. I believe now they do pay much more attention to the learning by heart, and the boys are obliged to learn a very considerable proportion thoroughly.

9374. (*Lord Devon.*) What do you say as to the construing in the pupil room?—That is a sort of preliminary exercise to see whether the boys have got up their work before going into school. I see no disadvantage in it, I think it is rather a desirable thing, because it affords a security for boys having learnt their lesson. It is impossible for the Head Master to call up every boy. In my time boys seldom reckoned upon being called up more than once or twice in the half, and the consequence was that many of them came in without having looked at the lesson at all. If the work is thoroughly done in the pupil room it affords a security against that, because the tutor will probably look sharp after the boys he thinks likely to be idle, and that affords a double security that the work has been properly done.

9375. Supposing the forms were brought down to from 30 to 35 boys in each form, do you not think it would be practicable for the assistant master in charge of the form so far to exercise all the boys in construing as to some extent to render it unnecessary to have preliminary construing?—I cannot say without having seen the thing practically tried.

9376. What were the numbers of the forms in your time of each master?—During the two last years I was at Eton the school was particularly low. One year it was 450, not much more than half the present number. I was up to the Head Master, Dr. Keate, then. It was in his last year. He was getting old and rather short sighted, and the thing was done in a very careless manner.

9377. What were the numbers in the forms?—Some of them had as many as 60 or 70 at that time.

9378. (*Lord Lyttelton.*) Do you know what it is now?—I do not. Those are matters of detail on which I am hardly competent to give an opinion.

9379. (*Lord Devon.*) On the point of the necessity of the preliminary construing, of course a diminution in the number of boys in each form would alter the state of things?—It would, so far, but the preliminary construing need not take up any great amount of time. Half an hour ought to be sufficient.

9380. Looking to the importance of French on which you have dwelt, what should you say to the making the possession of some knowledge in French a necessary condition of entrance?—That is a plan which I believe is a favourite one with the Head Master, but that might interfere materially with the early age at which many boys go to Eton. Perhaps you are aware that many boys go to Eton at seven or eight years of age. I have known an instance of a boy going at five and a half.

9381. Do you think that is desirable?—I do not think it is.

9382. At what age would you send a boy to Eton?—It depends entirely on circumstances. I think myself it is desirable to keep a boy at home as long as you can. That is my first principle. I have six sons. The first I kept at home till 12 years of age. He had a tutor. He then went to Eton and I sent with him his brother who was 10 years old, because I found that there was not the same necessity for keeping a tutor then as there was with the eldest. I should prefer if possible to keep a boy at home, or at all events from going to Eton till about 12 years of age. That gives him six years at Eton, which I think is a very fair period to enjoy the full benefit of the school.

9383. Then probably you do not attach any great importance to the lower school?—It is a very good school for little boys. I have every reason to be satisfied with it, for I have had one of my own boys in Mr. Hawtrey's house, and was extremely well pleased with the way he was brought up. I think he was sufficiently well looked after, and I think better than at most private schools.

9384. Would you limit the age at which they should remain in the lower school?—It is hard to do

that, because age and size do not always go together. It is very inconvenient, no doubt, to have a big stupid fellow in the remove or lower division fifth form—a boy, I mean, who by mere physical strength can assume a position which his abilities do not entitle him to take. I think that is undesirable, but it is very difficult to prescribe rules for that, because it might operate very hardly on some boys.

9385. Looking to the commencement of the lower school, at what age would you send boys; would you have any minimum?—I think eight years of age is very good. A boy ought to be fit to go into the upper school at 10, in order to get to the sixth form, which is the thing to be aimed at by boys in going to Eton, and unless they reach that they will lose a great part of the benefit of the school. A boy ought to get into the lower division fourth form between 10 and 11.

9386. In order to reach the sixth form at what age?—At 17. It is a great thing for a boy, if possible, to be a twelvemonth in the sixth form. It gives him the habit of self-respect. He is treated altogether as a gentleman. It gives him a habit of self-respect and independence, which is of great use to him at College.

9387. Do you think there is any advantage in limiting the numbers of the sixth form, or would you extend them?—I do not know what the present number is.

9388. Twenty at present?—I think that is rather small for so large a school as Eton has grown to.

9389. I believe the number of the sixth form has not varied, though the school has largely increased?—Yes, I should be disposed to increase it. I am surprised to hear it is so small. I should have thought in a school of 800 boys 40 would not be too much. Before we leave the subject of French, I may mention a thing which struck me much some years ago. I went to Eton on one of the speech days, the 4th of June, and two boys declaimed a passage from Racine, one of them with such remarkably good accent that I went to Dr. Hawtrey, who was the Head Master then, and said, "How in the world did you teach "this boy such good French?" "Well," he said, "this boy has been brought up at Paris." I said, "You have relieved my mind immensely; I was "afraid you taught him." He said, "I suppose you "thought we got on too fast?" I said, "Yes, I was "afraid my theory was upset." But that boy was no scholar; he had no acquirements at all in any other way, and he would have carried off the French prize with no more trouble and no more merit than a boy brought up by Pericles, if you could suppose such a thing, would carry off a prize for Greek. It was no merit to him at all; he had simply acquired it as a part of his mother tongue. It was a great advantage to him, but no credit to the school, nor any proof that the system could be properly worked in the school.

9390. That is as regards pronunciation?—Yes. I maintain you cannot teach it at Eton. Unless a boy is in the daily habit of intercourse with persons who speak French, and is obliged to do it, so that it almost comes to him like his mother tongue, he cannot learn it in the way it is most desirable that he should.

9391. (*Lord Lyttelton.*) If a boy goes to Eton at about 11 or 12 who has been as well grounded as it is possible to be in families of the upper class in French, do you not think that, apart from the question of teaching French at Eton, it might be kept up so as to prevent his losing what he had acquired at home?—I very much doubt it. a friend of mine, who is a remarkably good philologist, mentioned to me the case of a boy whom he knew, who had been brought up at Copenhagen or Stockholm, I forget which, who, when he was 10 years of age, was able to speak French, German, and Swedish perfectly. He said before he had been two years in England he had forgotten every word of those languages.

9392. (*Mr. Thompson.*) What do you quote that example as proving?—As showing that when they cease to be kept up by constant intercourse with other persons that they lose it, and as a proof that the popular notion that when a child learns French in the nursery it is quite sufficient, and will never forget it in after life, is quite a mistake.

9393. (*Lord Lyttelton.*) I am supposing that the four months of holidays in the year are not lost in the way of keeping up or even improving the knowledge of French?—If the parents consider it a thing of vital importance that the boy should speak French or any other language, and choose to take him abroad or place him in constant contact with persons who speak those languages, he will acquire them without any necessity of their being kept up at Eton at all.

9394. (*Sir S. Northcote.*) What advantage do you propose to derive from giving a boy one year in French in the remove?—I think it would give him an acquaintance with the verbs, for instance. He might learn a good deal by heart, and be able to get a thorough knowledge of the conjugation of verbs and that description of technical knowledge which is of great importance, and which if he got thoroughly at that time he would not forget.

9395. (*Mr. Vaughan.*) Grammatical knowledge, in fact?—Yes, without attempting to do more.

9396. (*Sir S. Northcote.*) Do you not think he would forget it if he was not kept up for the next three or four years at Eton?—I do not think so. I think with a little practice at home, such as reading some French book, he would not forget that.

9397. Do you not find that even men who have spent 10 and 12 years of their life working hard at the Latin and Greek languages, and who really have made a certain progress in mastering them, forget them entirely if they do not keep them up?—I do not think that they forget the verbs and the elementary parts. I am bound to say that my impression is (it may be thought paradoxical, and it is contrary to the current opinion on the subject) that there is a fallacy in attaching such vast importance to the study of modern languages. People say "What is the use "of studying dead languages which you are never "called upon to speak in after life?" I say, what is the use of studying modern languages which you are never called upon to speak in after life? I say as a matter of fact, and as far as my observation goes of persons in my own position in life, and looking at the thing in a mere utilitarian point of view, not at all with reference to modern languages as accomplishments and means of education which they undoubtedly are, I say that most men who receive the education of English gentlemen and are fit to take their places, and do take their places, in public life and in various professions, practically are not called upon to make much use of their knowledge of modern languages. I will take the case of most clergymen, most professional men, most members of Parliament, even, most country gentlemen, who form the staple of the class which Eton sends out. I say that as a matter of fact they are not called upon to speak five sentences of a modern language perhaps once in two or three years. In England, of course, they speak their own language, and unless they happen to be mixed up with diplomatic circles and to go much into a particular class of society which is very limited where French is occasionally spoken, they are not called upon to speak a modern language except when they go abroad. They go to Switzerland perhaps once in two or three years for six weeks. Directly they open their lips they are answered in English and they immediately desist from continuing the conversation in a modern language. Such at least is my experience. I am not at all denying that it is an immense advantage and a great accomplishment to a man to be a good linguist, but I do not know that the accomplishment is much greater than that of singing or playing on an instrument nor half so much called into requisition. I believe that in society a man would be more popular who had a good voice or could play well on an instrument, and would be called upon to exercise it far more frequently than the man who was the best French or German scholar

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in the country—as a mere matter of fact and of experience. I consider that, after all, the great object of education, next to training the mind to overcome difficulties, which is the primary object, is to train the man for discharging certain definite functions and relations towards his fellow-citizens, his own countrymen, and that those relations are best discharged by a man who, *cæteris paribus*, that is to say of equal powers of mind, can best express himself in his own language either in conversation or in writing, and that the best test of a good education is to be able to write a good letter. I can mention as a proof of that, that at Oxford in my time, and I believe still, the test of the greatest ability and the most successful education and mental training in the university was always held to be the Oriel fellowship, and that depended upon what? Not up in scholarship, or mathematics, but upon English composition. An English essay was always held to be the decisive test of the man best fitted to take the highest position a man could reach at Oxford—the Oriel fellowship. All those men have been men of mark, men who have influenced their fellow-citizens in after life, whereas if you take the run of Latin and Greek scholars, particularly men of great scholarship, or even great mathematicians, they have not been the men who have attained that peculiar position, or who have exercised that peculiar power which Oriel fellows as a body have done. I might mention the names of Arnold, Whately, Keble, Pusey, and Newman and others, Mr. Vaughan I might also mention (I have had the pleasure of reading Mr. Vaughan's essay, which is a proof of what I say), who have all of them been men of that peculiar mental calibre that they have exercised a greater mental and moral power over bodies of men than almost any other class of men in the country. I mean in an intellectual way, therefore I think that that is not a bad proof that the power of English composition is about the best test that can be applied to a man to show what his education has done for him. If I were called upon to examine 20 men whom I had never seen before for the civil service I should give them a sheet of paper and say, "Write me a letter on such a subject." I would pick out the best men quite as easily as could be done by the severest examination.

9398. (*Lord Lyttelton.*) Do I understand you to believe that English is spoken as much abroad among the upper classes, taking the whole continent, and spoken with as much facility as French is?—I fancy not.

9399. I understood you to say that if an Englishman went abroad and began to talk French he would be immediately answered in English?—Englishmen do not travel much in France to begin with; they go to Paris and stay there; but France, generally speaking, is a land of passage; I rather meant other countries, Germany or Russia. Very few men, comparatively, speak German.

9400. Do you apprehend that, taking Germany generally, they will find as much facility in conversing in English as with the French educated class?—No; I think French is much used in Germany.

9401. In Italy or Spain?—Of course, to a great extent. I am not denying the advantage of it.

9402. I mean comparatively with England?—I think in Germany you will find a great deal of English spoken by masters of the hotels, and in Switzerland more and more every year.

9403. In Italy, do you hear English spoken?—Certainly in Rome; I do not know about Florence. I think French is more spoken in Florence.

9404. (*Lord Devon.*) Are you of opinion that of late years the use of French has become more necessary from increased intercourse?—In commercial transactions.

9405. I did not mean *only commercial:* I am not sure whether it is within your knowledge, but probably you know that people frequently come over to inquire into the working of our municipal institutions in various ways, merchants, or lawyers, or philanthropists, or scientific men, with all of whom it is important that we should communicate?—What I mean to say is that Eton is not the place to learn it at. It is a great advantage to a man to go abroad and learn these languages, but I do not think that an English public school is the place in which he can acquire them. He cannot possibly acquire them with the same facility; therefore, so far it is a loss of time. Many young men go to France or are under a French tutor, or live with a French family, or a German family, and they will acquire the language they wish to learn in a twelvemonth's time with far greater facility than in any given number of years in any English school; therefore I say if you attempt to teach it for the purpose of conversation, you are losing your time. You may teach a boy gramatically, of course, as you may teach him Latin and Greek; but every one knows that learning a language in that way is not the best way to learn to speak it.

9406. It gives them command of the literature?—Which very few of us read. I have heard Mr. Gladstone, who is a great scholar, as we all know, modern as well as ancient, say how little French literature was read.

9407. (*Lord Lyttelton.*) He did not say that, as considering it a desirable state of things?—He said it was a matter of fact. I do not think it is congenial to English tastes generally; in fact, after a man reaches a certain time of life we know there is little reading of any sort. I could mention, in confirmation of that, a remark I heard from Mr. Vardon, the librarian of the House of Commons. I went in one day in the recess and was looking over the library, I said "What a number of magnificent books you have been "buying, who reads them?" he said, "Who reads any-"thing? nobody reads anything here except Sir "George Lewis and myself."

9408. (*Lord Devon.*) But the object of a public school would be to foster that taste?—You will not do it, you may depend upon it. You cannot create a demand, you must leave the demand to create the supply.

9409. (*Mr. Vaughan.*) Without at all saying how far such a consideration affects the time at which the language should be taught, both in history and philosophy, is there not much that a scholar would not like to be excluded from in French?—Undoubtedly; but then I consider the use of education at Eton, is to acquire such a knowledge of the dead languages as to make himself able to read any other language. I should like, if the committee will allow me, to call attention to a very remarkable letter, published many years ago in the "Educational Magazine" by Niebuhr on this very subject, who was a very good authority, because he was the master of twenty languages. The letter is altogether the most remarkable I ever read in my life. I read it 25 years ago, and it made a great impression upon me. I called the attention of my friend Mr. Balston, now the Head Master of Eton, to it, and he told me the other day he had never forgotten it. The letter is published in the first number of the "Educational Magazine;" it was written in 1822, and it contains general remarks on the objects of classical education, and on the style of classical education which boys ought to be kept to. It also touches on a point which I have often thought has been very much mistaken, and that is on the subject of original essays. I remember at Eton and Oxford frequently being really overwhelmed by the kind of subjects that were given me to write upon for English essays. I may mention in passing that there is a particular subject referred to here which I mentioned to a friend the other day, and he said, "Well, it is the very subject which I had to "write upon for an English essay at Oxford." The letter is written to a young man of 19 who has been working hard, and who proposes to give a proof of his attainments by writing a certain essay and sending it to Niebuhr for his opinion and advice. He says, "You "have undertaken to write about the Roman colonies "and their influence on the State"—that is just the kind of subject which they give at the universities and public schools sometimes to write upon.

"Now, it is quite impossible that you can have so much as a half-correct conception of the Roman colonies; and to write about their influence on the

state, you should not only accurately understand the constitution of Rome and its history, but should be acquainted with the principles and history of politics; all which as yet is impossible. When I say this, I will add that none of us, who are entitled to the name of philologers, could have treated the subject at your age; not even Grotius, or Scaliger, or Salmasius, who were excellent grammarians so much earlier than any of us. Still less suited to you is your second subject. You must know enough of antiquity to be aware that the philosophy of young men, down to a much riper age than yours, consisted in silent listening, in endeavouring to understand, and to learn. You cannot even have an acquaintance with the facts, much less carry on general reflections—to let pass the word *philosophical*, or questions of minute detail, mostly problematical. To learn, my dear friend, to learn conscientiously; to go on sifting and increasing our knowledge; this is our speculative calling through life. And it is so most especially in youth, which has the happiness that it may give itself up without hindrance to the charms of the new intellectual world opened to it by books. He who writes a dissertation, let him say what he will, pretends to teach; and one cannot teach without some degree of wisdom, which is the amends that, if we strive after it, God will give us for the departing bliss of youth. A wise young man is a monster." Then he says also:—

"When you are writing, examine carefully whether your language be of one colour. It matters not to my mind whether you attach yourself to that of Cicero and Livy, or to that of Tacitus and Quintilian; but one period you must choose, else the result is a motley style, which is as offensive to a sound philologer as if one were to mix up German of 1650 and of 1800. Try to acquire the art of connecting sentences, without which all attempts at writing Latin are downright torture to the reader; and, most especially, look carefully to your metaphors; whatever is not quite faultless in them is intolerable. Hence, writing Latin is such an excellent discipline for a good style, and next to Latin French, which also will not tolerate any absurdities; whereas we Germans, in our own language, are lamentably indifferent about such matters." So he being a German, and being also a master of many other languages, thought that Latin and French were the two best subjects for composition, and German the worst.

9410. (*Mr. Twisleton.*) I presume that what Niebuhr says about French there is with reference to style?—To composition and to style of writing.

9411. Then, admitting that French is the best or the style of writing, it may still be the case that it is desirable to be acquainted with German on account of the matter of the German authors?—No doubt it might be so.

9412. (*Mr. Thompson.*) For instance, we should not have had the benefit of that letter of Niebuhr's if we had been ignorant of German?—Of course. The question is, whether the object of the school is to train the mind to develop the powers of the mind in the most effectual way—it may be a question of what is the most effectual way—or to give a boy a sort of insight into a vast number of branches of literature. I do not think that is the true object. I think the object of education is to train the mind to overcome difficulties, and to get it into shape; and if you confuse the mind by introducing to it a great variety of subjects you lose power. You may gain an amount of knowledge, but you lose power. The great object is to gain power, and I think that everything like forcing the mind at that early age, when it is very active, at the same time when the reasoning powers are not fully developed, between 15 and 18, is a very dangerous thing; it is a growing age. Boys grow very fast, and Eton, perhaps, is rather a forcing place for the growth of boys. It is not a bracing place; it is a place where boys, unless they have good living and plenty of exercise, would sicken, and I should be extremely sorry to see much more pressure put on the mental powers of the boys at Eton than there is now. I think they would break down under it. We have often had great ideas, which I know are shared by many men of far higher authority than myself as to the effect even of things apparently so praiseworthy at first sight and so desirable as the Newcastle scholarship. I should not wish one of my own sons to get that scholarship, judging from what I have known from my own observation of the future careers of men of my own time who obtained it. I think it has the effect of stimulating early talents too soon, and that a boy very often pays for it in after life.

9413. (*Lord Lyttelton.*) Must not that be the case with any competitive examination?—At an early age. If it is a severe searching examination at an early age, it is dangerous. I think the great object of a public school is to train the greatest amount of average talent which is likely to be useful in English society. You want a strong healthy race of men, both in mind and body, and not a number of finely grown plants, and not boys like three-year old winners of the Derby—horses who win one race, and then are done for.

9414. (*Mr. Twisleton.*) To come back to German literature; if men with powerful minds, great thinkers, have written in it, is not that a motive for learning the language, supposing that the style is not so complete as French?—I may say at once I am not acquainted with German literature, and therefore not competent to speak on the subject, but I have been acquainted with men who are good German scholars. I have not discovered that they attach such great importance in a practical point of view to German literature. It may be very wonderful, but I do not know that it exercises any beneficial influence on English society or English life altogether. I had much rather a boy should be well acquainted with Shakespeare than with any amount of German literature.

9415. (*Mr. Thompson.*) What was the age of this young man?—Nineteen.

9416. Then the remark that Niebuhr makes on the advisability of a young man of that age writing essays you think would not apply to the practice at Oriel of requiring them from candidates for fellowships?—I think not; they are young men of 21 or 22.

9417. You think that makes a difference?—I think three years make a considerable difference. I believe you can have no better test than at Oriel. I have always considered it to be the best; it may be owing to exceptional circumstances, but I believe it to be the best test for discovering a man's mental power. I should rather judge of a man by what he could do in that way than in any other way.

9418. Have you observed what schools in those days were generally successful in obtaining fellowships at Oriel?—I think there is no particular rule about it.

9419. Were many Etonians fellows of Oriel?—I am not sure.

9420. Do you remember one?—I do not know that I do.

9421. You speak of that as the crowning achievement of a first-rate Oxford scholar?—I think it is; you have got the whole world to enter.

9422. (*Mr. Twisleton.*) Is it not the case that in competition for Oriel fellowship, probably, the schoolat which any boy has been educated is a very small element in success?—I think so; it depends principally on the mental power.

9423. Then, as far as a classical education at school goes, that is scarcely a guide to the system which should be pursued at the schools?—No, but the name of —— has been mentioned, who was the captain of the oppidans at the time I went to Eton; he was double first-class man. I never heard of his having had any other education but what he got at Eton. He went to Oxford; there were only three first-class men in his examination; he was one of them, a double first-class man and an Oriel fellow.

9424. That merely proves that education at a public school is not incompatible with success in obtaining an Oriel fellowship?—If you suppose any school can turn out a very large proportion of first-class men. It cannot do it; the men are not there. We all know

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there are very few first-class men in the world of any sort, and no system of education you could possibly devise will make them.

9425. Is it your impression that any large proportion of those who have been successful at Oriel College were educated at public schools?—I know some who were.

9426. Take Mr. Keble, was Mr. Keble educated at a public school?—I do not think he was.

9427. Was Mr. Newman?—No.

9428. Was Dr. Pusey?—I think he was an Eton man.

9429. Was Archbishop Whately?—I do not know. Sir John Coleridge was, I suppose, I do not see that the Eton system conduces to that. I have merely introduced this subject in speaking of what I conceive to be the great object of all education which is to enable men to deal with their fellow-citizens in certain different relations, and that, after all, a thorough mastery of their own language, which, I maintain, is best acquired by a classical education, is what most fits a man for dealing with other men. Take the House of Commons, take the leading men on both sides of the House, take the men on the Treasury Bench; you have Mr. Gladstone, Sir George Cornewall Lewis, both, I think, Eton men. Sir Charles Wood is an Eton man, Sir George Grey is not; and Lord Palmerston is a Harrow man, and the late Sir Robert Peel was a Harrow man. Although it is the fashion to say that a great number of Eton men do not go to Parliament, there are still the best men and the best speakers in the House of Commons who have received that peculiar training, and those who have not generally wished for it. I think that, with all Mr. Cobden's genius, he would have been a more effective speaker if he had been a better scholar.

9430. (*Lord Devon.*) What would be your view of the comparative advantage of translation and re-translation, and original composition?—For acquiring a knowledge of language I think translation and re-translation is far better than original composition.

9431. In your time was there enough of translation and re-translation at Eton?—No.

9432. You would gladly, therefore, I suppose, see more introduced, supposing the system to be such as it was in your time?—I think so.

9433. (*Mr. Twisleton.*) Are you acquainted with the system of education pursued at Rugby?—Not at all.

9434. You cannot say whether you think it more likely that that kind of education would adapt a young man for winning an Oriel fellowship than the education at Eton?—I cannot say; I do not know enough about it.

9435. You do not know whether it might bring out that faculty of thought and aptitude for writing good English prose better than the system at Eton?—I think boys at Eton get a very good idea of writing Englsh prose, judging from the letters I see.

9436. It was rather with reference to this point: supposing that the final test of a really good education may be considered the gaining such a fellowship as that of Oriel, is the system actually pursued at Rugby more or less likely to lead to that result than the system actually pursued at Eton?—I am not acquainted with the Rugby system.

9437. (*Lord Lyttelton.*) Do you attribute any importance, as to the cultivation of English, to what is not part of the school system, but a very important thing at Eton—the debating society?—I have rather doubts about the advantages of early debating societies. I think they are apt to encourage boys to outrun their thoughts, to acquire a glibness and fluency which is not always desirable.

9438. Do you think it leads them to attend to English books and English history?—I think it does. In that respect its effect is good; it gives them a subject to get up—Queen Elizabeth's reign, or something of that kind, and they read it up with pleasure, far more beneficially than if it were set as a lesson; but when they come to talk about it, unless they really keep to what they know, I am not sure that the fluency of speech which they sometimes acquire is advantageous.

9439. You think as to the language the effect is more doubtful than as to the amount of knowledge?—Yes; I have reason to know that boys are led by it to read a good deal by themselves, and take an interest in English literature, which they would not otherwise perhaps do.

9440. Do you apprehend that has an effect beyond the mere members of the society. Do you think that boys rather look forward to it?—It is thought an honour to belong to "Pop."

9441. As to mathematics, do you approve of its being compulsory to the degree it now is at Eton?—I believe that some boys, who in other respects have great abilities, have a natural disqualification at an early age for mathematics. Boys of quick, lively imagination very often feel that disgust and repugnance to Euclid which you can hardly overcome, and I am not sure that it is desirable to force it upon them. I think many boys are prevented from taking up mathematics in after life from having had it forced upon them too early.

9442. You would be disposed to exercise some selection, and not make it universal?—I should make them all good arithmeticians; but when you come to abstract questions, I do not think it suits every boy. You sometimes find a boy who has no talent at all in classics, but who is a very good mathematician; other boys have a great taste for classics but have a peculiar repugnance to mathematics, simply because their reasoning faculties are not sufficiently developed.

9443. (*Sir S. Northcote.*) Do you think there is any corresponding incapacity in some boys for doing original composition and verse?—Original verse composition, I believe to be the most useful thing for boys who have any degree of natural aptitude, as most boys have, for versification. I think that Latin verse composition is a most useful way of acquiring a mastery over the language.

9444. Did you not say, on the side of mathematics, you would exercise a sort of selection; would you exercise any corresponding selection on the side of verse composition?—I do not think there would be any harm.

9445. You would not make it compulsory on all boys?—Not beyond a certain limit. I think common elegiacs in hexameters are within the reach of most boys to do in a decent way; but when you come to "Sapphics" and "Alcaics," I think they require more refinement in composition.

9446. (*Lord Lyttelton.*) You would not apply that to prose writing?—No; certainly not. I think the great object is to teach boys to write prose properly.

9447. Latin prose, I mean?—I think it a *sine quâ non.*

9448. (*Sir S. Northcote.*) There are a certain number of boys in the present day who go to public schools and are not intended to go on to the universities, but who are intended to go into some of the scientific professions—to Woolwich, for example—and who, in order to pass the examination for Woolwich, require a certain amount of training in modern languages and other matters which are rather outside the present Eton curriculum, how would you propose to deal with those boys?—If I had a boy of my own whom I wished to send to Woolwich, or to prepare for any scientific profession, I should take him away from Eton at 16. I would rather do that than interfere with the general curriculum at Eton so as to accommodate it to his particular wants; because you must recollect that you are dealing with a vast number of boys and you must look to the average; you must have a system which will apply to all. I do not think you can have a particular class, such as a class for the army, a class for the civil service, or a class for the law. I do not think it would be desirable. I should rather keep up the general standard, having regard to the possibility of all the boys who stay till 18 going to the university, which I may say is the completion of the Eton system of education. I would rather take a boy away from Eton when he was 16, which would have afforded him sufficient time to get

great benefit from the school—good habits, and so forth—I would rather take him away and send him to some place where he could have a special training. If you choose to expose these boys to examination which requires that training, I am not at all sure that your examination is right; that is another question.

9449. (*Lord Lyttelton.*) Do you deliberately hold the opinion which you have just indicated; is it not the case that for a well-disposed boy the general benefits, the moral benefits, of the school, are chiefly to be had between the ages of 16 and 18?—Yes; but a boy will get a great deal of good up to 16; good which he will not lose. It has become the fashion of late years to have competitive examinations, and examinations of all sorts for boys, before they can enter the civil service, and as a preliminary condition for entering other professions. I do not hold by the system. I do not think it is necessary; but if you choose to have that system I would not alter the Eton system in order to meet it. You may say it is very hard that a boy who wants to go into the civil service should not be fit to pass the examination for the civil service when he leaves Eton at 18. I say he *is* fit. Although he may not be able to pass your examination I should have no scruple in taking him provided he could write an English letter in an intelligible and good hand, and could express himself sensibly and reasonably. Of course it should be of sufficient length, and on a subject which would to a certain extent bring out his knowledge; but I do not think myself that that sort of examination is necessary. It has been adopted for certain public reasons, very much in order to choke off the number of applicants, and to save ministers and other people the trouble of being solicited by friends for places. It may be very convenient; but I maintain that any sixth-form boy—any boy who is sufficiently forward to get into the sixth form at Eton by the time he is 17—is perfectly fit to take a civil service appointment; and if he wants any special knowledge for it, he should pick it up afterwards. If he wants, for instance, to be a particularly good French scholar, he has plenty of time afterwards. I have no hesitation in saying that an Eton sixth-form boy is perfectly competent to take a civil service appointment without passing an examination.

9450. Do you think it unreasonable to expect that a young man appointed to a clerkship in the War Office should be a French scholar?—I should say he should go abroad and make himself a better French scholar than he could hope to be at Eton. He had better spend an extra year in going abroad and learning the language. In a foreign office a man requires to be a good linguist, and he should go to some place where he can acquire that knowledge in the most expeditious and satisfactory manner.

9451. (*Mr. Twisleton.*) Do you think he can acquire the accent at fifteen or sixteen?—I think he may. I can tell you an instance. I had a private tutor at Eton who was a very good scholar; he was a scholar of Trinity, Cambridge; he was a good Greek and Latin scholar but knew nothing of modern languages. At 50 years of age he took it into his head to learn modern languages and he went abroad and spent three years on the Continent; he came back a thorough master of French, German, and Italian. He did it with a view of travelling with pupils. He is now merely holding a curacy; but he went abroad got a foreign chaplainship, and in three years made himself a thorough master of those languages, and mixed with the society in Italy and other countries where he stayed. That I attribute chiefly to his having made himself thoroughly acquainted with the principles of grammar which are the same in all modern languages which we know anything about. By making him a thorough good scholar in Greek and Latin, he acquired the power of teaching himself.

9452. But admitting that he might have learned the language to speak it, do you think he could acquire a good accent at fifty years of age?—Perhaps not; I do not think that is of such extraordinary importance. A man may acquire the mastery of a language sufficient to be able for all practical purposes to converse, without having the accent of Paris.

9453. But whether it is a thing of extraordinary importance or not, is it not desirable that any one in the diplomatic service should be able to speak French with a correct accent?—It depends very much on a man's ear. Some men will never get a correct accent. They say some Frenchmen themselves do not speak with the French accent, and some men never can acquire it; but I do not think it is of that vital importance; if it be, a man had better spend some time on the Continent.

9454. Supposing there was a preliminary examina- for a moderate amount of French for boys who enter Eton, would the parents not take care that they should be instructed in French?—Then they must keep a French governess or a French nurse, and many people have tried that system and do not like it.

9455. Those who live in London might have a French master?—They might, and probably that would be the best way. If a boy wishes to learn the language the best way is to have a Frenchman to talk to him for an hour a day; that is the mos texpeditious way, much better than learning it at school.

9456. (*Mr. Vaughan.*) If putting the question of expediency out of sight you could be satisfied that there are other subjects not taught at the public schools at the present time which do really give a peculiar discipline to the mind, what should you say as to the introduction of those subjects into the public schools?—I think whatever studies you introduce must be applicable to the whole school. You should not deal with boys as individuals, but as a class. If I wanted to give a boy a thorough knowledge of French, German, or Italian, and to make him a good chemist, and to give him generally a taste for natural philosophy and all those things, no doubt the thing could be done. I could send that boy, or half a dozen boys, to a private tutor, some man who had special qualities for the purpose, or to some place where those things were taught; and I have very little doubt what the result would be. I think you would turn out a parcel of useless people; still the thing could be done. But you cannot apply that to a system where you have 800 boys; you must have a system which will apply to the great majority and not merely to special boys whom you may wish afterwards to pick out from the lot and to train in a particular manner. You must have a system which will apply to the average of the school.

9457. In a very large public school, might not there be some whom it would be desirable to train in one way and some whom it would be desirable to train in another way, and yet to train all with simple reference to the bringing out of the powers of the mind?—I believe it would be very difficult; I do not see how it could be worked; I should not like to have the charge of such a system myself. I could work it with half a dozen boys, but not with 800.

9458. (*Mr. Twisleton.*) Is it your impression that it would be impracticable in a public school to teach the physical sciences?—I think so.

9459. Are you acquainted with the system in the German schools?—No; I believe there is no doubt about it; the same authority whom I have quoted here (Niebuhr) wrote another letter in which he strongly approved of the English school system as against the German schools.

9460. But with reference to the practicability, are you aware as a matter of fact that in the German schools the physical sciences are taught for two hours a week regularly?—I have no knowledge of it.

9461. The fact of its being so would perhaps modify your idea of its impracticability?—The German school system is so very different altogether. I believe there is no public school at all like ours either in France nor in Germany; it is not the same thing at all.

9462. But still if in large schools of 400 or 500 boys the physical sciences were regularly taught, would not that modify your opinion as to the impracticability of doing it?—I am not denying that it can be done, but I say

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it cannot be done with keeping up what I think of primary importance, namely, the classical scholarship of the school.

9463. Are you prepared to say that they are not well taught classics in the German school?—I am not prepared to give an opinion about it. I know there are great German scholars. I would rather take it that the average classical knowledge in Germany is not equal to that in England.

9464. If the case were otherwise, your opinion on that point would be modified?—Yes.

9465. (*Mr. Vaughan.*) Might it not be the case that boys whom you suppose not very much inclined for mathematics, or not disposed to give extra time to modern languages, could profitably spend time and labour in physical sciences?—You would require a special class for the purpose, a special school. You have got to see how it would work without interfering with the regular system, and how much it would interfere. It is very difficult to know how the thing is to be worked. I do not know how much classical and mathematical knowledge you would be prepared to give up.

9466. In fact you think it is rather a question of detail how far you can work such a system?—Yes; if Eton is to be a classical school it must be classical as applied to the whole school, and it would be difficult to know how much you would give up, or at what period you would give up classical studies for these physical sciences.

9467. (*Mr. Thompson.*) I think you have just expressed an opinion that there might be a little reduction in the higher kinds of composition in the case of boys who have no talent for them. You also admit that there may be a reduction in the amount of mathematical instruction to those boys who have no capacity for mathematics; how would you fill up the vacant time that would thus be set at liberty?—I think you must have those things taught as extras, that is the worst of it. It may be done. I do not say it cannot be done. You teach fencing, drawing, and all sorts of things. I think they might also learn riding. I do not see why that should not be introduced with advantage. I think it is a want in most schools; it is not so much the case with Eton, because a large proportion of the boys at home are allowed horses and ponies and learn to ride; but I have often thought a riding school would be a very good thing to be attached to a public school. I wish to say a word about one or two domestic alterations which I would suggest at Eton—I do not know whether they have been brought before the notice of the Commissioners—with regard to the internal economy of the school. There is one practice which has been very much commented upon, and which I think is wrong and ought to be abolished. That is the system of leaving-money. The practice has been from time immemorial that when a boy leaves he gives a present, or rather his father through him gives a present to the Head Master and tutor of 25*l.* between them, 10*l.* to the one and 15*l.* to the other. I think it savours rather of the old days of fees and stage coaches when you used to fee people for this, that, and the other; and it is not a creditable thing to be kept up in a school of that sort. I should much rather see an increased charge as compensation to the masters in the form. I think the masters themselves would be glad to get rid of the system. It only wants determination to break the ice. Several things of that sort exist and would be better dispensed with. Then there is a system among the boys themselves of leaving books, which is a bad system.

9468. (*Lord Lyttelton.*) Do you think that the masters could deal with the system of leaving books?—I think they might.

9469. In what way?—I think the parents are the right people, but I think an expression of opinion from a body like the Commissioners would settle the question. It is one of those things which everybody would like to get rid of but which everybody is afraid of doing for fear of being thought shabby.

9470. Dr. Goodford made an attempt, to a certain extent, in that direction?—I think he did. He said something to me about it.

9471. He wrote a circular to all the parents. I do not say he required it to be abolished, or suggested that it should, but he suggested that it should be restrained. It had no sort of effect?—The parents want some one to tell them. They want somebody unconnected with the school to tell them "This is a bad "practice, give it up," and it will be done. In the case of my own boys, I think it costs me about 20*l.* a year for leaving-books. Probably my sons have two or three private friends whom they are fond of amongst the number to whom they give leaving-books, but the majority they do not care about and probably will not see again. I fall in with it, but as long as the system lasts I do not wish to see it abused, therefore I go to the bookseller's and buy the books myself. I will tell you what the practice is. There are booksellers in London who send down catalogues of all the rubbishy and unreadable books that they cannot otherwise dispose of. They are vamped up in showy bindings, and are sent down to be palmed off on these poor boys. If you saw a list of them you would be astonished. I had once a bill sent in to me by a bookseller for some books which one of my boys had ordered without my leave. I sent them all back. All the books that could not possibly be sold elsewhere were bound up in tawdry bindings.

9472. (*Mr. Thompson.*) Can you mention any titles?—I forget the name. As long as the system lasts I make the best of it and get good books, but I think it is a wrong system and ought to be abolished. By way of showing what might be done I can mention what I did myself when I was at Eton. There was then a system worse than that of the leaving books, called the ticket system. The captain of the oppidans made the collection—he had to receive the money for the 4th of June fireworks and supper. Out of this money a certain proportion was spent in tickets for beer and cider. It was an utter abomination. It so happened the first year that I was captain of the oppidans which was in 1835, the school being at an extremely low ebb in point of numbers the subscriptions did not meet the expenditure, and my father had to find 80*l.* to meet the subscription. The following year I abolished the system, and it was never heard of afterwards. The masters were very glad to hear we had got rid of it, and I believe leaving books may be got rid of in the same way.

9473. (*Lord Devon.*) The system of tickets has never been revived?—No.

9474. (*Mr. Thompson.*) Have you any other opinions which you would like us to hear as to the economical arrangements at the school?—No I think not. Eton is called an expensive school and so it is but I find a year at a girls' boarding school is quite as expensive.

9475. (*Lord Devon.*) I was about to ask you, adverting to the question of expense, whether there were any other parts of the Eton system in regard to which you think pecuniary reductions might take place so as to lower the expenses of an oppidan?—I do not myself see any way to it. The dames are not so expensive as the tutors, but the tendency has been to reduce the number of dames, I think it is better, because it enables you to have more masters.

9476. I should like to hear your opinion on the relative advantage of dames' and tutors' boarding houses?—There are certain advantages in the dames houses not necessarily attached to the institution of dames. The dame really attends to her work. Her work is to look after the boys and take care of them, &c. She does do so, but in the tutor's house there is no one who really discharges that duty. The tutor's wife, if he is married, does not generally undertake the duties of a dame, but delegates them to a housekeeper, by whom they cannot, in my opinion, be so well performed.

9477. (*Lord Lyttelton.*) You mean that if a parent is anxious to have the best care taken of his boy

there should be a dame's house to send him to?—I think so.

9478. (*Lord Devon.*) Is there nothing you can pitch upon as a point upon which expenditure may be reduced?—I do not think so, except with regard to French. I think French ought not to be charged as an extra, because I would have it as part of the regular school work and whatever is part of the regular school work ought not to be charged as an extra. I do not think that mathematics ought to be charged as an extra. I feel indignant when I see a bill come in for extra mathematics. I do not know what it means. I have had it explained to me, but I really do not know. There is another point merely on the school discipline; I do not know whether it is worth noticing. I object to the system of bounds and shirking. I am sure in my time it had a bad moral effect on the school. I think it is a bad thing to give boys false notions of right and wrong—to make them think there is any shame in doing things intrinsically not wrong. I should repose in them the greatest possible amount of confidence till they abuse it; therefore I am in favour of abolishing the system of shirking together. You can prevent them from getting into mischief, if they are so disposed. The only way is to punish them severely if found in improper places; but a boy cannot go into Windsor park without going into Windsor and it is nonsense to tell a boy he shall not go to Windsor park. I would rather say I would punish him if found with within half a mile of the college.

9479. (*Lord Lyttelton.*) Do you think the allowing boys on any conditions to go to public houses could be done away with at Eton?—I would prevent it if possible.

9480. Do you conceive it could be?—The best way is to give them good beer at the dames' houses, which was not the case in my time.

9481. (*Lord Devon.*) Were you at a dame's house?—I had a tutor, a dame, and a private tutor, and it was as much as I could do to keep on a proper footing with all of them. I boarded up town. I had a dame, and I had a tutor in addition, and was rather overdone with it. I do not think it is a good system. I think I lost a certain amount of the benefit of the school by not boarding at a tutor's house. There is not much of it now.

9482. You do not speak of the ordinary private tutor system, but the extra?—There is no such thing as a private tutor system. The private tutor means a special tutor to yourself, who goes with you from home. I think it is a wrong system. Having seen the working of all three I can speak from experience.

9483. Passing on to another subject, that of fagging, are there any observations which you wish to make upon that?—I think the fagging, as it now exists, is an extremely beneficial system. I should be sorry to see it reduced any further.

9484. You speak of the oppidans?—Yes; I do not know what the practice is in college. I think the relation between fag and master in every respect is desirable. It brings down young fellows who have been spoilt at home to their level. It teaches them manners, respect for rank, and so on, which is very desirable. When I say rank I mean rank in school. There is no other rank recognized at Eton. Besides that it introduces a sort of relation of patron and client between the fag and his master, and regulates the exercise of physical power in a way which could not take place if there were no fagging. If there were no fagging there would be bullying. There is no bullying to speak of at Eton.

9485. Does any other point suggest itself to you, with regard to the system of the school?—The thing that strikes me especially when I go to Eton now, as compared with what existed when I first went there, is the kind and gentlemanly behaviour of the boys to each other. It certainly prevails to an extent that is remarkable.

9486. Are your boys in a boarding house?—No, at a tutor's house.

9487. (*Lord Lyttelton.*) At what tutor's?—Mr. Warre's.

9488. (*Mr. Thompson.*) I want to ask you one question on a point which has come before us. It is stated that notwithstanding, or rather, perhaps, in consequence of the great improvement that has taken place among the collegers by the system of open competition, and other means, the literary tone of the oppidans has perceptibly degenerated. Have you any idea of the proper remedy for this state of things?—I believe it is the fact, because I think, in the first place, the college draws off a large proportion of the cleverest boys in the school. I mean those to whom it is an object to get into college, and that, of course, would tell on the average amount of talent in the school. I has led to the notion that the oppidans are rather neglected for the sake of the collegers. I must tell you I have a theory about the whole thing, which may not be at all correct, but which I think some people will share. My belief is that King's is a great evil to Eton. I had much sooner there were no such relation existing between Eton and King's. I would rather have no privileged class at all.

9489. In the school?—I had rather not, because the collegers are the privileged class, I think. One cannot help admitting that they are privileged in the sense of being on their way to an almost certain provision.

9490. There are many advantages enjoyed by the collegers during the time that they are at school, would you not abolish those?—No.

9491. You mean then that you would do away with the ulterior advantages?—No; in a great public school like Eton I do not see the object of having two systems, one for the collegers and one for the oppidans. I would rather not have it connected with a place like King's. I think that to draw Eton masters so much from King's as has been the case is a bad thing, I had rather they were oppidans.

9492. You are speaking solely of what is beyond the school. You do not object to the foundation *in toto*?—For my own part I had rather there were no foundation class. However that is merely a private opinion of my own. I think the disadvantages almost counterbalance the advantages.

9493. (*Sir S. Northcote.*) In connection with the fagging do you think that the relations of the sixth form to the rest of the school are such as are most desirable, or do you think that anything like a more systematic monitorial system would be desirable?—No, certainly not. I object to the monitorial system as at Harrow and other schools. I wish to state, what some people are not aware of—that there is no such thing at Eton, properly speaking, as a monitorial system, and I wish that what does exist of it were abolished. I would make the privileges of the sixth form merely privileges of exemption and not privileges of power. As long as you have bounds I would exempt the sixth form from bounds, as is the case now, but I would not give the sixth form power of setting punishments.

9494. (*Lord Lyttelton.*) Among the oppidans that is nothing practically now?—They had the power. I remember on one occasion having exercised it, and I always felt ashamed of it. I think it is a mistake. I think myself it is an invidious privilege, and that schoolboys are not fit persons to be entrusted with the exercise of power, and as to the monitorial system as practised at Winchester, as I have heard Winchester men speak of it, of the system of enabling these boys to cane and punish other boys, it is perfectly outrageous. A brother of mine who was in the army told me that on one occasion when his regiment was quartered at Winchester he went to see some fellows in the school. He went to some of the fellows' rooms—they were monitors of the sixth form—and to show their power they did that which we read of in Persian story where the Grand Vizier calls up somebody and says "Have not I power to cut your head off?" and he says "Certainly, if your highness pleases." These boys not only did that, but they exercised it. They had a fellow up

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and flogged him for no crime at all, merely to show their power. My brother was a witness of it.

9495. (*Mr. Twisleton.*) How long ago was that?—That must be 18 years ago.

9496. (*Mr. Vaughan.*) Have you reason to think there have been changes since that time?—I suppose there have been.

9497. Have you any means of knowing how the monitorial system at other schools really acts?—I do not know; all I mean to say is that as a parent and as an old schoolboy, knowing perfectly well the feelings of schoolboys, I should object that either of my own boys should either be the subject or the instrument of anything like physical authority over other boys, or legal power of any sort. I say if you have not enough masters, get more; do not give us the monitorial system. The way in which I should mark a distinction between the upper boys and the sixth form is to treat them with more confidence, make more friends of them, take them into your confidence, and give them certain privileges in any way you please, and I think that is desirable; it increases their self-respect, but does not give them power.

9498. (*Sir S. Northcote.*) Having been two years captain of the oppidans yourself, is it within your knowledge that the sixth form, without exercising any definite monitorial privileges, had a great influence on the moral tone of the school and great power of putting down abuse and encouraging what was right?—Certainly, they could do a great deal in that way.

9499. (*Mr. Vaughan.*) Do you not conceive that a good general tone in the school, and a certain degree of interference at proper times by the Head Master, might establish the monitorial system on a footing which would make it unobjectionable?—I cannot give an opinion on that; all I say is I do not wish to see it introduced into Eton. I cannot speak from knowledge, I can only speak from what I have heard of its abuse; I know it has a great many able defenders—I cannot at all say how it works in other places. I do not wish to see in introduced into Eton.

9500. (*Sir S. Northcote.*) Do you think that the numbers of the school are too large, or that the school admits of indefinite expansion, or that there should be any limit to it?—I cannot say what that limit should be. I think that it is not desirable to have a school so very large; I would rather myself there were not that great demand for Eton which there is. I think that 600 is a more manageable number than 800, but if you ask me what limit I would fix that is very difficult to say.

9501. (*Lord Devon.*) I have to ask now a question on another subject. You are aware, no doubt, that the question of the constitution of Eton college, I mean the Provost and Fellows, is often made matter of conversation, and that views have been expressed as to their utility, at any rate in their present shape; have you any opinion on that point?—I have never been able to discover what useful function the fellows discharge at Eton as fellows; it may be necessary to have a provision, something for the masters to look forward to. I was going to say the career of a master of a school is not the best training for a parish priest, but it so happens that all the fellows are parish priests, therefore that remark would not apply. I think it would be desirable if you are to have Fellows that they should have definite work, and be without living; I would rather one of two things, either that the masters should be eligible to livings without being fellows, or be fellows without holding livings. For instance, there is a fellow who has been lately elected, who I daresay may do very useful work at Eton, I mean as a preacher, and exercise a certain moral influence on the school, that is Bishop Chapman. He is a bishop returned from Ceylon, and he has been elected a fellow; he has had all the experience of a master, and is a very good and able man, but I think he ought not to hold a living; I do not know that he does, but he ought not to hold one in addition to his fellowship. If he is a fellow he ought to work only as a fellow. There is no doubt the whole system has been grossly abused.

9502. Following that up, what work would you assign to the fellows?—Their work used to be chiefly superintending the college part and preaching in chapel; they have nothing to do with the oppidans, strictly speaking.

9503. From your own experience and anything you may have heard from your own boys, do you consider that the system of fellows preaching in chapel is a good one?—My boys tell me that they like Bishop Chapman's sermons very much, and they think them very good, but many others they would not think the same of; they would not hear a word of them.

9504. (*Mr. Vaughan.*) Do you say that they do not even hear them?—They do not understand them. The whole time I was at Eton I never heard a sermon which was in the least adapted to boys at all.

9505. (*Lord Devon.*) What would be the effect if not only the Head Master, but the assistant master occasionally preached?—I do not know. As a rule I do not think that a master's influence in the pulpit would be likely to be so great as that of a person who was not actually engaged in teaching, except perhaps the Head Master if he is not brought too much into contact with the boys.

9506. I have no doubt that you are aware that an opinion is sometimes expressed that a master's influence in the school is considerably strengthened by his power of addressing the boys at certain times?—Yes.

9507. And that both at Winchester and Rugby there are remarkable instances of that?—No doubt; for instance Dr. Vaughan, Dr. Arnold, and, I suppose, Dr. Moberly. At those schools they have not got a system of fellows.

9508. Yes, at Winchester they have?—I think it ought to be the fellows' duty, they being men who have been masters, and who to a certain extent are not brought into the disagreeable contact with boys which masters are at times.

9509. In the case of the fellows there is probably a gap of greater or less duration between the period of their ceasing to be masters and their coming back as fellows?—Not always; they are sometimes appointed as fellows from the school; generally speaking I should say it was so.

9510. (*Lord Lyttelton.*) What do you think of the present system as to boys going to chapel?—I think there is room for much improvement in that system, and that many of the holydays and saints days might be dispensed with. You have St. Patrick's day and St. David's day, and things of that sort, which I think are abuses altogether—relics of a time which we do not want to see back.

9511. Would you like to see a daily service substituted?—Yes; for instance, on a whole holyday to have two services is a great absurdity in my opinion; it is making chapel into a mere means of passing the time, in fact.

9512. Do you think that the boys are fond of the choral service in chapel?—Yes; I would not do away with the choral service. It is very suitable for boys, and they behave very well; very differently from what they used to do.

9513. (*Mr. Thompson.*) Do you think it would be possible to induce the boys to join in the chanting to any great extent?—Some boys do. There is more music taught now than there used to be. I should be glad to see it done.

9514. Do you or do you not think that the existence of a choir stands in the way of congregational singing?—I think it does. I think it is so at every church.

9515. You do not approve of a separate choir as an adjunct to a school?—Not as an adjunct.

9516. (*Mr. Vaughan.*) Should you object to a more general teaching of music and drawing for a school like Eton?—I should not. I do not know about drawing, because I suppose it is a very peculiar taste. Some boys would not make anything of it, others

would almost draw naturally, without being taught. Music in the same way. I think it is very desirable where it can be done that boys should be taught music before they go to Eton.

9517. Would it not be necessary to keep it up there?—Still those things must be extras, you cannot help that. If you mean to teach everything you must have a good many extras.

9518. (*Lord Devon.*) In the course of the evidence which we have taken, it has been suggested that there should be an infusion of the lay element in the Provost and fellows, that the Provost should be a layman sometimes?—There is no reason why it should not be. I think Wootton was a layman. I think you want more laymen altogether. Some of the masters are laymen.

9519. (*Mr. Thompson.*) With regard to the Head Master, what should you think?—I would rather he was a clergyman and an Eton man. Amongst other questions I have heard it mooted whether you should not throw open the whole thing. I think I would throw open the choice of Eton masters to all Eton men, but I should not like to see a foreign element introduced into Eton amongst the masters. I should not like to introduce masters who had been brought up at other schools. I think there is a great deal in keeping up the traditions of any school. I should not like to see Winchester or Harrow men made masters of Eton.

9520. (*Mr. Twisleton.*) Would you carry out the same rule at Rugby and Harrow, that the Head Master of Rugby should be a Rugby man, and educated at Rugby, and that at Harrow the Head Master should be educated at Harrow, necessarily?—I do not know what the traditions of the school are. I should not like to apply the same rule to other places.

9521. Are you aware whether the traditions of Rugby have been prejudicially broken down in the last 30 years, or whether the school has been improving?—I do not know. I am not acquainted with Rugby.

9522. You are, perhaps, aware that the head masters have not been Rugby men?—No.

9523. And that as a mere matter of fact the excellence and the reputation of the school has very greatly increased during the last 30 years?—There is this great difference between Eton, Harrow, and Rugby. The head masters of Harrow, and I think of Rugby also, both take boarders. The Head Master of Harrow takes boarders in his house. He has a great deal to do, individually, with a great number of boys. The Head Master of Eton takes no boys. He has very little to do with the boys themselves. He has nothing, in fact, except his own class. He is in a very different position from the Head Master of Harrow. He is more like the captain of a ship who delegates the work chiefly to his lieutenants, whereas at Harrow and Rugby the Head Master is no more than the first of a number of masters, which is not the case at Eton. He selects the other masters, and pays the other masters. I do not know how far that is the case at Harrow, but at Eton the Head Master pays out of his own pocket 40*l.* a year for every master who is engaged, and he has no boarders. He derives his income solely from entrance and annual fees and leaving-money.

9524. Take the element of intellectual power and skill in teaching, is it not desirable that Eton should be able to secure the individual who has the greatest amount of that?—I do not think you require the greatest intellectual power to be the best master. I do not think the best scholars make the best masters.

9525. In my question I included skill in teaching?—The best master for Eton is the man who knows most about the Eton system, and who has worked as a master and been accustomed to teach all his life. A head master must have been an Eton man who has been engaged in teaching all his life, and he must be entirely acquainted with the whole system. I have heard men from the bar and other professions suggested as head masters for Eton.

9526. Not having been a clergyman would be a bar to that?—Yes, as the present regulations are that would be so, but still I have heard that plan suggested.

9527. You do not think that if there was a good governing body you might entrust it to them not to make a bad choice of head masters?—The fellows do choose the master.

9528. But suppose a better governing body were devised for the college?—I do not see how you are to devise it; at Harrow you have trustees.

9529. (*Lord Devon.*) A self-elected body?—Yes; I should not like to see it. What you have to do at Eton is to get the best set of masters you can, and to choose the best man of them for a head master.

9530. Do you consider that the relation of the Head Master to the Provost and Fellows is altogether satisfactory?—I am not very well acquainted how far the Head Master is in the power of the Provost and Fellows; I am not aware of the exact relations between them. I think the Head Master ought to be absolute in the school as regards the teaching, as regards the education and the work to be done.

9531. Suppose the relation to be such that the Provost and Fellows or the Provost, if so minded (of course I am not speaking of individuals), exercise an influence in preventing improvement, do you think that in order to check that, it might be desirable to alter the constitution of the governing body in any way?—I should simply say I would make the Head Master in the school absolute as regards the school work; I would not allow him to be interfered with by the Provost and Fellows.

9532. What would be the effect of giving a more general character to the body now called the Provost and Fellows, introducing, for instance, laymen?—I have never heard any scheme proposed; I cannot tell how it would work.

9533. At Rugby there is a governing body?—You know public bodies are liable to quite as great abuses as private corporations in these matters. Every selection made for Rugby and Harrow has not been fortunate.

9534. Supposing lay Etonians were united to the Provost and Fellows, do you consider that that would or would not be useful to the school, or that it would be likely to stand in the way of introducing improvements?—I should rather try and improve the existing body, hoping that in the progress of time the fellows would be a more enlightened body than they were 50 years ago, and that they will keep pace with the general spirit of the age.

9535. You fully recognize the advantage of having some reward in prospect for the masters?—I think it is desirable. I think it is a legitimate prize which a master has in view, and I do not see the necessity for destroying it.

9536. (*Lord Lyttelton.*) It is an advantage to him to be able to be more liberal in his general expenditure?—I think so.

9537 (*Sir S. Northcote.*) Having reference to the importance of choosing a good master when there is a vacancy, do you think there would be any advantage in enlarging the numbers of the governing body, and a little altering its constitution so as to let in something more of the lay element?—I should not fancy a governing body unless the governing body had some definite work connected with the school, and it was the interest of the governing body in some way to select the best men. I do not see how you can secure that interest unless they are practically connected with the school. The fellows have an interest in selecting the best men, and I own I think they have exercised their choice rightly. I think in the last instance they probably made the best choice they could under the circumstances. It seems to me you have got this security: the Head Master appoints the under masters, and his interest is to get the best staff he can. If he is a sensible man he will get the best staff he can to help him. These men gradually rise to be fellows. They have been all through the school; they know the working of it, and out of that body they will have the choice of the future head master. It seems to me

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that no arrangement you can make will secure better machinery for electing a good head master. I have heard remarks made about the selections at Rugby, in spite of its being a popular body which elects, not having always been successful, being exposed to more jobbery and favouritisim than would be the case if the election of head master was with the fellows.

9538. (*A Commissioner.*) Should you not say on the whole that the selections of the Rugby head masters were as good as they could be?—They were, but in my time there have been only four head masters of Eton. I went down to Eton in 1828, which was during the latter end of Dr. Keate's regime. He had been Head Master for a number of years, and certainly, in spite of certain faults, he was a great Head Master in his way. Dr. Hawtrey succeeded; he was there 18 years; Dr. Goodford was there 11 years, and Mr. Balston has just succeeded. There were very few within that period. Within the same time there have been Dr. Arnold (I do not know who preceded him), Dr. Tate, Dr. Gouldburn, and the present Head Master.

9539. (*Lord Lyttelton.*) Has it occurred to you that exhibitions confined to the oppidans, to be held at the school would have a good effect on them?—I do not know, I am not very much in favour of exhibitions myself.

9540. But any prizes or encouragements confined to the oppidans?—I do not think so.

9541. (*Mr. Thompson.*) You seem to think that the only remedy for the idleness of the oppidans would be to abolish the collegers?—No, I do not think so at all. I do not think the oppidans are more idle, but the collegers get a larger proportion of reading boys. Formerly, when getting into college was a mere matter of favouritism, you had 70 boys who were the same as the others, but now you have the pick of the school.

9542. You cannot suggest any remedy short of that violent one?—No, except punishment, and that does not always answer.

9543. Sometimes encouragement does?—I do not know.

9544. Do you think emulation has no effect?—There is emulation enough. A boy, for instance, takes places in the school, that is emulation. It is a great object for a boy to get to the head of his class. You have trials also; I do not think you want more emulation than that. A boy takes places, and gets all the credit due to that from his parents and from the masters. It is a distinction for a boy to be the head of his class. There was an immense deal of emulation in my time in Chapman's division. There was a system of taking places from top to bottom. The thing was well worked, and so it might be now. I do not think there is a want of emulation, nor do I complain, as far as my own knowledge goes, of the want of the disposition to work in the school.

9545. (*Mr. Vaughan.*) Do you not think it rather a failing in the Eton system that, when a boy in his division has once established a superiority over those in the particular division with him, that there his incitements to further work in great part cease?—That was not the case when I was at Eton, in one particular part of the school, in the present Bishop Chapman's division. He allowed no fixity of tenure at all, and he worked his division so that a boy at the top to-day might be at the bottom to-morrow.

9546. I mean that they move up so regularly in the school that a boy is generally with the same companions throughout the school, and that therefore, if he proves himself superior to those, it is not easy for him to find new competitors?—Yes, I do not quite know how the system is worked now.

9547. (*Sir S. Northcote.*) Mr. Vaughan refers to the system of removes. If a boy keeps in the same remove all the way up he does not measure his strength with other boys?—He does with regard to trials.

9548. In his own remove, but not with the boys in the remove above him?—No, he may take a double remove. Two of my own boys have taken double removes in that way. They have jumped over one remove.

9549. (*Mr. Vaughan.*) You think that answers all the purpose?—It answers all the purpose, certainly. I do not see any objection if you choose to have prizes for special things. You have a system at Eton called "sending up." You send up a boy for good verses. You might apply that to composition of any kind. I see no objection to that. At present a boy may be sent up for good, as it is called. For every three times he is sent up he gets a mark put to his name, which appears in the Eton list. That is a distinction which boys are proud of, and it helps to encourage competition. I am not aware that there is any want of a stimulus of that sort.

9550. (*Lord Devon.*) Is there any other point on which you wish to make an observation?—No, I think not.

Victoria Street, Tuesday, 28th April 1863.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART.
H. HALFORD VAUGHAN, ESQ.

THE EARL OF CLARENDON IN THE CHAIR.

PHILIP LYBBE POWYS LYBBE, Esq., M.P., and RICHARD STOCKER, Esq., M.R.C.S.E., examined.*

P. L. P. Lybbe, Esq., M.P. R. Stocker, Esq.

28 April 1863.

9551. (*Lord Clarendon to Mr. Powys.*) I believe you had a son at Eton?—Yes.

9552. You have had occasion to remove him from Eton in consequence of some ill treatment?—Yes.

9553. And you wish to make some statement to the commission upon that?—Yes.

9554. Will you have the goodness to make that statement?—I sent my boy to Eton after the Easter holidays in 1861 to Mr. Wolley's house; Easter was very early that year and consequently the summer half was very long. I went to see him on the 4th of June and I saw that the boy was considerably altered in appearance and look. A few days after the 4th of June, the boy was taken ill of the measles, and as soon as I heard of it I went down to see him; I found him in his room. The doctor attended him sometimes and he got better, and after that he went home for a change of air. They (the people at home) found certain marks about his legs. He did not say anything then; he passed it off, and did not make any complaint then, and towards the end of the summer holidays it came out that he had been grievously ill-treated in Mr. Wolley's house. While he was lying sick on his bed with the measles a boy came into the room and hit him on the head. It was towards the end of the summer holidays, about the end of August. As soon as I heard that I found out that he had been very much bullied, and I wrote to Mr. Wolley, who was then in Scotland. I mentioned the name of the boy who had hit him on the head, and the names of other boys who had bullied him, because they had bullied him systematically. Mr. Wolley said, he should write to the boys' fathers, and I believe he did; at least he told me he did, and certainly one boy, the boy who had hit him on

* Mr. Lybbe had addressed a letter to the Commissioners stating that he was anxious to be examined respecting the treatment which his son had undergone at Eton.

the head when he was ill with the measles, did amend his ways, and never did bully him any more. I will give the boy that credit, but the other bullying continued.

9555. When he went back in the autumn ?—Yes, it continued all the autumn half. I can mention names, but I do not particularly wish to. Then he came home for the Christmas holidays down to us in the Isle of Wight, and there the boy was very poorly. He went back after the Christmas of 1862, and then very fortunately St. Matthias' day came on a Monday. My wife and I were then in lodgings at Upper Seymour Street, and the Saint's day coming on a Monday I got him leave from Saturday to Monday to come up to town. The boy came up on the Saturday and I walked with him on Sunday in the afternoon to see my friend Mr. Stocker, who has attended the boy since he was born. I did not see him on Sunday because he was out, but he came by appointment the next Monday. That is my statement; now perhaps you will allow Mr. Stocker to take it up.

(*Mr. Stocker.*) I have been accustomed to see Mr. Powys's son from time to time, and although he was perhaps never very strong yet he enjoyed good health; I should say as good health as most boys. I saw him at the time Mr. Powys has mentioned, and I was struck with his countenance. There was a scowl about his countenance, and he was an altered boy. I told Mr. Powys I thought in some way or other he had become unequal to be in a public school, and I advised Mr. Powys to take him away from Eton, at any rate for a time.

9556. Was that only with reference to his appearance ?—From his appearance. There was a peculiar irritability, and he appeared as if his brain power had been exhausted. He could not bear the noise of his little brothers and sisters. Everything seemed to irritate him, and he seemed unable to meet even the little occurrences of the day. Everything seemed to annoy him, just like an old worn-out man. Two days before Ash Wednesday I saw him, and thought him so ill that I said to Mr. Powys, "You had better let me take "him to Dr. Fergusson." We went to Dr. Fergusson, and he said "If you do not take that boy away from "Eton he will have epilepsy or some grievous evil, "and he must perhaps remain perfectly quiet as to "study and as to the routine of a school for a year "or 18 months before he will be able in any way to "resume his studies."

9557. (*Sir S. Northcote.*) Had he been back to Eton between the 24th of February and the 4th of March ?—(*Mr. Powys.*) No.

9558. (*Lord Clarendon to Mr. Powys.*) You acted on Mr. Stocker's recommendation not to send him back ?—Certainly. I said, "He cannot be looked after there ; "at least he will not be ; now we have got him we "will keep him.

(*Mr. Stocker.*) At the same time it was very much against Mr. Powys's wish that he should be taken from Eton.

(*Mr. Powys.*) Yes.

(*Mr. Stocker.*) I saw if he went back to Eton there would be some trouble. I could not tell what might happen. His nervous system seemed completely broken down.

9559. (*Lord Clarendon.*) How old is he ?—(*Mr. Powys.*) He will be fifteen on the twelfth of next month.

9560. What part of the school was he in ?—The upper remove, fourth form.

9561. How far, Mr. Stocker, do you connect this great change which had taken place in young Mr. Powys with the bullying to which he had been subject ?—(*Mr. Stocker.*) Young Powys is a sensitive boy, and anything of that kind would militate very much against his general health. I should think he had quite recovered from the effects of the measles. I do not think there was anything to damage his constitution from the attack of measles which he had, and it appears that he became such an altered boy after he had been a short time at Eton.

9562. Would you attribute the change you observed in him to the excitement of a public school and the novelty of it or to any ill treatment he received there Can you connect the ill treatment directly with the change in his appearance and constitution ?—I think we should very seldom find that a boy sent to a public school would get that scowl of countenance which he had. He had a peculiar lowering countenance, which he had not before. I should think the routine of a school would scarcely bring that on.

9563. Should you say that that change of countenance arose from moral or physical causes. Was he unwell or unhappy ?—He was unwell. He was reduced in power, very essentially. He was exceedingly weak ; so that if anything very exciting occurred in the day, he would become sick, and be obliged to go to bed.

9564. (*Lord Lyttelton.*) Had he been doing well in the school work ?—(*Mr. Powys.*) Yes ; he had a very good character indeed from the tutor, and I can bring you the tutor's letters.

9565. (*Lord Clarendon.*) Of course, you have questioned him a good deal about it. Did he appear to be unhappy in consequence of this ill-usage ?—Certainly. The boy's life was made miserable.

9566. Did he dislike to return to Eton ?—No ; he wanted to go back, of all things. He did not volunteer it to me ; on the contrary.

9567. (*Lord Lyttelton.*) How many boys were there who were in the habit of bullying him ?—I will say three.

9568. You mentioned one specific act. A boy came in, and hit him on the head. Do you wish to mention any other specific acts of bullying ?—One fellow used to kick him whenever he went in to the tutor's dinner every day.

9569. (*Sir S. Northcote.*) Was that the cause of the marks that were noticed on the legs, do you think ?—I cannot say that. I did not see the marks. In fact, I did not know anything about it till the end of the summer holidays, and then it came out that they had found his legs all covered with bruises.

(*Mr. Stocker.*) I think the state of the boy was such that anybody who had got an eye for the health of the boy would have seen it. I should have thought so. If I had had the boy living under my roof, I think I should have seen the altered character of the boy.

9570. Did you see him after he came back, after having had the measles ?—I did not.

9571. You had not seen him from the time he had the measles till February ?—He had not to my recollection been brought under my notice.

(*Mr. Powys.*) I do not recollect whether Mr. Stocker did see him ; very likely he did. If the boy had been in town with me, very likely I should take him to pay a friendly visit.

9572. (*Mr. Vaughan.*) I presume, Mr. Stocker, you have knowledge of the constitution of boys at the age of young Mr. Powys derived from long experience ?—(*Mr. Stocker.*) I have been in practice nearly 40 years.

9573. In the course of that time, have you known cases of boys showing the same decline of power about the same time of life ?—Yes ; I may have seen boys growing into manhood showing it, but not altering so much as to countenance.

9574. Have you ever known any to alter so much as you thought young Mr. Powys to alter about that time, and have known at the same time that they can have received no ill-treatment ?—I think there has always been some illness preceding. I know that in the autumn of last year, after he had been away from school six months after some excitement, I was dining with him, he became sick at dinner and was obliged to go to bed.

9575. Do you think that might have been the result of any simple change in the constitution, or at any rate might be consistent with his not having been ill-treated by anybody ?—It is a very difficult question to answer, and I do not think that any medical man could take upon himself to answer it.

9576. (*Lord Lyttelton to Mr. Powys.*) Did you ob

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serve him in those summer holidays to be out of spirits?—I never saw such a change in any boy in my life. He was like a different boy in every respect. He had a scowl on his face. Previously to that he had the most open brow that ever was. When he was with our friend Mr. Goldney at Tunbridge Wells, preparing for Eton, the boy was as happy as the day was long.

9577. (*Mr. Vaughan.*) Did he ever tell you whether this boy alleged any reason for kicking him?—Boys will be bullies; you know that as well as I do.

9578. I know that in general; but in reference to this particular boy I know nothing, and therefore ask whether he alleged any reason or pretext according to your son's account of the matter?—The boy alleged no pretext at all.

9579. (*Lord Lyttelton.*) Are you aware whether he ever applied to one of the upper boys or to anyone for protection. Did he apply to the captain of the house?—It was of no use if he did. The captain of that house was no use.

9580. Did he not preserve order?—No. There was no order in the house at all.

9581. Did he ever apply to the master of the house, Mr. Wolley?—No. My boy would not tell tales.

9582. Did you understand when you sent him to Eton that the captain of the house or any sixth form boy in the house would be expected to prevent bullying?—Your lordship knows when we were at Eton things were rather differently managed to what they are now.

9583. Yes, but I mean now?—I expected when I sent him to Mr. Wolley that Mr. Wolley would at least have introduced him to some boys of his own age in the house. He did not introduce him to a soul.

9584. I meant to the upper boys.—The captain of the house?

9585. Yes; or if there were more than one sixth form in the house?—I do not know. I was very ill myself when he went to Eton, and I do not know whether there was a sixth form boy in the house. I dare say there was.

9586. Did you think he would look to his fag master as any protection against bullying?—No.

9587. Do you think that if the captain of the house had been a better boy he would have been of any use to him in that way?—I was captain of my dame's house, and if I had heard of this sort of thing going on I should have put a stop to it at once.

9588. (*Mr. Vaughan.*) Do you think the captain of the house knew this?—That I cannot tell.

9589. Do you think it very well might have happened that the captain did not know it?—I think it could not have happened without his knowing it. Lord Lyttelton knows the house; it was Mr. Chapman's old house. There were those long passages, and the poor boy was kicked all along those passages.

9590. (*Lord Clarendon.*) That could not have been systematically done in the way you describe without the captain of the house knowing it sooner or later?—I have no doubt it was known.

9591. (*Lord Lyttelton.*) Had this boy who struck him while in bed any spite against him?—Not that I know of; but I will say for that boy that after my complaint to Mr. Wolley, and after Mr. Wolley had written to the boy's father, the boy never bullied my boy again. If I might make an observation, I think it shows the necessity of there being in every tutor's house a sort of hospital ward where boys might be put out of the way when they have the measles or any thing of that sort.

9592. That is not the case at Mr. Wolley's?—No, he was in his own room.

9593. There are sick rooms in other houses?—There was not there. There was a double room on the right-hand side going up one of the stairs which would be a capital place for it. I should beg to say I think there ought to be one in every house, because they do not send them up to the sanatorium for that sort of thing. It would have been more comfortable. He was there with the measles in his own room without anything very convenient. If there had been a hospital ward, or whatever they like to call it, for this sort of thing, it would not have occurred.

9594. (*Lord Clarendon.*) Will you have the goodness to tell us what course you took with Mr. Wolley when you determined on not sending your boy back again?—I wrote to Mr. Wolley to say that by the advice of Mr. Stocker, my medical adviser, I should withdraw the boy from Eton.

9595. (*Lord Lyttelton.*) That was about the middle of March 1862?—No; we gave him some time. We did not make up our minds till what would have been the end of the Easter holidays—just before the last summer half. We wanted to give him as much time as possible to see if there was a chance of being able to send him back; but I found there was no chance, and Mr. Stocker advised me to take him away; in fact Mr. Stocker said to me afterwards, "Mr. Powys, you did quite right in taking "your boy away; for if you had not done so, if you "had sent him back again to Eton, I am quite positive you never would have seen him alive again in "this world."

9596. Has he done well since?—He has not been able to do anything except amuse himself. He cannot look into a book.

9597. You have not sent him to any other school?—Ask Mr. Stocker; I have obeyed his orders and have not sent him anywhere.

9598. (*Mr. Vaughan.*) Had you to question him to elicit from him the ill-treatment he had received?—Yes.

9599. Do you know at all to what to attribute his willingness to go back to school?—Because he wanted to be an Eton boy like his father.

9600. And that weighed with him against the effects of any ill-treatment he had received?—He would have put up with it if he could. He did not want to leave Eton; no boy would.

9601. (*Lord Lyttelton.*) What did you do when you determined not to send him back?—I wrote to Mr. Wolley on account of the boy's health, and he wrote to me to say that he had heard a boy had been removed from his house on account of ill-treatment, and he supposed it was my boy.

9602. (*Lord Clarendon.*) In writing to Mr. Wolley to say you would not send your boy back again, you did not say anything about ill-usuage, you merely said on account of ill-health?—I have got the letter, I can bring you the letter; I attributed it certainly to ill-health as the proximate cause of his removal, brought on by the ill-usage.

9603. I only want to know whether Mr. Wolley was made aware by you of the ill-usage?—Yes; because I had complained to Mr. Woolley, and Mr. Wolley had complained to the boys' fathers. He said he heard through the Head Master that a boy had been taken away from his house on account of ill-treatment. I wrote a letter to Mr. Wolley, saying that certainly that was a fact, and there the correspondence closed.

9604. (*Lord Lyttelton.*) You heard nothing more from him?—No.

9605. (*Lord Clarendon.*) And you have no direct means of knowing what course Mr. Wolley took about either discovering who were the boys or what they actually did to your son?—I told him the names of the three boys. He wrote to the father of one, and the father of that one blew his son up handsomely, and the boy never bullied my boy again. I give the boy the credit of that. Then, I wrote to him about the other boys, and he said he would write to their fathers, but it still went on, and since my last letter as to the withdrawal of my son, I have had no more communication with Mr. Wolley, and hope I never shall again.

9606. Should you say, Mr. Stocker, that the state to which young Mr. Powys was reduced was brought about by any moral cause, such as unhappiness at the way at which he was treated, or was it from the physical effects of ill-treatment?—(*Mr. Stocker.*) I should think a great deal was mental; a great deal plainly preyed upon his mind. I should say there had been

something which weighed upon his mind from the change of spirits. He was weak as to body, but there was also an altered countenance.

9607. Like a sensitive boy irritated by a sense of ill-usage?—It struck me so.

9608. (*Lord Lyttelton.*) Perhaps it would not be a good thing for your boy to appear before us?—(*Mr. Powys.*) I should not like him to do it.

(*Mr. Stocker.*) He is very sensitive. He has a private tutor, who rides about with him and looks after his health more than after his instruction. Perhaps he reads an hour or two in the course of the day.

9609. (*Sir S. Northcote.*) Do you think he had been at all overworked in school work; do you think that had anything to do with the state he was in?—(*Mr. Powys.*) No; he was perfectly up to his school work.

9610. (*Lord Lyttelton.*) Was he an ambitious boy?—He would have liked to have been as good an oarsman as his father, perhaps I do not suppose I cared very much about his being a great scholar. He always liked to do his best, and he always got a very good character from his tutor.

9611. (*Sir S. Northcote.*) He did not complain of the work as being too hard?—No. I think, if you will allow me to suggest it, I might bring him to you some day, and you might talk to him, if you will, as the representative of the Royal Commission. It would be too much excitement for him to come here.

9612. (*Lord Lyttelton.*) Was he fond of his games at school?—He wanted to play football and cricket, but they bullied him so.

9613. (*Sir S. Northcote.*) Was he growing very fast?—Not particularly fast. He is growing very fast now.

9614. (*Lord Clarendon.*) Had you seen any evidence, Mr. Stocker, of this nervous sensibility before he went to school?—(*Mr. Stocker.*) No. I should say he was not more nervous than other youths.

9615. There was nothing which would make you anxious about his going to a public school?—Nothing at all.

9616. Or which rendered him unfit for the contingencies there?—No; he might have been a boy who was sensitive in feeling, and might have been very much upset about it.

9617. (*Sir S. Northcote.*) I daresay you have observed that after measles, boys are very seriously deranged in their health for some time?—Yes.

9618. Do you think there was more in this case than would be accounted for by the illness alone?—I think so, and besides that there were the holidays. He had had the midsummer holidays to recruit in.

(*Mr. Powys.*) He was in the Isle of Wight, sailing about with me all the time.

9619. (*Sir S. Northcote.*) Have you known cases, Mr. Stocker, in which the health of a boy for a year or more after he has had the measles has been seriously different from what it was before?—(*Mr. Stocker.*) Yes, decidedly.

9620. From no other cause?—I never heard from my friend Powys he had been so upset with the measles, or that the measles had been of a serious character.—(*Mr. Powys.*) It struck me that the boy was altered on the 4th of June, and my impression was confirmed when he came back for the midsummer holidays.

9621. (*Lord Clarendon.*) Is there anything more you wish to say to us?—(*Mr. Powys.*) I think not, my Lord.

CORRESPONDENCE ON THE FOREGOING EVIDENCE.

THE SECRETARY to REV. C. WOLLEY, ETON COLLEGE.

Public Schools Commission,
SIR, 2, Victoria Street, S.W., 12th May 1863.

I SEND you, by the direction of the Commissioners, a copy of evidence given before them by Mr. Powys Lybbe, and Mr. Stocker, the medical man who attended his son. The Commissioners desire me to inform you that should you wish to make any observations upon this evidence, or any statement in answer to it, they will give you the opportunity of doing so either in writing or *viva voce*, as may be most agreeable to you.

I am, &c.
(Signed) MOUNTAGUE BERNARD.

THE REV. CHAS. WOLLEY to the COMMISSIONERS.

Eton College,
MY LORDS AND GENTLEMEN, 21st May 1863.

KNOWING from what I observed of young Powys's character during his first school-time, that he was a likely boy to meet with annoyance from his school-fellows at a public school, and having found out from his father, in answer to my inquiries, that he did receive such annoyance, I took every means in my power to prevent it.

The only act of bullying which Mr. Lybbe ever specified to me I dealt with as a most serious offence. I repeatedly remonstrated with the other two boys accused, who had done nothing I could punish, and endeavoured through their parents, and through the upper boys in the house, to make them more considerate towards Powys, and I had reason to believe that I had succeeded. I feel sure that a careful examination of the upper boys then in my house would convince you that answers 9579–9590, might convey an unfair impression. I think it due to these boys, who all bore a very high character in the school, to make this remark.

Powys was at Eton for ten months. In several letters written to me during the last three months of this time, Mr. Lybbe made no allusion to any ill-treatment received by his son. He left in March 1862. Between that time and June I had at least three letters from Mr. Lybbe, in none of which he made any allusion to it. In the middle of June 1862, having heard a report that a boy had been obliged to leave my house in consequence of ill-treatment, I wrote to Mr. Lybbe, and was told by him that his son's illness, in the opinion of the medical man, had been caused by ill-treatment received at Eton. In reply I expressed regret that he had not thought proper to inform me of it.

I am, &c.
(Signed) CHARLES WOLLEY.

ETON.

ANALYSIS OF THE EVIDENCE.

[**** The Names of the Witnesses are in Alphabetical Order. The Figures refer to the Numbers of the Questions in the Minutes of Evidence.]

AINGER, ARTHUR CAMPBELL, Esq., page 279.

Was on the foundation of Eton for seven years; is now at Trinity College, Cambridge; was elected a colleger from a private tutor's; 8629–8637. Relations between collegers and oppidans; in the Lower School, not friendly; in the Upper, friendly; 8636–8646. Classical superiority of the collegers admitted by the oppidans; not so in mathematics; examinations confined to collegers; 8647. Newcastle scholarship; boating; 8638–8732. The larger portion of those who get into the college have not been oppidans; 8733–8735. Lodgings in college; diet; fires; 8736–8747. Monitorial system; duties of monitors; punishments inflicted by Sixth Form boys; the system is popular; 8748–8791. Bullying not much practised; 8748–8797. Tutorial system; 8798–8805. Studious habits of collegers; examinations for King's College; studies; 8806–8847. Relations of collegers to Masters; 8848–8850. Modern languages, &c.; 8851–8853. Cricket, play hours; 8854–8868. Shirking; 8867–8874. Considers that the time he passed at Eton was spent advantageously; would wish modern languages to be more attended to; 8875–8877.

BALSTON, Rev. E., M.A., page 96.

Has been Head Master of Eton School since February last; was a Fellow of the College at the time of his election; was previously an Assistant Master for a period of 20 years; 3005–3009. Considers it very advantageous for the Head Master to confer with the Provost and Fellows as to any alteration to be made in the management of the School; does not recollect an instance in which the Provost put his veto on what the Head Master wished to accomplish; the influence exercised over the School by the Provost is very beneficial; the Fellows are liable to be summoned from their livings for College business; anything which the Head Master represents to the College as coming from the body of Masters is listened to with great consideration by the Provost and Fellows; thinks that a man who has reasonable confidence in himself and has the confidence of the parents of the boys in the School would not feel inconveniently fettered or controlled by the influence of the Provost and Fellows; if it was considered necessary to introduce a particular book into the College, he would only have to tell the Provost and it would be done, unless there were very grave reasons against it; 3010–3036, and 3122–3128. New books or new editions of books cannot be introduced without consent of Provost and Fellows; 3037–3041. Does not think the Eton grammar so good as it was before the late Provost made a revision during his Head Mastership from 1834 to 1853; 3052–3062. Other books; 3063–3067, and 3120, 3121. Cases in which the Provost has interfered, the Montem and the Christopher; 3069–3073. Some of the books revised by the Provost were not improved; 3074. Thinks it much better for extract books to be used than for the boys to read the classical authors through, as the extract books are most likely to form a taste in a boy's mind for the classics; 3075–3081. Duty of Provost and Fellows; 3083–3090. Does not consider that a Provost could fulfil his important duties if he had not had some experience in tuition; 3051. Head Master consults Provost before awarding great punishment to a boy on the Foundation; 3092–3101. The connexion of a Fellow with the discipline and affairs of the College must interfere with his parochial duties; 3102–3104, and 3107, 3108. Punishments; 3109–3119. Religious training; the sermons preached in the chapel have an influence on the boys; the pulpit is exclusively reserved for the Provost and Fellows; Head Master is occasionally invited to preach there, but has no right to preach; Dr. Arnold's system and sermons; thinks the result at Eton preferable to the result at Harrow; 3124–3137. Believes that if the Head Master preached oftener it would have a beneficial effect on the boys; he can now preach as often as he wishes; does not think an occasional sermon by an Assistant Master would be of much use, but would not object to it; 3138–3142. Considers that Dr. Arnold had a special power of influencing the boys; sermons should be delivered by those who understand the boys' characters well; Assistant Masters are most closely and constantly in connexion with the boys; 3143–3148. Thinks the privilege of preaching not really desirable; 3149, 3150. Did not wish to preach when he was Assistant Master; 3151. The Fellows should keep up a knowledge of the nature and character of the boys; if the preaching were taken away from the Fellows it would diminish their interest in the School; 3152–3159. There should be a more regular course of chapel service; if all the chapel services were to be choral they would be more attractive; the choral services are conducted as well as those at St. George's; 3160–3168. There are prayers every morning at the boarding houses, but they are conducted in a somewhat irregular manner; 3169–3171. Does not think there is any considerable number of boys who spend Sunday afternoon in drinking at inns and

BALSTON, Rev. E., M.A.—*cont.*

public-houses; 3171–3177. Every boy is required to attend at chapel; if a short choral service in the chapel was performed every morning about 7 it would have a beneficial effect on the boys; 3178–3180. When Dr. Goodford was elected Head Master he declined to take the oath by which the Head Master is forbidden to claim anything for the instruction of the scholars, and followed the same course in witness's case; 3181. Authority for the variation; 3182, 3183. It would be useless to offer College livings to Assistant Masters; few men now offer themselves for Fellowships although the Fellows have livings as well; the position of an Eton Master is so much better in all respects, that in 9 cases out of 10 the offer of a living would not be taken; the work of a Master is very difficult especially at first, and if a living were offered to a young Master he would probably take it, and the School would perhaps lose the services of one who would have been a valuable Master; 3184–3187. Does not think it would be a good plan to annex one of the Fellowships to a Professorship; taking away the Fellowships would diminish the attractions of the School in the eyes of the best men, who would otherwise come from the Universities to get Assistant Masterships; 3189, 3190. Does not think that any of the Fellowships could be made more directly useful to the School; 3191–3196. When a Fellow is elected he does not consider himself bound to have anything to do with the teaching of the School except preaching; he attends chapel twice a day when he lives near; the Masters do not want Fellowships for emoluments; the boys would miss the Fellowships if they were abolished; 3197–3207. Cannot state what his own emoluments are; 3208, 3209. Considers that it would be better to make the "leaving presents" a regular charge; 3210–3212. Considers that what the boys pay is quite enough; 3213, 3214. Dr. Goodford reports the annual payments to Head Master from the College at 215*l.*, other advantages 160*l.*, and house rent free; has not considered whether those emoluments are sufficient; 3215–3219. Stipend of Masters; the oppidans seem to pay part of the expenses of the education of the collegers; 3220–3227. Statutable position of Head Master in reference to his payment; the present system of payments perfectly fair and equitable; cost of education, salaries of Masters, &c.; 3228–3249. Selection of Eton men as Classical Masters vindicated; 3250–3268. Considers that Eton is one of the most progressive schools in the country; 3269, 3270. Tutorial system; a tutor stands *in loco parentis* to the boys under his charge; work of teachers; general organization of School; 3271–3332, and 3386–3395. Monitorial system; much modified at Eton; the success of the system implies a superior moral condition in the School; 3333–3351. Tutors' work; 3353, 3354. Influence of Master on boy's character; 3355–3359. Power of an upper over a lower boy; 3360–3362. Relations existing between pupils and tutors; influence of Master and influence of private tutor; 3363–3368. Habits of Etonians; 3369–3371. Boarding houses, number of boarders, &c., &c.; 3372–3382. The Masters find it to be an advantage to know the character and disposition of the boys in his class; the tutor is also of more use to the Master for the same reason; 3383–3385. Councils of Head and Assistant Masters; the Head Master brings forward a scheme for the benefit of the School that had been proposed by an Assistant Master; no periodical meetings; the Head Master from want of time is unable to hold long consultations; 3386–3405. Thinks that there are a sufficient number of Masters at Eton; proportion of Masters to boys; it would be of assistance to the Head Master to have assistance in looking over the examination papers; 3406–3413. It is the custom to call in extra assistants from May to the end of July; 3414–3416. If a number of boys were taken away from a division to form a class for an extra Assistant Master, the effective power of that division would be taken away; 3417–3419. School discipline and studies; respect shown to Classical and Mathematical Masters out of School; 3420–3449. Local status of Mathematical and Classical Masters; if a boy had as much work to do with the Mathematical Master as with the Classical Master the former would have just as much influence over him; 3450–3492. Mathematical Masters' salary higher than Classical Masters; stipends of Mathematical Masters, other emoluments, &c.; 3493–3507. French Masters; present French Master has 77 pupils out of 840 boys at Eton; French not recognized as being of much importance at Eton; 3508–3547. School details; modern languages, scientific lectures; 3548–3600. Almanack and time-table; 3601–3604. Expenses of boat fetes; 3605–3612. Dress, &c.; 3613–3618. Drill; 3619–3924. Punishments and rewards; 3625–3632. Eton system; 3633–3643. An immense majority of boys receive private tuition; Lower School boys receive it in some cases; 3644–3647.

BATCHELDOR, T., Esq., Registrar. (*See* Goodford, Rev. C. O., page 1 *et seq.*)

BORINGDON, Viscount, page 251.

Was at Eton five years; is now at Balliol; 7484–7487. Relations existing between collegers and oppidans; collegers do not object to wearing the gown; 7488–7520. Power of Sixth Form boys to inflict punishment; morals; bullying; fagging; the system of fagging is popular at Eton; 7521–7569. Diet; 7570–7579. Mode of spending Sunday; 7580–7598. Saints' days; 7599–7605. Sermons; 7606–7612. Confirmation; Holy Communion; 7613–7621. Religious instruction; 7622–7635. Relations between boys and their tutors; private work; school studies; prizes; 7622–7772. Respect paid to Masters; 7773–7794. Modern languages; 7795–7821. Lectures on natural science; 7822–7832. Private reading; 7833–7835. Libraries; debating society; books read by boys; poets; 7836–7866. Some tutors give prizes to be written for in the holidays; working hours; playing hours; games; boating expenses; relations between boaters and cricketers; 7867–7901; thinks more Latin prose should be done, and also more translation from English into Greek and Latin; modern languages are not more esteemed at Oxford than at Eton; does not consider the teaching of mathematics effectual; modern languages might be taught in such a manner as to leave classics the basis of education; 7902–7931. Thinks that there should be a Master to 30 boys; does not think it would injure the School to enlarge it and increase the number of scholars; 7932–7936.

BROWNING, OSCAR, Esq., B.A., page 176.

Has been a Classical Master at Eton rather more than two years; was on the foundation, and is a Fellow of King's College; 5123–5127. Thinks the chapel services are unsatisfactory; the boys regard the chapel on week days as so much time deducted from play; 5128–5134. Would like to see a short choral service among the boys themselves daily after breakfast; 5135, 5136. Thinks the preaching by the Fellows unsatisfactory; 5137, 5138. The Head Master rarely preaches; 5139. Formerly the sermons of the Head Master produced great effect; 5140, 5141. Assistant Masters never preached; thinks sermons from them would have a good effect both on the pupils and themselves; 5142–5144. In the upper part of the School there is little inducement for an oppidan to work; a boy has no chance of becoming one of the leaders of the School by work or intellectual distinction; 5145–5147 and 5154. The Newcastle scholarship has of late years been monopolized by the collegers; there has been improvement among the collegers rather than deterioration among the oppidans; since the School work was increased there is not so much classical reading among the oppidans; 5148, 5149. There is less interest in securing the Newcastle than in being in the eight or in the eleven; 5150–5153. In the lower part of the School the oppidans and collegers go on pretty equally; it is in the upper forms that the oppidans fall off; 5155. Latin verse a great object of cultivation at Eton; a prize is given for the best verses every half year; 5156–5158. Prefers the University plan of giving out a subject for competition and awarding a great prize for the best poem; 5159, 5160. Thinks the oppidans might be stimulated into activity by founding School exhibitions; 5161–5164. There is little private reading of any kind at Eton; 5165. The debating society exercises little influence in inducing boys to read up subjects for debate; 5166–5175. Is in favour of abolishing the gown; 5176–5178. The collegers keep away from the oppidans more than the oppidans from the collegers; 5178. Thinks the inferiority of the oppidans arises from their coming to school badly prepared in comparison with the collegers; oppidans merely have a pass examination for entrance; among the collegers there is a competitive examination; 5179–5187. The Masters are greatly overworked; the Masters are occupied 9 or 10 hours a day; 5188–5192. Describes a remedy; 5193. Thinks there are not enough Masters; does not see the good of "construing;" 5193–5213. Recognizes the importance of modern languages and history, and sees no insurmountable difficulty in introducing them; 5214–5216. A French Master cannot keep up discipline; does not see how French Assistants could take exactly the same position as the Classical Masters; suggestions on the subject; 5217–5241. Questions as to the Viceroy system (described in the evidence of the Rev. E. Coleridge, page 123, qs. 3757–3759), witness expresses his approval of the suggestion. Public-houses visited by the boys, especially on Sundays, but not so much as formerly; there is not much drunkenness; collegers seldom go to the public-houses; if the public-houses were prohibited there would be much less drinking; 5243–5266. At football beer is fetched by a man in a can and handed round to the boys; 5267–5269. Of his 40 pupils six are collegers; all pay him 20 guineas; the money is sent by the dames; if 10 guineas were sent he should inquire the reason; 5270–5280.

CARTER, Rev. W. A., M.A., page 206.

Has been Lower Master of Eton College for six years, and was previously Assistant Master 21 years; 5864–5866. Considers that boys are better trained in the Lower School than at preparatory schools; 5867, 5868. There are boys at Eton as young as 7; Mr. Hawtrey's house is for the accommodation of these younger boys; 5869. Mr. Geo. Dupuis formerly kept a Lower School house; 5870. Tutors' houses; 5871–5884. No limit as to the time a boy can remain in the Lower School; 5885. A boy must know Greek before he enters the Fourth Form;

CARTER, Rev. W. A., M.A.—*cont.*

5886. Advancement of boys in School; 5887–5889. Their studies; 5890–5907. All lessons prepared in the pupil room; grammar is learned in the presence of the tutor; 5908–5912. Wishes to extend the Lower School; 5913. Boys who come from the Lower School are generally more tractable and manageable than those who come prepared from other schools; 5915. Some years ago a difficulty was experienced in filling the Lower School houses; now the difficulty is to find a vacancy; 5917. Comfort of the boys, games, &c.; 5918–5926. Account of salaries and emoluments; 5927–5938. The average number of boys in the Lower School is 120; there are five Masters; 5939. There is a larger proportion of Masters in the Lower than in the Upper School; boys in the Lower School require more individual teaching than those in the Upper School; a good Master would find no more difficulty in teaching 40 than 30 or 20 boys; 5940–5950, and 5972–5989. Time given in lessons; 5951–5962. Will endeavour to get a Mathematical Master who will instruct all the Lower School in mathematics; 5963. Besides the four Masters there are seven teachers for writing, arithmetic, and dictation; wishes the mathematical work to be carried on in just the same manner as the classical; 5964–5971. Method of teaching and hearing construing; 5990–6008. Appoints the Assistant Masters in the Lower School from men who have taken degrees at the University but who have been educated at Eton; 6009–6016. The average number of Masters arriving at Eton per annum is two; 6020–6022. Argues in favour of confining the appointment of Eton Masters to Eton men; 6015–6029, and 6050–6058. Drinking on Sunday afternoons at the Tap and the Christopher; does not think it is carried on to a large extent; does not consider the monitorial system would tend to put a stop to the Sunday afternoon drinking; a boy would be punished if seen coming out of the Tap or the Christopher; 6030–6041. Has known boys come to Eton who are said to be able to read Sophocles, and yet do not know a verb; 6042. All the Classical Masters are Eton scholars; the Mathematical are not generally inferior to the Classical Masters in intellectual attainments; no Classical Master would be selected for the Upper School who had not taken high honours; 6043–6048. The Eton boys are the same in their amusements and habits as they were 30 years ago; 6049. Lower Master not allowed to take out-door pupils; rate of charge, and explanation of its being higher than those of Assistant Masters; the *school expenses* are the same in the Upper and Lower Schools; 6059–6068, and *see* 6115–6122. Charges in the Mathematical School; 6069–6071. No French is taught compulsorily in the Lower School; some learn French and German extra, and go in for the Albert prize; 6072–6074. The Lower School do no private business; 6075, 6076. In summer boys work almost without intermission—except changing classes, meals, &c.—from 7 in the morning till 6 at night; recreation, &c.; 6077–6086. Diet; 6087–6092. Does not consider it a bad plan to mix the boys of different ages; limits of age in the Upper and Lower Schools; 6093–6098. Many of the preparatory schools send up boys who are very ignorant in grammar; 6099–6103. Studies; 6123–6154. Communications from Lower Master to the Provost are made direct, except in the case of appointing assistants; the Head Master's sanction must be obtained in order to elect an Assistant Master in the Lower School; thinks the relations existing between the Lower Master and the Provost are very wholesome, and would be sorry to see them entirely broken; the interference of the Provost in minute things is not desirable, but a check on the Masters is useful; Dr. Hawtrey broke up the entire system of the College in the time of Provost Goodall; the right of interference in minute points is very little exercised; 6155–6165. A new Latin grammar is being prepared; thinks Dr. Kennedy's is the best Latin grammar; thinks that Provost Hawtrey would not consent to the introduction of Dr. Kennedy's books; 6166–6172. Has no special system of consulting his Assistants; 6173, 6174. Arithmetic has one-fifth of the time devoted to it that classics have; 6175. Does not think too much time is devoted to construing; 6176–6179. All exercises are looked over double; this tends to improve them; 6180–6186. The work of the Fifth Form wants revising; since the introduction of Greek play the boys have been much more interested; the lower part of the Fifth Form have not enough work; would wish the Greek play to extend over the whole Form; 6187–6198. The Lower School do not go to the College chapel; they have a service at the same time in a smaller chapel; they go to the parish church of Eton on Sunday; they attend church on holidays and half-holidays just the same as in the Upper School; 6199–6202. Prepares the boys living in his house for confirmation; 6203, 6204. Religious instruction; 6205–6216. Each boy in Mr. Hawtrey's house had a single room; 6217. Private prayers; 6215–6222. The Sunday is properly observed; 6223. Punishments, impositions, corporal punishments; punishments were of much more frequent occurrence 10 or 20 years ago than now; 6224–6239. Instruction in French by Assistant Master; 6240–6243. Tutorial instruction in French; a *bonâ fide* attempt to teach French properly at Eton has not been made; 6244–6254, 6258–6260. Leaving presents; the Lower Master receives no presents from boys going out of the Lower School; the Lower Master does not receive presents like the Head Master, but only as a tutor; 6255–6257.

COLERIDGE, Right Hon. Sir JOHN TAYLOR, page 187.

In a public school system education and instruction should be distinguished; the best teaching is that of the classical languages; absolute necessity of carrying on concurrently a con-

ETON.

COLERIDGE, Rt. Hon. Sir J. T.—*cont.*

siderable amount of special instruction; regards natural history, mathematics, and so on as essential; would add French or German, and some amount of music and drawing. Would not try at Eton to make a perfect soldier or a perfect doctor, or anything of the kind, but would bring the boy's mind into such a state that he should be more ready to embrace the more perfect knowledge which would be given to him afterwards. Would make scholarship as perfect as possible, and carry on those other collateral branches of education by economy of time in the mode of teaching. Would diminish the number of boys in classes, also what is called "construing," and have a second "play" class taken by the Lower Master. Describes "play." Would make the rewards extend to accurate and elegant construing as well as composition; 5418–5420. Regards "derivations" as a waste of time. Believes classical work at Eton is more diffused than formerly, and that it is carried higher and embraces a larger range of books, but doubts whether the best boys are better scholars; thinks that they do not write as good Latin verses as formerly; but they now write Greek iambics, which formerly were nearly omitted; thinks there is hardly any limit to what a boy can acquire concurrently in the shape of languages; does not think too much can be imposed on the mind if care be taken not to impose too much on the body; 5421–5459. Sees no objection to a matriculation examination for public schools which should require a knowledge of French; 5460, 5461. Independently of the professional advantage of collateral branches of knowledge, they might be made material as part of general education and training; he would make the learning of the rudiments of those branches compulsory and not discretional; in the Universities the selection of different branches of special education would be made; regards classics as indispensable, and thinks time might be found for the other subjects of teaching; 5462–5468. Thinks advantage would arise from boys remaining longer in the Lower School; 5469–5471. Would have music and drawing taught; status of mathematical and other teachers; Pestalozzi's teaching; 5472–5479. An additional number of Masters might be necessary if his suggestions were carried out; the Assistant Masters might form a sort of council of education; 5480–5485, and 5506–5508. The Masters have more to do than they ought to have; how this may be partially alleviated; 5487. Has no idea of a Master having a vested interest in a greater number of private pupils than has been determined to be proper; 5488, 5489. A reasonable remuneration for an Assistant Master would be what he could be obtained for; 5491–5493. Expense of adopting his suggestions; 5493–5504. School management; appointment of assistants; relation between them and Head Master; expresses his opinion of the Viceroy system (described in the evidence of the Rev. E. Coleridge, page 123, qs. 3757–3759); 5505–5517. Prefers Eton men for Upper and Lower Masters and Provost, if perfectly competent; if not, he would enlarge the field of choice; 5518–5525. The subject pursued; 5531–5535. The systematic election of Provost is with the Crown, by a *congé d'élire*, but there is no penalty for disobedience; prefers that the Crown should appoint, and thinks the Provost should be a clergyman; 5526–5530. Thinks an Eton boy stands as well accomplished and mentally trained as the boys from any other school, though he is aware that the Eton boys do not always carry off scholarships at the Universities, or succeed as well in the competition for the civil service and the military; 5536, 5537. The statement of the Dean of Christchurch, that though the matriculation test is of a very moderate kind, and was applied with great tenderness, 9 or 10 Eton boys out of 21 were rejected, applies to boys of the higher classes of society, who are often the least educated in the School, and would not be said of the foundation; 5538–5540. Would form a fund by suppressing two or three fellowships, and offer 50*l.* exhibitions for oppidans, and thus incite them to re-appear as competitors for the "Newcastle" scholarship, from the race for which they have almost disappeared; oppidans and collegers; 5541–5554. Would like to see a matriculation examination at Eton, as he thinks that grammar is very unsatisfactorily taught in many proprietary schools; 5555, 5556. Thinks grammar and composition are not sufficiently attended to at Eton; 5556–5559. The Fellows have little or nothing to do with the School; the Provost has a great deal; and there seems to be no objection to it; 5560–5566. Would like to see the College reduced to the Provost and four Fellows, the Provost and one Fellow at least to be always resident during school time, to give a general superintendence, to be at hand for consultation by the Head Master, and to be efficient examiners of the School; would have every boy in the School examined in the half year; would set aside 100*l.* a year for perfecting the College library, and appoint a salaried sub-librarian, and the residue he would devote to the foundation of 50*l.* exhibitions for oppidans only and he would give every boy who got an exhibition an honorary reward in books besides the money; 5567–5571. How this should be carried out, and the probable result; 5571–5594. Approves of the proposed increase of scholars from 70 to 100 *per se*, but would rather devote the funds to the oppidans in the way suggested; 5595–5601. Emoluments of the Fellows; College livings; residence; 5602–5907. Non-observance of statutes; knows of no dispensing power; oaths; 5608–5613. Eton property and mode of dealing with it; 5614–5616. Preaching in the chapel and attendance there; 5617–5619. The provostship; opinion concerning it; 5620–5622.

COLERIDGE, Rev. EDWARD, M.A., page 117.

Has been a Fellow of Eton College a little more than five years, and was Assistant and Lower Master 32 years previously; 3648–3651. Thinks the relations between the College and the School excellent; but it must be borne in mind that the College exercises a comparatively small influence over the oppidan part of the School, that being entirely in the hands of the Provost, and always ruled by the Provost exclusively through the Head Master; 3652. The exercise of the influence of the Provost, though rare, has been for the most part extremely beneficial; his view confirmed by his experience in the School during the time of Dr. Keate and Dr. Hawtrey, and a part of the time of Dr. Goodford; a sweeping reform by Dr. Hawtrey, on becoming Head Master, was accepted in its entirety by Dr. Goodall, the then Provost; 3653–3658. In an important movement the Provost would consult the Fellows; in all matters affecting the collegers, neither the Provost nor Head Master could move without the Fellows; restricted also from inflicting punishment on his own authority in some cases, 3659–3667. Believes there are passages in the statutes which prohibit the Provost from acting except in council with the Fellows; 3668–3671. The *Liber originalis* is in the muniment room; but there are examined copies in the library accessible to the scholars; 3672–3677. Has just been presented to a College living; previously had always been resident, and should still be there as often as College business requires; Fellows are bound by the statutes to be resident three months, but are practically resident a longer period; 3678–3685. The Fellows preach to the boys every Sunday; he doubts the propriety of throwing the pulpit open to the Assistant Masters, but regrets that the Master of the Lower School is not authorized to preach a little practical sermon every Sunday; 3686–3696. Any attempt to introduce the professorial system at Eton would be the destruction of the School; 3697, 3698. Explains his objections to the proposed change; 3699–3717. Thinks more subjects have been introduced into School than can be properly taught, and that the classics are not taught so well as formerly; 3718, 3719. Proposes a remedy for existing evil in case of boys having remarkable talents for the acquisition of mathematical and little for classical knowledge, and *vice versâ*; 3720–3723. Would also encourage a genius for physical science, and ability in music and modern languages, but to teach all these subjects at Eton would be to change it from a School to a University; 3724–3734. Modern languages, history, and other things might be taught at home, and then classics could be taught more effectually at Eton; thinks German and Italian might be taught at Eton in class; but agrees with Dr. Hawtrey as to the great difficulty there would be in teaching French at Eton in class; 3735–3745. English literature much neglected at Eton of late; 3748–3756. General suggestions with reference to this School; thinks school books should be without notes; that passages for translation into verse are selected without reference to fitness, and that this showed bad results in the last election for the Newcastle scholarship, both with regard to the oppidans and the collegers; thinks there is too much examination of the boys, and too much work for the Head Masters; what is really wanted in the Upper School at Eton is three or four Viceroys under the Head Master; describes the operation of the system which he would like to see introduced; 3751–3759 and 3761, 3762. Thinks the collegers ought to pay nothing for their maintenance; but would regret anything like a pauper character being given to the Colleges; 3758. They would rue the day when the gowns were taken off. Would also have trencher caps worn; 3759–3761. Thinks Assistant Masters are appointed too young, and proposes a mode of remedying the resulting mischief; 3761–3764. Attaches great importance to restricting the choice of Masters to Eton men, and would break down all distinctions between the collegers and oppidans; wishes half the Masters in the School were oppidans; 3765. Believes that without abandoning its classical basis Eton might be made available for preparing every boy for any department in life he might be subsequently called on to fill; the suggestion further elucidated; 3765–3772. For seven years no oppidan has obtained the Newcastle scholarship; the preliminary examination for the oppidans insufficient; the Head Master overworked; remedy suggested; 3773–3779.

DUPUIS, Rev. G. J., M.A., Bursar (*see* GOODFORD, Rev. C. O.), page 1, *et seq.*

DURNFORD, Rev. FRANCIS E., page 126.

Has been Assistant Master of Eton for 23 years; 3780, 3781. Thinks the relations existing between the Provost and Head Master are of a healthy character; does not consider that the Provost and Fellows have ever unduly interfered or thwarted any wish of the Head Master; 3782–3787. The Head Master always consults the Assistant Masters as to any change he proposes to make in the government of the School, as to books, &c. &c.; the meetings of Head and Assistant Masters are not at stated periods; they meet every school time; the meetings do not generally last more than five minutes, but they are held generally three times a day; no objection is ever made to bringing forward any suggestion for the advantage of the School; 3788–3792. The knowledge which the boys have of the relation that exists between the Provost and the Head Master as far as relates to the discipline and education of the School does not affect the Head Master's authority; 3793–3797. The whole system at Eton consists in deputing authority from master to master and from boy to boy; the boys would not have so much respect for the captain as they would for the Master; 3798–3800. In the Fifth Form, French has been introduced as a voluntary element for examination; it

DURNFORD, Rev. F. E.—*cont.*

does not form part of the ordinary curriculum of the School; it was introduced by the late Provost, who suggested it to the late Head Master, Dr. Goodford; about half the boys take up French; 3801–3806. As to number of boys who learn French, has 20 in his own division; 3807, 3808. There is one French Master and one Assistant at Eton; French is not attended to nearly so much as the classics and mathematics; does not think the study of modern languages is desirable; it would be impossible to introduce more work; he would not like to introduce foreigners to the School; thinks they would not obtain the respect of the boys, and parents would not like their children to be taught foreign languages by Englishmen; 3809–3811. The classics at Eton are not what they ought to be; 3812. The average scholarship of Eton is better than formerly; Latin scholarship has rather fallen off, Greek improved; it is common for a boy in the lower part of the School to bring up Greek iambics; boys who come to Eton are not well prepared; generally they come between the ages of 12 and 14; 3813–3818. Boys are only tried in the Latin and Greek grammars when they first come; those from private schools are not generally fit to be placed in the Upper School; 3819–3822. Ten out of 50 boys would fail in getting into the Upper School; nature of the examination for the Upper School; 3823–3829. Boys come out of the Lower School exceedingly well prepared; 3830. Boys who come from the Lower School take higher places than those who come from private schools; 3831. Each boy takes three mathematical lessons per week; there are eight Mathematical Masters; does not think three French Masters would be sufficient for the School; each boy pays 10 guineas a year for French, three lessons per week; French Masters are not allowed to take private pupils; would not object to a German Master taking private pupils; 3832–3844. Parents generally consult with the Eton tutors as to where they should send their sons to be prepared for Eton; 3845. Nearly every tutor has a school which he recommends; 3846–3848. Some few boys come to Eton direct from home; 3849–3852. Since the time Mr. Coleridge became the Master of the Lower School it has gone on improving; where the Head Master works the assistants work; it is four years since he took the position; he had a remarkable power of teaching; the boys who came from him generally did well; 3853–3863. Considers the proper age for a boy to come to Eton is 11½ or 12 years; 3864. Great improvement has lately been made as to the comfort of the boys; the upper and lower boys are now quite separate; Mr. John Hawtrey's house is occupied almost exclusively by Lower School boys; does not think Eton the best place for boys so young as 9 or 10; little boys require a different arrangement of the boarding house; thinks it best for boys to come to Eton prepared to go into the Upper School; boys may come to Eton at five years of age; 3865–3881. Opinion as to age for Upper and Lower Schools; mixture of ages; 3882–3894. Some clever boys come to Eton who are backward through neglect; these rapidly make up for lost time; the tutorial system is very advantageous; a boy's tutor stands *in loco parentis;* 3895–3905. Each boy construes his lesson in class; gives his Fourth Form boys 27 hours' instruction per week, Fifth Form 10 hours, Sixth Form five hours, in all 42 hours per week, or seven hours' schooling each day; all boys who board in house considered as private pupils; 3905–3910. Each private boarder pays 120*l.* per year, of which 20*l.* is for private tuition; 3911–3915. Has 35 pupils in the house and 25 out; of the 25 out, 10 pay 10 guineas per annum, and 15 pay 20 guineas per annum for tuition; no difference is made as to the teaching of these; the remission is in consequence of comparative poverty; 3916–3923. School expense and details of instruction; 3924–3934. Fifth Form instruction; 3935–3945. The same system as to private tuition, charges, and instruction is used by all the tutors; 3946–3950. Allows himself 1½ hours per diem for exercise, and is at work all the rest of the time; 3951, 3952. Writes occasionally to parents; 3953–3958. Does not give prizes for private business; thinks if a boy works well he ought to have his holidays; the Upper School boys have holiday tasks; the Lower School boys do not have regularly authorized holiday tasks; 3953–3963. In private business the boys are classed according to their position in the School; 3966. The boys are arranged in sets according to their proficiency and read different books; private work; 3964–3999. Religious instruction, 4000–4009. Sermons, 4010–4013 and 4023–4027. As to attending chapel on the holidays, thinks it good as a matter of discipline; would like to have a choral service every morning, but thinks there would be a difficulty as to time; boys have family prayers in the tutor's house; 4014–4016. Dames' houses, 4017, 4018; and prayers there, 4019–4022. Would not interfere with the existing arrangements as to preaching; 4023–4027. Asked as to the Viceroy system (described in Mr. Coleridge's evidence, qs. 3757–3759), witness does not see the advantage of the proposed change; 4028–4034. Alteration in the calendar; 4035–4038. Occasions on which holidays are given, 4039–4045. More private business in the School than there would be if there were fewer holidays; 4046–4048.

EVANS, W., Esq., page 260.

Keeps a boarding house at Eton; has done so since 1837; it is a dame's house; charges 80 guineas per annum, which charge does not include the tuition fee; has 46 boys in his house; stands *in loco parentis* to them; 7938–7957. Moral superintendence and influence; discipline; 7958–7967. Expenses, rent, &c. detailed; dames' houses and tutors' houses;

EVANS, W., Esq.—*cont.*

goodwill of latter sold; three of the Mathematical Masters have houses at present; 7958–8023. A great change has taken place in the morale of the School; improved during the last 16 years; thinks the charges in dames' houses might be raised; 8024–8079. Drawing; was Drawing Master for 30 years; library; does not think the physical energy of the Eton boys has degenerated; 8080–8093.

GOODFORD, Rev. C. O., D.D., Provost. There were examined at the same time DUPUIS, Rev. G. J., M.A., Bursar; and BATCHELDOR, T., Esq., Registrar, page 1.

Has been Provost of Eton College since the 14th February; was previously Head Master for nine years. *Mr. Dupuis:*—I have been Bursar five years. *Mr. Batcheldor:*—I am Registrar; 1–7. The property of Eton College is held in trust by the Provost and College; it was conveyed to them by charter of Henry VI. in fee; they possess every kind of leasing powers; the only property held in trust for the College that is not held by the College consists of the exhibition funds. Refers to charters; 8–11. The property is administered according to the directions of statute XIII.; leases have been granted for terms of years, and the rents carried to the College account at the banker's, and accounted for by the Bursar at the annual audit by the whole College; 12–17. Except in one or two instances, the extreme leases are 10 years for tithes, 20 for land, 21 for house, but the College take advantage of the statute of Elizabeth, and let houses with less than 10 acres of land for 40 years; 18. Details are given by the witnesses as to public statutes regarding leasing powers and the practice of the College as to leases of their property; 19–46. Occasionally the Provost makes progresses over the College estates to ascertain their condition; these progresses have long been in desuetude; they were revived by the Provost 20 years ago, but have not been regularly continued; as Bursar, witness has gone to almost all the estates; the Provost is particularly charged by the statutes with the superintendence of the property; 53–59. There is no archive in which there is a record of foregifts; 60. But doubtless they have always been accounted for; 100, *et sup.* Visiting the property must be advantageous; 61–63. System of fines not advantageous; 69, 70. It would be better that College estates should be managed as the property of a private gentleman; but there are difficulties in the way of accomplishing this short of a long period of years; Eton College has property in 22 counties; 71. The College has commenced letting leases run out, and declining to renew; 73. This will greatly increase the value of the property; 90, and 1581–1588. Does not think the system of levying fines contrary to the statutes; 91. The reserved rents are reserved by lease, but regulated by statute; 95. Old law as to fines; 107. Fines have been divided immemorially between the Provost and Fellows; and never accounted for in the audit; 108–123. It is clear that fines have been taken here and in other religious houses from an early period, although there is no record of them; 124 *et seq.* Fines must be added to the rent to get the "true annual value" of the property named in the statutes; but the fines have never been brought into account; 146–160. Divided among the Provost and Fellows, the Provost taking two shares; 172–174. If the leases were all to run out the College property might be increased from 20,000*l.* to 30,000*l.* a year; in some of the cases where the leases have run out no applications were made for renewal; in others the College refused to renew; 180–191. Explanation given of the "increased annual expenditure;" more plentiful supply of food, new buildings, attendants, &c., including also Assistant Master, in College; 192–198. In 1780 Dr. Godolphin left 4,000*l.* to the College for the purpose of improving the food of the boys, but the College borrowed the money and accumulated the fund; 199–206. It now amounts to 8,000*l.*; 256. It was borrowed for improvements; 265, 207–218. The interest of the Godolphin fund now applied to the improvement of the diet; 267. The witnesses gave details of the building of a new wing and St. John's Church, and the construction of sewerage and a cemetery; to meet expense of buildings the College had to borrow money; 219–243. Assistant Masters' houses; 244 *et seq.* The rents and rack-rents amounted in 1860 to 10,807*l.* 15*s.* 5½*d.*; the Provost and Fellows get no benefit from the recent improvement in the rentals; 272. 1,298*l.* is about the average amount expended in repairs; 274. Details as to *dieta;* 275–298. As to *liberatura;* 299 *et seq.* According to the statutes, the boys were to have "*omnia alia et singula quæ ad vestitum pertinent;*" it is difficult to say whether that includes other clothing than the gown; 303 *et seq.* They were to have clothing; the boys have single rooms and other comforts, probably as a set-off for the clothing provided for by the statutes, and which they do not receive; 311–317.

Letters subsequently received from Mr. Batcheldor give details of the *dieta in pecuniis, stipendia, remunerationes officiariorum,* and improvements mentioned in this day's evidence; page 63–65.

Further examined, in conjunction with the Rev. JOHN WILDER, M.A., one of the Senior Fellows of the College, who had been a Fellow for 22 years.

Under the statutes an allowance is made to the Provost and Fellows for gowns; they derive no benefit from the provision; the Bursars receive 3*l.* 7*s.* 8*d.* for azure; the other Fellows did not, nor did the Provost; 322–327. The advantages received by the scholars by way of set-off date back about 18 years; not all of them, but the first 50,

ETON.

Goodford, Rev. C. O.—*cont.*

people would look for a different style of accommodation now as compared with that which was afforded 200 years ago. Do not think the alterations more in favour of the Fellows than of the scholars; 335–351. The original statutes required the *Magister informator* to instruct the scholars in grammar and music gratuitously; now the tutors are paid, not the Head Master; 352–357. The teaching is far beyond what is required by the statutes; this is considered as a set-off against non-compliance with the statutes in other respects, 353–364. The separate bed-rooms, with regard to about 20 of the boys, are a recent alteration within the last two years; 365, 366. The provision goes beyond what is required; 375. The boys have four meals, breakfast, dinner, tea, and supper, and in the summer an extra allowance of bread and beer in the afternoon. Arrangements have also been made by which the boys can take their breakfasts and teas more conveniently than before; formerly the parents had to hire rooms at considerable expense; the expense of the collegers was very little below that of the oppidans; now the difference would be about 100*l.* a year, 367–386. Fagging has much diminished of late, and the consequent extra expense for servants is partly defrayed out of the *5l. 5s.* which is paid for each boy to the Assistant Master; but there are the wages of three male servants, a matron and extra female servants, various items of grocery, butter, milk, &c., which in 1860 amounted to 276*l.* 18*s.* 4*d.*; 388–404; and likewise the Assistant Master's salary, 220*l.*; 408–412. Amount of the Provost's stipend. The Provost was allowed by the founder to hold as many ecclesiastical benefices as he could get. There were other payments to the Provost and an allowance for servants; 416–426, 433–436. Believed that the *stipendia* of the Fellows was fixed by the statutes at 10*l.*, and that the actual sum paid was 52*l.*; 427 *et seq.* The rest of the *stipendia* are all for statutable servants. The *distributiones* were regular annual payments. The *remunerationes* were ancient payments contemplated by the statutes; 441–449. There was a Registrar, not contemplated by the statutes who performed the duties of the notary public, contemplated by the statutes but not appointed; 441–456. Minor College payments, 457–495; *focalia*, the charge is much higher of late; the new warming apparatus works satisfactorily. The total allowances of fuel to the Provost and Fellows is about 59*l.*; 496–535. The *stabulum* is an ancient payment, 66*l.* 0*s.* 8*d.* There is a great deal of carting; and we save money by keeping a horse and cart instead of hiring; in former times there were 10 horses; 536–540. Rates; 542, 543. Insurance against fire; 544–560. College altogether is insured for 23,200*l.*; 556. Cost of repairs; 563–576. Chapel window; 577–579. Subscriptions to charities; 580. Wine for the election; 585. Teaching choristers; 586–591. The charge of *5l. 5s.* for charity children attending the chapel explained. The College have had a joint choir with St. George's Windsor for at least three centuries; 592–605. Education of the choristers is in the hands of the Windsor Chapter; an inferior class; entitled to be taught Latin, and if of promise to the higher College education; 606–630. Various items in the accounts explained; 631–653. Improvements in the College described; 654–662. The contract for the new buildings will be from 16,000*l.* to 20,000*l.*, of which from 7,000*l.* to 8,000*l.* has been contributed by subscription, and the College is responsible for the remainder, 663–671. All the houses at Eton belonging to the College are let to persons belonging to the Colleges; when more than one application for any particular house, preference is given to the Classical Masters; 672–681. College has no control over the dames' houses; some of them do not belong to the College; 682–684. If a dame's house became vacant, a Mathematical Master, if he wanted it, would have it; 687–700. Some of the houses are on lease; last year a lease ran out, and probably all will be made to run out; some of the leases were granted on payment of a fine; 701–708. The new houses are at rack-rent; 709. Evidence as to presentations to College benefices; 721 *et seq.* When a living becomes vacant, it is offered to the Provost and Fellows; 723. If refused by them, the presentation is in the hands of the Provost or one of the Fellows in turn; 724–729. A conduct, or chaplain, after eight years' service, is entitled to a living; 730–740, 747. The Fellows were restrained by the statutes from holding livings; but they got this set aside by dispensation in the time of Elizabeth; although the statutes expressly forbid dispensation, the right of the College to accept it has been brought before the Visitor, and it was decided in the affirmative after legal argument; 748–767. Difference between the original and the present constitution of the College described; 768 *et seq.* Number of Fellows reduced in consequence of the seizure of a portion of the revenues by Edward IV.; 771, 772. Same as to Chaplain; 773, 774. Provost to be elected by the Fellows; 783–785. Interference of the Crown a usurpation; 786 *et seq.* Dr. Hawtrey, *e.g.*, was elected by the Fellows; 787–810. Instances of Crown interference; 823 *et seq.* It is prescribed that the statutes be read three times a year; they are not so read; 813–816. Portions are read annually; half of the statutes are obsolete; 818, 819. The *Liber originalis* is in the muniment room, but there are accessible copies in the library; 820–822. Not desirable that the conditions of qualification for Provost should be so enlarged as to admit the appointment of a layman; a clerical Provost can perform all the duties which the statutes have imposed upon him; a layman could only perform a part; possibly there are some secular duties of the Provost which a layman might be more apt to perform than a clergyman; 843–871. Would not like to see

Goodford, Rev. C. O.—*cont.*

a layman filling the office of Head Master; but there is nothing in the statutes forbidding the appointment of a layman; 872–878. With regard to the Lower Master, the original provision was that he should not be a clergyman, but that has become obsolete; 879–882. So has the rule that he should not be married; 883. Subject pursued; 884–903. Choice of Fellows; 904 *et seq.* The fellowships sufficiently open with the "*aut alias*" of the statute; 911. Never knew an instance of a fellowship being vacated on the grounds, either of non-residence for more than six weeks, or of the possession of property worth 10*l.* a year; the property disqualification has always been held to mean landed property; 917–926. The disability of Fellows to marry was part of the general law applicable to priests; 927–930. Election of Vice-Provost, Bursar, scholars, &c.; 931–940. Scholarships; 940, 941 Evidence as to duties, residence, and powers of the Provost, Bursars, Precentor, and Fellows; the Provost and Head Master control the School; the consent of the Fellows necessary in the management of the College property; 942–1007. If a great delinquency occurred a scholar would be punished by the joint authority of the Provost and Fellows; 1007 *et seq.* The Provost has no second vote, even when the numbers on each side are equal; 1013, 1014. Expulsion is a fearful punishment; cases of expulsion rare; 1015–1030. Explanation given as to sources of the income of the Provost and Fellows; 1031–1045. Explanation regarding the conducts; 1049–1070. Education of choristers; 1071 *et seq.* There are many of the statutes which it is impossible to observe; chiefly relating to religious matters; the Visitor is of opinion that the Provost was not bound to enforce what reasonable usage had dropped; wherever it is possible the statutes are enforced; 1055–1101.

Further examined in conjunction with the Rev. G. J. DUPUIS, T. BATCHELDOR, Esq., and the Rev. J. WILDER.

Heywood's copy of the statutes to which the Commissioners are referred is accurate, except in misprints and the occasional omission of a word; compared it, not with the *Liber Originalis*, but with a copy tested by Dr. Goodall; two statutes are omitted, the 30th and 31st, relating to prayers, orisons, masses, &c. The Bishop of Lincoln accepted Dr. Goodall's copy as sufficiently accurate on which to proceed to institute the late Provost; 1102, 1103. Correctness of the copy further discussed; 1104–1128. Discussion as to the extent of the dispensing power of the Visitor in cases of breach of the statutes; Visitor's impression that the Provost, in taking the oath, binds himself only to observe the statutes as in practice he finds them in operation, till they are otherwise interpreted or altered by competent authority; 1129–1139. Claim of the Bishop of Oxford on transfer of Eton from the diocese of Lincoln to that of Oxford to be joint Visitor of the College; 1139, 1140. Opposed by the College; 1140–1145. Subject resumed; 1619 and 1636–1645. Cannot tell why the periodical visitations of the Archbishop of Canterbury and the Bishop of Lincoln have been discontinued, never remembering a visitation; 1146, 1147. Duties and authority of the Head Master; 1148–1159; and of Provost, with opinion as to the desirability of the Provost having control over Head Master; 1160–1210. The Lower Master is ordered by the statutes to be a B.A., and not in holy orders; that disqualification is not observed; since 1806 there have been seven or eight Lower Masters all in orders, except Dr. Keate, and he took orders shortly after his appointment; a better provision is now made for the teaching of the Lower School than was originally intended; 1210–1219. The Lower Master is amenable to the authority of the Provost and the Head Master with regard to the appointment of assistants; the Lower Master has always had his way. Case of Lower Master anxious to introduce Greek into the Lower School; the Provost raised objections, but ultimately gave way; 1220–1227. A foundation scholar is now chosen after a very strict examination; formerly there was simple nomination; under the old system stupid boys were admitted; now the boys on the foundation are the *élite* of the School; boys from any part of the Queen's dominions are eligible; there is no restriction, except that a preference is given to boys born on the College estates; 1228–1247. The School was thrown open to all the Queen's subjects two or three years ago; before that it was restricted to England; 1248–1252. Notice of the examinations is given seven weeks beforehand in the *Times*, *Morning Post*, and most of the leading papers, not as an advertisement, but in large type in a conspicuous part of the paper; 1253 *et seq.* and 1303 *et seq.* Roman Catholics are practically excluded, so are illegitimate children, and diseased and mutilated children; another restriction with regard to the five marks a year might be abolished; 1258–1279. There is no record of the College oath being taken for a long time on a boy becoming 16 years of age; 1279. The open competition has improved the intellectual status of the School; would rather raise the oppidans to the standard of the collegers than keep the collegers down to the standard of the oppidans; the social position of the collegers has much improved; the two classes in the Lower School mix more freely in their games than they used to do; as to the Upper School, this varies from year to year with the character of the boys; the collegers do not take part in the boating on account of the expense of the dress of the oppidans, and the matches, but they have a boating system of their own; 1280–1302, and 1351–1358. Mode of testing the merits of candidates; 1312–1322, and 1330–1348. Boys prepare for the competition; 1323–1325. No injurious consequences arise from preparation; 1320–1329.

GOODFORD, Rev. C. O.—*cont.*

The recent improvements in the College are highly appreciated; 1359, 1360. Details as to puddings, tarts, and diet generally; 1362–1384. Use of library; 1385–1391. Foundation scholars; 1392–1395. Value of a scholarship about 100*l.* a year; 1396–1413. Payment of tutors may appear inconsistent with gratuitous tuition; it is a payment by consent; 1414–1449. Sanatorium charges; sanatorium cost 6,000*l.*; 3,000*l.* is paid off; when the remaining 3,000*l.* is paid it becomes School property; 1450–1474. The monitorial system most unsatisfactory; 1475, 1478. Clothing; 1477, 1478. Why choristers are not preferred in choice of scholars; mode of electing scholars; apprenticeship premium to choristers; their education, commons, clothing; 1479–1497. *Pueri commensales* have not existed since the Restoration; it might be desirable to revive that class, to provide education for youths of limited means, this would render necessary an enlargement of the present buildings; *filii nobilium* used to dine in the hall; 1498–1527. Increase of oppidans has led to payments from the boys to meet increased expense; income of Head Master; his house; 1528–1557, and 1578–1580. The Provost and Fellows, their privileges and duties under the charters; 1558–1577. Stipends of Provost, Fellows, and Head Master according to change in the value of money since the foundation; 1589–1618. The union of the parish with the College not disadvantageous to the parish; the clashing of the service in the College chapel with the Curate's work in the parish is at an end, as the offices are now separate; 1620–1629, and 1647–1657. The parish school under the superintendence of the conducts; 1634 *et seq.* College property held for the benefit of the School; 1658–1671. Explanation as to Head Master's income and the College accounts put in during the inquiry; 1672–1683. Head Master's house; 1684–1696. His salary is about 4,500*l.*; 1698–1701. Proportion of Masters to pupils; a Master to 40 boys enough; new rule imposing this as a restriction; many parents prefer sending their sons to an overworked tutor than to another with a smaller number of pupils; had not interfered where existing tutors had more than 40 pupils; private tuition; 1702–1745. Sir John Coleridge's condemnation of this considered; 1746 *et seq.*

Further examined alone.

Opinions as to tutorial and class teaching; 1803–1811. Duties of Head Master at chapel, prayers, and school, 1812–1819, 1826–1832, and 1836 *et seq.* Sanctions all admissions; 1820. Matriculation examination; 1821–1823. Prayers; 1824, 1825, 1833–1835, and 1909–1911. Mode of ascertaining the progress of the pupils; 1837–1863. Absences; 1864–1870. Duties of Assistant Masters; Classical Masters are sometimes tutors; when the tutor of a boy is also his Master the boy has not the same advantage of the second mind as he has when the tutor and the Master are not the same person; dames' houses; 1871–1892 *et seq.* Emoluments of Assistant Masters; 1893–1901. Chapel; 1913–1917, 1925, and 1944. Dames' houses; 1902, 1903, and 1928–1931. Mathematical Masters; 1918–1925. Subject resumed; 1944. Difficulty in obtaining and retaining good men; 1945–1953. They take private pupils; 1954–1959. Their status somewhat lower than that of Classical Masters; must be Graduates of the University; some are dissatisfied with their status; complaints that they were not permitted to wear their gowns in chapel; the prohibition removed a year and a half ago; 1960–1986. Probable reason for the inferior status, that mathematics were not in the foundation, but had been introduced bit by bit; no advantage in continuing the difference now that mathematics have become part of the regular curriculum; thinks they should have, in School and out, the same power of enforcing order and discipline as the Classical Masters, provided they are all Etonians; 1987–2008. Mr. Hawtrey, the senior Mathematical Master when witness became Head Master nine years ago, being at liberty to take pupils precisely on the same terms as the Classical Masters, took a house but could get no pupils; 2009–2013. Other Mathematical Masters have obtained pupils, but on lower terms; 2034–2037. Traditions of the School are against putting the Mathematical Masters on the same footing as the Classical; 2014–2019. Appointed all the Mathematical Masters during his Mastership, eight in number, two Etonians; thinks there would be no difficulty in obtaining well qualified Etonians as Mathematical Masters; present staff of Mathematical Masters not appointed with a view to their holding the higher position; the feeling in the School would be sufficient to maintain the classics in their accustomed eminence, even though the Mathematical Masters were put on a level with the Classical Masters; 2020–2053. Every boy has a tutor, who superintends him morally; 2054–2058. The superior emoluments offered for Classical Masters give a larger field to pick from; there is no social difference between the men who distinguish themselves in classics and those who distinguish themselves in mathematics; higher remuneration is wanted at Eton for the Mathematical Masters; 2061–2068. If the Mathematical Master were invested with the moral superintendence of a pupil, it might be possible to diminish the emoluments of the Classical Master; whether it would be desirable is another question; 2069–2077. Mode of appointing Classical Masters; 2078–2084. Described by Sir John Coleridge; 2085. Altered at Eton 18 years ago, at King's College, more than six; 2085–2089. In appointing a Master would prefer an Eton man, if one offered with the requisite qualifications; otherwise would have no hesitation in appointing a non-Etonian; 2090–2133. Knows of no advantage common to the oppidans from

GOODFORD, Rev. C. O.—*cont.*

which the foundation boys are excluded; the distinction between the two now much less than it used to be; would not take away the gown; that would not produce fusion; fusion depends on the individual character of the boys, and the fact that the education of the collegers is to a certain extent eleemosynary; 2137–2144. The intellectual tone of the College has been raised and social distinction diminished by the opening of the scholarships to public competition; 2145. The distinction and the use of the gown excite emulation between the two classes; collegers averse to abandonment of the gown; 2146–2155. Collegers more economical in their habits; if the existing distinction were abolished and the collegers mixed with the oppidans, they would "swim with the stream;" 2156–2160. Little is known of a boy's circumstances at the elections; people of high rank and great wealth do not present their sons for competition, &c.; 2161–2183. Preference is given at Eton, *cæteris paribus*, to boys from Buckinghamshire or Cambridge; 2184–2187. Saw no other desirable limit to the number of boys in the School than the extent of accommodation; Masters must of course be increased in proportion as the school is enlarged; 2188–2194. Is not aware that the tendency of large numbers is to break the scholars up into cliques; 2195–2197. An increase in the number of boys would involve an increase of Assistant Masters; the Head Master would have less opportunity of conversing with a large than with a small number; large numbers also would tend to increase collisions; but he had never witnessed any evil results from large numbers; 2198–2200. The subject pursued in detail; 2201–2233. The Head Master forbidden to demand or claim anything for the instruction of scholars not on the foundation; when witness was appointed Head Master he could not take that part of the oath, and it was omitted by authority of the Provost; on becoming himself Provost he followed the same precedent on the admission of Mr. Balston to the Head Mastership; 2234–2255. The Head Master is in the habit of remitting charges to parents who are very poor; has known such cases among the oppidans, but they are not common; 2256–2264. Does not know when the class of oppidans began; 2265–2268. The Bishop of Lincoln was of opinion that reasonable usage might set aside the strictness of the statutes; 2269–2282. An Assistant Master receives 44*l.* 2*s.* annually from the Head Master; 2283–2298. When an Assistant Master has not a boarding house he gets his remuneration from private pupils; 2299–2302. The Head Master receives from each pupil an entrance fee of 5*l.* 5*s.*, from the sons of the nobility twice that amount; 2303–2307. Besides this there is an annual payment to the Head Master of six guineas, to the tutor of 10 guineas, and in the case of a private pupil 20 guineas, but this is not obligatory but optional; the general usage is that every boy has a private tutor; in 1862 there were 64 exceptions; 2308–2316. The boys' bills ranged from 150*l.* to 210*l.*; 2317–2319. The 10 guineas is for classics; for mathematics there is a charge of 4 guineas, besides another 10 guineas for a mathematical tutor; 2320–2329. With French and German, education costs at Eton 65*l.* 2*s.*; further details as to charges; 2330–2343. It is the custom for a boy on leaving to make presents to the Head Master and his tutor; the practice, if permitted, ought to be fixed; 2344–2366. The Head Master and Provost would interfere in case of an increase of existing charges; 2359–2366. French Masters and the emolument; about 100 boys learn French; at present only one French master; French is an extra; does not see how we could introduce it as part of the regular course; the boys who have learned French have taken the time out of their play hours; the Prince Consort's prizes for modern languages stimulate the boys to improve themselves in French; besides this some of the Assistant Masters set holiday tasks with a like object; would like to see one more French Master and a definite part of the day set apart for French; modern languages are taken in School examinations, and reckon one-fifteenth of the whole examination; the French Master has no power of carrying on discipline in his School beyond reporting to the Head Master; 2367–2485. Boys also learn German at Eton of a German Master; 2486–2488. The practice as to boarding houses and dames' houses and goodwill; 2489–2518. Prefers single sleeping rooms, except in the case of brothers; 2519–2520. Use of the library; 2521–2524. Wine and beer; no complaints of diet being meagre or redundant; 2525–2534. Charge for board and lodging in tutors' houses; operation of the tutorial system; 2535–2545. Use of pastry shops; 2546. Public houses prohibited; 2547–2554. Dames' houses; 2555–2563. Number and age of the boys; 2564–2570. Delay of the Masters in making out the returns; 2571–2583. Relative value of classics and modern languages stated as 15 and 1; 2584, 2585, and 2662, 2663. Physical science taught only by lecturers; 2585, 2586. Promotion partly by examination; double removes; scholarships; 2587–2639. As to Classical Masters, the extra temporary assistance in some has only been resorted to during the last few years; 2640–2643. Geography and history taught; the department not so efficient as it ought to be; essays are given on historical subjects; 2644–2662. Increase of prizes and honorary distinctions; 2664–2669. Examination in divisions three times a year; 2670–2673. More frequent examinations neither possible nor desirable; 2674–2678. For the Tomline prize of 30*l.* there are generally about 30 candidates; 2679. Other prizes; 2680–2698 and 2707–2736. Oppidans precluded from competition for various prizes; when not precluded seldom successful; 2699–2702. The only scholarship open to the whole School, the Newcastle scholarship; 2703–2706.

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GODFORD, Rev. C. O.—*cont.*

Others open only to King's Scholars; mode of adjudication; 2707–2726. Details are given in the *Eton Calendar*, and in appendix to the Provost's answers to printed questions; 2727, 2728. Further particulars; superannuated scholars; 2729–2736. A fresh private tutor is now limited to 40 pupils; 2737–2744 and 2779–2789. Uniformity of tutors' charges desirable; 2745–2750. Is satisfied with the tutor system as actually practised, and in relation to the Newcastle scholarship; 2751–2776. Punishments; 2777, 2778. Military examinations; 2790–2801. The School library; 2802–2809. Drawing; 2810–2812. Only 35 boys learning out of 800; 2825–2828. Music taught in the College; 2813–2824. Religious and moral training is secured by constant intercourse between the tutor and pupil, and the daily morning and evening prayer in all the tutors' and many of the dames' houses; 2829. Prayers are read in dames' houses on Sundays, in some on week days also; discretionary with the dames; 2830–2837. No doubt pains are taken by the Assistant Masters to impress religious truths on the boys on Sundays; 2838, 2839; and moral responsibility: 2840, 2841. A great moral improvement has taken place in the tone of the boys during the last 20 years; 2842–2844. The discipline satisfactory; 2845–2847. The Sixth Form have authority to set punishment, not inflict personal chastisement; 2848–2850. For what offences; 2351–2856. Duties of Sixth Form; 2857–2853. Degradation in Sixth Form for dereliction of duty; 2864–2869. How far applicable to oppidans; 2870–2874. Thinks Eton practice as to punishments preferable to that at Winchester and Harrow; 2875–2877. The monitorial and prefect power has gone down very much during the last 20 years; 2878–2882. Has not been transferred to any other class; 2883. The captain of the boats is a great man, greater than the captain of the eleven; 2884–2887. Sermons in College chapel; thinks the Head Master should preach oftener; 2889–2904. Boys' attendance at Holy Communion voluntary; how many attend; the church arrangements; improvement in general conduct of boys at church; 2905–2912. Eton affected by the Act of Uniformity; 2913, 2914. Thinks they could use the Litany only with leave of Bishop; 2915, 2916. Offences and punishments; 2917–2921. Less frequent than formerly; 2931 *et seq.* Corporal punishment; 2922–2938 and 2942–2950. Refusal to be flogged; 2951–2955. Latin impositions; 2939–2941, and 2956–2958. The authority of a small Sixth Form boy is uniformly obeyed even by a much bigger boy, if below him in College, but not among the oppidans; 2959–2962. Thinks instances of a bad feeling being produced by the arbitrary use of the Sixth Form authority over the Fifth to be very rare; 2963, 2964. Fagging at cricket abolished; 2965, 2966. Believes there is no compulsory football; 2967. Appeals against punishment inflicted by the Sixth Form; 2968, 2969. Holidays; 2970–2972. Holidays too frequent; 2973, 2974. Would not give up saints' day holidays; 2975, 2976; but would vigil half-holidays; 2977. Shirking, 2984–2989. A boy who pays at cricket gives more time to it than was required 20 years ago; 2990. Wishes all professional trainers were dismissed; 2991. The oppidans more distinguished than collegers at games, except football; 2992–2994. Had heard that last term some Etonians were found deficient in their Latin and Greek on arriving at the Universities; 2998. Hopes this imperfection in classical scholarship had not been increasing of late years; 2999. The collegers have been improving of late; 3000. As a body the oppidans are boys who have not to work for their bread, and many of their parents tell them so; 3001–3004.

HALE, Rev. EDWARD, M.A., page 230.

Has been Assistant Mathematical Master at Eton since January 1850; was there a short time before mathematics were introduced; 6702–6704. Is an M.A. of Cambridge; 6720, 6721. That introduction brought with it an improvement financially and socially; Assistant Mathematical Masters were then treated really on the footing of other Masters, and allowed to wear the academical dress, except in chapel; the different treatment of the Mathematical Masters was very prejudicial to the study of mathematics; 6705–6715. After mathematics were made part of the regular curriculum in 1851 the Mathematical Masters held meetings, and represented their inferior status to the Head Master, but Provost Hodgson vetoed the proposed modifications; 6716–6718. Provost Hawtrey afterwards allowed academicals to be worn by the Mathematical Masters, and subsequently, within the last two years, they were allowed in chapel also; 6719. In School the Mathematical Masters have the same authority as the other Masters; out of School they have none; other instances of inferiority of status; 6722–6726. The Classical Masters are in favour of abolishing the distinction; and he thinks it cannot remain much longer; 6727–6731. Was not educated at Eton; found no difficulty on that account; 6732–6738. Has 12 boarders and one of the old dame's houses; receives 200*l.* a year from mathematical fund, and 10 guineas a year from each of about 40 pupils. A Classical Master would receive more than 10 guineas, perhaps from a notion that in a Classical Master's house the boys would be better looked after; 6739–6747. Religious instruction given only by the classical tutors, although the Mathematical Master may be a clergyman, and the tutor not; 6747–6753, and 6767–6774. Practice as to dame's houses; 6754–6757. Examined as to Fellows of King's; 6758–6766. And as to letting the College houses; 6775–6782. Pays 52*l.* a year for his house, and keeps it in repair; thinks the houses, as they become vacant, ought to be offered to the Masters according to seniority, whether classical or mathematical; 6783–6802. When a boy gets into the Fifth Form, if he is intended to go into the scientific part of the army, or anything which would make it necessary for him to work harder at mathematics, he should have an opportunity of becoming the *bonâ fide* pupil of the Mathematical Master, his classical work being diminished; the same with regard to boys who showed a decided preference for mathematics over the classics; would not commence the competition between classics and mathematics till the boys had been in school some considerable time, and secured a certain amount of classical instruction; 6803–6841. What he has stated with regard to mathematics he would apply to modern languages; 6842. The subject amplified; 6858–6871. Irregularities in time-table and in attendance on mathematics deprecated; 6843–6854. Wishes to see a short religious service in the chapel daily; the boys find the church service on holidays tedious and irksome; 6855–6857. Wishes to see the gown abolished, as it is regarded as a mark of inferiority; 6872, 6873. Superiority of the collegers to the oppidans; 6874–6880. Monotony of diet complained of at Eton, and condemned generally; 6880–6884.

HALE, Rev. E., M.A.—*cont.*

HAWTREY, Rev. S. T., M.A., page 217.

Has been the Mathematical Assistant Master at Eton since 1851, when mathematics first became part of the school business; up to that time mathematics were not taught either systematically or obligatorily; has been at Eton since 1836; 6261–6269. When he first went to Eton it was as private tutor; 6270. Mr. Hexter taught writing and arithmetic; 6272–6277. Was allowed to instruct about 30 boys in mathematics and as many as Mr. Hexter certified had attended his class and were fit to be introduced; he afterwards paid an annuity of 200*l.* to Mr. Hexter who then retired altogether; 6278–6287. Has with the consent of the College built a mathematical school on a lease of 40 years with a recommendation to renew at the end of 14 years without extra fine; pays a ground rent of 25*l.* per annum; the lease is dated 1843; applied for renewal of the lease after the first 14 years about four years ago, but received no answer; has not the power of appointing a successor if he should wish to leave; is now an Assistant Master of Eton College; the College has power to build other schools and send witness to teach in them; is at the mercy of the College; 6288–6326. There are eight classical divisions in the Fifth Form, each under a separate Master; explains these divisions; 6327–6331. Does not think a Master could teach as many boys in mathematics as he could in classics; the boys are divided into classes in mathematics according to their proficiency; 6332–6455. Extra instruction is given in mathematics for 10 guineas a year; the boys get about three hours instruction a week for this extra; 6431–6432. A boy would be punished for not attending his private tutor; 6457–6469. Is not an Etonian; found no difficulty in dealing with the boys in consequence; habits and usages of Eton; effect of them on the boys' mind; Eton Masters are best for Eton boys; all Classical Masters are Etonians; 6470–6485. Lower School taught by witness altogether in the large theatre; the 100 boys are divided among the seven Mathematical Masters according to their proficiency; instruction in mathematics, arithmetic, and writing; no mental arithmetic taught; 6486–6545. The four guineas a year which is paid by the Lower School is divided amongst the Assistant Masters in the Lower School; has also seven teachers of arithmetic besides the seven Assistant Masters; has one guinea, and the other three are divided among the teachers; of the money paid by the Upper School boys, witness has eleven-twentieths; income derived entirely from these fees; there is a promise that when dame's houses fall vacant Mathematical Masters shall have them; all the Assistant Masters except juniors have boys boarding in their houses; 6546–6563. The social status of a Mathematical Master is not so inferior as it formerly was; respect paid to Mathematical Master by boys; 6564–6582. Considers that the indifference of the Governing Body to mathematics arises from the fact that they were educated at King's College, where little or no attention is paid to that branch of study; never knew a Fellow of King's College evince any interest in mathematics; 6583–6590. Lectures on physical science and especially experimental lectures are listened to with great attention by the boys; experienced men are engaged to lecture; attendance is voluntary; answers are given by the boys to printed questions given to them by the professor before commencing the lecture. (Witness handed some of the answers to the Commissioners.) Two weekly lectures, upper boys from 7 to 8, lower boys from 4 to 5. Each boy pays 3*s.* per lecture, or 2*s.* per lecture for the course; lectures arranged by witness; a prize is given for the best answers; interest taken in lectures, &c.; 6591–6645. Music: Two classes have been established for instructing the boys in music; about 12 or 14 in each class attend them; considers that teaching the boys music by Hullah's system does much towards training their minds; no regular musical training at Eton; in 1843 Mr. Hullah had a large class, but it was broken up in consequence of the scarlatina making its appearance; very many of the boys would be glad to learn music; 6646–6677. Has applied the intellectual and moral system of Eton to the lower classes of Windsor in the parochial school; evidence concerning the parochial school of Windsor; thinks that teaching Latin to the children of the lower classes has the effect of improving their intellectual faculties and enables them to apply greater intelligence to the ordinary duties of life

HAWTREY, Rev. S. T., M.A.—*cont.*
considers that the boys of the parochial school are further advanced in arithmetic than the Lower School at Eton; many boys in the first division of the Lower School are of an age at which they ought to be in the Upper School; has published several tracts relating to the Windsor parochial school; 6678–6701.

JAMES, Rev. CHARLES CALDECOTT, M.A., page 160.
Has been Assistant Classical Master at Eton 7½ years; 4751, 4752. Sees no reason why the number of collegers should not be augmented to 100, except that the Provost and Fellows ought better to fulfil their duties towards the present 70 by feeding them better and paying for their tuition; 4753. The condition of the collegers has been greatly ameliorated, but there is still great room for improvement; 4754. Describes the food as it was 12 years ago; thinks the diet suitable for the strong healthy boy, not for the more delicate, owing to the monotony of it; 4755–4759. Dinner consists of meat, bread, and beer, and puddings only on Sundays; 4760–4761. Never heard anything about the Godolphin bequest to provide puddings, &c. till he saw it in evidence; 4762. Further facts and opinions concerning the diet; 4763–4770. Medical attendance; 4771–4779. Sanatorium for fever, scarlatina, and diphtheria, and houses for small-pox, &c. cost 6,000*l.*, which was reduced by Dr. Goodford to 3,000*l.*; 24*s.* a year paid towards the sanitarium, &c. by each pupil; 4780–4785. When the school was full this would be nearly 1,000*l.* a year, so that 10,000*l.* or 12,000*l.* must have been raised by the parents to pay for the building which cost 6,000*l.*, and of which 3,000*l.* is still unpaid; 4786, 4787. No report or balance sheet ever circulated; 4788–4792. New school buildings; in order to provide them, masters gave up their salaries for four years, the Provost and Fellows contributed 1,000*l.* collectively besides individual donations, the Eton public contributed, and so did the Queen and the Prince Consort; 4790–4800. Scholarships, conferred by competition; thinks the standard too high, and that the younger boys injure themselves by overwork in the preparation, 4801–4812. As a consequence the collegers play cricket less than formerly, and there is less communication between them and the oppidans; 4813–4815. Is acquainted with the general system of life and discipline in the College and in the boarding houses, and prefers that in the latter; 4816–4818. Explains the College system; no great tyranny can be exercised since the introduction of the Assistant Master; 4819. Instances of what it was formerly, 4826–4829. The monitorial system has since been dying out; 4820, 4821 and 4830, 4831. The intention of the founder doubtless was that the foundation scholars should have their education gratis; 4832. At present, the necessary expense of a very economical boy, exclusive of clothes and money, would be 25*l.* a year; 4833, 4834. Prefers looking on the fellowships as a kind of superannuation sinecures for Assistant Masters to making the Fellows take part in the duties of the College, and is not prepared to say that the Provost and Fellows should in that case remain the governing body in the School; 4838–4846. The subject pursued as to retiring pensions and College livings; 4847–4865. Worplesdon and Mapledurham; 4866. Fellows elected from the Masters direct, and must be King's men; mode of election; 4867–4871. Has 28 boarders; may take 32; receipts from boarders indirect remuneration for tuition; estimated cost per boy 73*l.* to 75*l.*, or about 2*l.* a week; 4872–4880. Cost at Harrow and Rugby; 4881–4883. Income Tax Commissioners fix the profit per boy at 49*l.* or 50*l.*; 4844. Would somewhat prefer payment by salary; boys can be withdrawn from school without notice; 4885–4892. Private business with all the boys, except the Lower Form and the Remove; 4893–4897. Has 15 pupils out of the house, 13 Fifth Form and lower boys; they do not all pay 20 guineas a year; collegers pay 10*l.*; five of the 15 are oppidans, two of whom pay 10 guineas and the other three pay 20 guineas; had no right to demand 20 guineas of any; the parents pay which sum they please; the dame sends in the charge, and the Assistant Master takes what is returned; 4898–4925. Under the present system the payments for classical and mathematical tuition are 31*l.* 18*s.*; his substitute would be nearly identical; the advantage of the proposed change would be that the assistant would not be at Eton a year or two without receiving enough to meet his expenses; 4926–4937. Dames' houses less expensive than tutors' houses; 4938–4946. The subjects pursued; 4947–4960. Outlay in setting up a tutor's house, in rebuilding, repairing, and furnishing, amounts to from 3,000*l.* to 6,000*l.*; 4961–4970. Average charges or perquisites; 4971–4975. Opinion as to viceroy system (*see* also evidence of Rev. E. Coleridge, p. 123, qs. 3757–3759); 4976–4990. He would devote less time to themes, more to translation into English; would not reduce the time devoted to verses; 4991–4999. Thinks 40 boys manageable by one master; 5000–5006. Boys found ignorant from idleness would be reported to the Head Master; 5006. Tutorial system, construing, and school work generally; 5007–5027. Flogging; 5028. Favoritism; 5029, 5030. Eton books; 5031–5040. The army class a failure; 5041–5047. History and geography should form part of the system of the school, in order to which some of the repetition in classics and mathematics might be dispensed with; 5048–5052. The public think that a gentleman is scarcely educated unless he knows French; Eton the only school where it is not taught; 5053–5064. Drinking at inns on Sundays and other times prevails, although strictly forbidden; it is looked down upon more than formerly; drunkenness rare; 5065–5079. Smoking prohibited; punishment flogging; 5080–5082. Eton improved of late, both as to drinking and smoking practices; 5082–5084. Other offences against morality how punished; 5085–5092. Shirking and bounds; 5091–5094, and 5100–5105. Thinks the disciplinary powers of the Sixth Form better exercised in the present sort of undefined way than they would be if more strictly defined; 5095. Almanac reform required; no difficulty in reforming it; 5096–5103. Thinks the result of the education at Eton satisfactory on the whole, though deficient in some important particulars; 5106–5110. The pupil might be taught in College many things now neglected without materially curtailing the present classical and mathematical work; 5111–5116. Remarks on the position of Mathematical Masters; 5117–5122.

JAMES, Rev. C. C., M.A.—*cont.*

JUNIOR KING'S SCHOLAR, A, of Eton College, page 292.
Is 13 years of age; is a scholar at Eton; was elected at the College, and placed in the Lower Remove, six weeks before the end of last half, since which he has passed into the Upper Remove; 9085–9102. Describes fagging, which interrupts lessons a little, but does not seem to be regarded as objectionable; there is little of bullying, and what there is not in favour of the Sixth Form; the same with regard to fighting; 9103–9358.

JOHNSON, WILLIAM, Esq., M.A., page 133.
Has been an Assistant Master at Eton 17 years; was on the foundation at Eton, and afterwards on King's; 4049–4052. Does not consider that the property of Eton College is administered in the most satisfactory or advantageous manner for the benefit of the School; believes it could be considerably improved by running out the leases, and not taking fines on renewals, 4053, 4054. The property of King's materially improved by the partial abolition of fines; and the Eton property is capable of a similar improvement; 4055–4060. Believes the present system at Eton, of receiving fines and dividing them among the Fellows, to be unstatutable; 4061, 4062, and 4093, 4094. Illustration of the mischief of the present system of letting the College houses; 4063–4092. The fund at King's pays stipendiary charges, and the surplus is divided among the Scholars as well as the Fellows. Has no doubt that Eton College includes Scholars; would define "collegium" to mean "the Provost, and Fellows, and 70 boys;" 4093–4111. Appointment of Assistant Masters to fellowships and benefices; abuses connected therewith, and suggested remedies, including a modification of the Governing Body, reduction of the value of the fellowships, &c., described at length; 4142–4147. Recommends the establishment of endowments for music, modern languages, and French literature; 4148–4150. Would like to see some of the Mathematical Masters in the Governing Body; further suggestions as to the proposed new Governing Body; 4151–4175. His scheme would perhaps slightly diminish the expense of education; details on the subject; the collegers get more instruction for 10*l.* 10*s.* than the oppidans for 21*l.*; the College will probably strike off that 10*l.* 10*s.* payment; 4176–4186. Government of College; Rugby a pure despotism; that was not his model; his model was a College at Oxford or Cambridge; further details of the proposed modification of the government of Eton; 4187–4208. Perhaps the power of removal of the Head Master would be best vested in the Crown as visitor; 4209–4222. He would remove the restriction with respect to the Masters coming from Eton and King's; would have no restriction, except that they should be Oxford or Cambridge men; would leave the appointment in the hands of the Head Master; 4223–4235, and 4238–4241. To some extent, the viceroy system (described by the Rev. E. Coleridge, 3757–3759) might be useful, especially to younger Masters; 4236–4237. The Provost need not be a critical schoolmaster, but he should be a literary man; 4242–4246. Dignity of Fellows; 4247–4249. Is rather averse to giving the Assistant Masters power to preach; 4250–4257. Status of Mathematical Masters much improved of late, but still far inferior to that of the classical; describes the principal points of difference; King's men refuse the office of Assistant Mathematical Master; 4258–4302, and 4312–4314. Origin of the 20 guinea payment for private instruction; 4303–4311. A great difference exists in the social position of the oppidans and collegers; details as to walking, associating, cricket, foot-ball, music club, volunteering, boating, and bathing; 4312–4322 and 4325–4348. Thinks the collegers would be glad to get rid of the gown; he would abolish it himself; 4323, 4324. Would prohibit by authority the formation of separate clubs by the oppidans and collegers; 4332–4335. Inferior diet of the collegers; 4349–4355. Expectations of succeeding to wealth among some of the oppidans induce idleness; other causes of the superiority of the collegers; remedies which he would propose; exhibitions tenable by oppidans at the Universities; a more stringent entrance examination for the oppidans might be attended with improvement, but if very severe would exclude the upper class of boys, 4336–4374. There might be an advantage in the poorer collegers being kept out of the expensive habits of the oppidans; 4374–4379. Time an oppidan would work, if preparing for the "Newcastle"; 4380, 4381. Would like to see the lower school removed, or put on an entirely distinct footing, in which case the Masters would remain there instead of coming as now into the upper school, for which they are not suited; 4382–4391. Irregularity of the holidays mischievous; 4392–4399. Change of books, new editions, revision committee appointed, &c.; the education of the School injured by the introduction of unsuitable

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JOHNSON, W., Esq.—*cont.*

books; 4400–4419. School studies; 4420–4440 Meetings of Assistant Masters, and communication between them and the Head Master and Provost, 4441–4444. Wishes to see French encouraged to a greater extent than at present, and thinks there is no difficulty in the way, if the holidays were diminished; 4445–4467. Construing, tutorial work; 4470–4502. Thinks that private pupils should be limited to 40 each master; 4503–4512. A boy leaving Eton high in the school ought to be competent to pass an examination for the army without special instruction, except a little reading in modern geography and just the outlines of history, and French, unless he has learned it at home or out of school; 4513–4524. Thinks French should be taught in the school by the Assistant Classical Masters, with one or two foreigners to teach the masters and the more advanced boys; it would be necessary to trench on the half holidays somewhat, and entirely remodel the time table; 4525–4554. Thinks the drawing which is optional and done in playhours, efficient; 4555–4561. He would be glad to see music more cultivated at Eton than it is at present; the boys might be encouraged in drawing and music by public displays in school; 4562–4574. Power of the seven first collegers to set punishments for disorderly behaviour and going to prohibited places, in the shape of written impositions, enforced by corporal punishment as the *ultima ratio;* before a blow is struck there was an appeal to the Head Master; suppression of bullying; this power of inflicting corporal punishment is scarcely in favor; boys have been made to join in games against their will; 4575–4627. Abuses of monitorial dominion; various opinions on the practice; 4629–4642. Fagging described; he would abolish the menial service and the regular attendance at breakfast and tea, and leave the rest as it is; thinks there is some good in it; that it is less liable to abuse than the monitorial system, and that on the whole the boys are very comfortable; bullying; 4643–4702. Play at Eton consumes more time than is necessary for health, and interferes with the attainment of intellectual distinction; 4703–4719. Objects to "leaving money"; 4720–4722. Is in favor of making the French language the medium of studying all modern subjects; 4736–4750.

Letter of Mr. Johnson, containing supplementary statements as to music and science generally, page 159.

KENYON, MRS. EMILY, page 271.

Has had the management of the Sanatorium at Eton for two years, succeeding Mrs. Hopwood, who was there 17 years; 8284–8286. Sanatorium established by Dr. Hawtrey, when he was Head Master, nearly 20 years; received her appointment from the late Provost, through the hands of Dr. Goodford, the present Provost; she looked to the Provost for her salary; the Sanatorium was built for scarlet fever though there had been other cases; there were two cottages for cases of diphtheria and small-pox; 8287–8300. Boys admitted on the Provost's order; she was always ready with beds and bedding prepared and a nurse to receive the boy; she had had six cases at a time, and on each occasion she had nurses ready; 8301–8306. Always considered the Provost responsible for the establishment in his official capacity, not as a private affair; 8307, 8308. Every invalid pays 3*s.* a day; wine and poultry are extras; everything needed is in the establishment; the boys are happy and contented there; there is nothing inadequate or mean in the dietary or appointments; 8309–8334.

LYBBE, PHILIP LYBBE POWYS, Esq., M.P., examined at the same time STOCKER, RICHARD, Esq., M.R.C.S.E., page 308.

Had a son at Eton; removed him in consequence of ill-treatment; 9551–9553. Details as to ill-treatment; bullying; wrote to Mr. Wolley, in whose house the boy resided, and in the case of one of the bullyers it was stopped. *Mr. Stocker:*—Gives evidence as to the boy's previous and subsequent health; countenance of the boy was changed; the boy was very sensitive; 9554–9621.

Correspondence on the foregoing evidence, page 311.

LYTTELTON, HON. C. G., page 272.

Was 6½ years at Eton and has been 2¼ years at Trinity College, Cambridge; 8335–8337. When he was at Eton the relations between the oppidans and the collegers were very friendly; perhaps the collegers were hardly considered to be on an equality in the middle and lower parts of the school, but among the boys at the top of the school the distinction nearly vanished; the general opinion at Eton is that the collegers are superior to the oppidans in attainments; the collegers do not take to the river much, probably on account of the expense; general desire to abolish the gown; president of debating society was a colleger; 8338–8357. Powers of Sixth Form boys rarely exercised; punishment not severe; boys are satisfied; 8358–8378. Boys who live in different boarding houses can communicate and associate with each other; 8379–8382. The general tone of Eton gentlemanlike and honourable; lying, drinking, visiting the public houses, &c.; 8383–8428. Beer as an article of diet; food; 8429–8435. Bullying not in favor; 8436–8440. Fagging not unpopular; its advantages; 8441–8453. Comparative comfort of boarding houses; the diet; 8454–8460. Mode of spending Sunday; sermons; considers that it would be a popular thing for the Masters to preach; 8461–8477. Religious instruction; preparation for Confirmation; the Communion; 8478–8485. Relations between tutors and boys; private business; 8486–8509. Mode of

LYTTELTON, HON. C. G.—*cont.*

preparing lessons; 8510–8513. Punishment; 8514–8531. The motive to study is generally home influence; 8532–8535. Examinations for promotion; 8536–8539. Tutors occasionally write home to the boys' parents; 8540–8546. School studies; history; Mr. Johnson's debating society; 8547–8566. Private reading; Newcastle scholarship; 8567–8579. Cricket; 8580–8593. Thinks it a boy's own fault if he does not get on well at Eton: 8594–8596. Does not consider that there is enough translation done; 8597–8600. Does not consider that the boys pay less respect to the master in consequence of his joining in their games; 8601–8603. Mathematics; enough taught at Eton to enable a boy to go to Cambridge; 8604–8613. Fighting on the decrease; 8608–8611. Private reading; libraries; 8614–8623. Wishes the authority of the Mathematical Masters to be increased; would abolish the gown; wishes to see more translations; would like the Masters to preach; 8624–8628.

MITCHELL, R. A. H., Esq., p. 242.

Was at Eton six years; left in July 1861, and is now at Balliol College; was an oppidan; 7049–7052. Relations between collegers and oppidans; collegers did not join in boats and were of less expensive habits than the oppidans; their position in the school as collegers protects them from expensive habits; the intellectual superiority of the collegers was always acknowledged; 7053–7104. Authority vested in boys; præpostors' duties and powers; punishments inflicted by Sixth Form boys at discretion, without appeal, in the shape of imposition or "licking;" feeling against it; 7105–7134. Duties of head of the house; 7135–7138. Relations of the Sixth Form to the rest of the school satisfactory; public opinion; the school in a sound state and sufficiently strong to put down anything discreditable, such as habitual gambling; 7143–7183. Bullying not in favor; 7184–7202. Nor fighting, nor boxing; 7203–7212. Fagging is approved by witness, and it is not disliked by the school; 7241–7247. Head of a house maintains order; 7248. Smoking is very little practised; 7249–7250. There are prayers said by the masters in the house morning and evening; private prayers; 7251–7258. Diet not very good; 7259–7283. Mode of spending Sunday; choral services; sermons by the Fellows disliked; the boys would prefer preaching by the Masters; 7284–7305. Confirmation; the Communion regarded with a reverential feeling; 7306–7319. Attendance at chapel on saints' days; does not think the boys would like the substitution of a short choral service for the present services; 7320–7328. Family prayers in private house preferred; 7329–7330. Relations between boys and tutors; 7331–7341. Private work; preparation of lessons; studies; libraries; books for reading; novels; 7342–7420. Games; time devoted to cricket; 7421–7428. 17 boys out of 20 do their own verses; 7429. Cricket; 7430–7437. Considers that the Eton composition is faulty and it has a bad effect when the boy gets to Oxford; 7438–7447. Expenditure; 7448–7465. Repetition of studies; any Master who tried to alter the repetition system would be disliked; 7466–7474. Considers that more Greek prose and Greek composition should be done; 7475–7477. Does not consider the school too large; 7478–7481. Historical composition; 7482–7483.

OKES, REV. RICHARD, D.D., page 284.

Has been Provost of King's College, Cambridge, 12 years; was Lower Master at Eton at the time he was elected; 8878, 8879. Eton boys sent to King's are now of a higher order; 8880. The electors are the Provost, Vice-Provost, and Head Master of Eton, and the Provost and the Fellows (Masters of Arts) of King's; they meet in July to elect to King's and Eton. Describes the old mode of election to King's; the changes gradually introduced, commencing in 1820 up to the present time, when the examinations are a real and important test of ability, and tend greatly to improve the training of the collegers; 8881–8970. After Dr. Hodgson had been Provost about two years the system of nominations to Eton was given up and admission by examination substituted; 8971–8980. Describes the changes introduced by Dr. Hawtrey, the effect of which has been very greatly to improve the character of the scholarship of the collegers; 8981–8991. The Eton collegers acquit themselves well at King's; he did not know much about the oppidans; thinks that mathematics are now very well taught at Eton; 8991–8998. Sees no objection to choosing Eton Assistant Masters from other places besides King's College, Cambridge, though it would be best for them all to have been educated at Eton; thinks the Head Master should be in orders; 8999–9006. Also the Provost; 9007. Relations between tutors and boys much improved; boarding houses; does not think the private pupil system is necessary; Dr. Goodall was the originator of private business; holidays; 9016–9049. Eton scholarship; does not consider the general classical knowledge of the boys at Eton so good as it used to be; a large proportion of the boys have no taste whatever for Latin composition; Greek iambics are not done so well at Eton as elsewhere; repetitions; does not think any boy would have a difficulty in learning 20 or 30 lines by heart every day; case of Sydney Walker and another learning by heart; 9050–9084.

PAUL, THE REV. CHARLES KEGAN, B.A., page 199.

Was conduct at Eton over eight years, and Assistant Master seven; was in College an oppidan in the Provost's house for five years, and subsequently was at Oxford; 5623–5629. Is now incumbent of Sturminster Marshall; 5630–5634. Knows of no reason why a conduct is excluded from any of the 12 best College livings, if refused by the Fellows; 5635–5640. Emolu-

PAUL, Rev. C. K., B.A.—*cont.*
ment of Assistant Masters, 350*l.*, with apartments, coals, and light; acknowledged by Provost and Fellows to be insufficient; 5641–5643. Thinks it desirable that the office should be held by a young man under 40; 5644, 5647. Describes the difference between a conduct and Assistant Master and a tutor in a boarding-house; the three conducts are the curates of the parish, which consists of nearly 4,000 people; 5648–5673. When he first went, and down to the end of 1857, every collegeer had a dame; the arrangement in case of sickness was so bad that he represented it as soon as possible, and offered to take the dame's duties on himself, and that was shortly carried out by the College; 5674–5676. Master in College and his emoluments; 5678–5696, 5699–5703, and 5709. Debating society; 5697, 5698. Arrangements for the sick are unsatisfactory; 5704–5708. Knows of only one instance where the preparation for the competitive examination was injurious; 5710–5712. Alienation between the collegers and the oppidans described; is in favor of the disuse of the gown, the separation, however, serves to protect the collegers from the contagion of oppidan extravagance; it would be desirable that there should be oppidan competitions also; 5713–5747. Expenses of education: for a colleger 49*l.* 17*s.* is the average, of which about 25*l.* is for education; 5748–5762. Disapproves of mutton five times a week for the delicate boys; some go without dinner; the diet should be more varied; 5763–5770 and 5774–5776. The quality of the beer and of the provisions generally is good; 5771–5773. Thinks there are puddings often enough, but there ought to be cheese; 5777–5781. The subject of diet and drink pursued; late breakfasts, and their cause; 5782–5805. Fagging described; 5793–5830. Diet and meals resumed; 5829–5837. Bullying not severe; the power remains but the spirit with which it is administered is altered; 5838–5845. The boys dislike the three o'clock chapel service; 5846–5849. Duties of conduct in College interfere with parish work very much; 5850. The Fellows interfered in the parish government; 5851–5856. Conducts have great difficulty in getting admission to the library; 5857–5860. Occasional preaching by the Assistant Masters would be beneficial: 5861–5863.

STOCKER, RICHARD, Esq., M.R.C.S.E. (*See* LYBBE, PHILIP LYBBE POWYS, Esq., M.P., page 308 *et seq.*)

TARVER, H., Esq., page 237.
Succeeded his father in the French Mastership at Eton 10 years ago. Was previously assistant to his father for 10 years; 6885–6887. Was born in England, but has lived a great deal in France; since he has been the Head French Master has had several assistants; the first was Signor Sinibaldi, the Italian Master, who was not a good *teacher*, although he knew the language well; tried to get rid of Signor Sinibaldi, but Dr. Hawtrey (then Head Master) insisted on his staying; he remained two years as assistant French teacher, until witness's brother, who had been to France to be qualified for the situation, came over; Signor Sinibaldi soon after left the College; his brother remained a year and then left, in consequence of having obtained a better appointment; 6888–6914. Since that time has had four assistants; greatest number of pupils 130; 6915–6919. In the summer months the boys do not devote so much time to French as in the winter, and they all come at once, so that assistance is obliged to be obtained; 6920–6922. From the time the last assistant came the number of French scholars has much decreased; it is now only 75. Last assistant remained one year and four months; 6923–6929. Has had no permanent assistance since that time; 6930. Cause of decrease in the number of French scholars; 6931–6934. Boys do not leave off learning French in the middle of a school time; sends reports to Head Master if any boys are absent or guilty of misconduct; present Head Master takes no notice of these reports; Head Master does not attach any importance to the study of French; 6935–6944. Mode of teaching French; nearly all boys who come to Eton know something of French; the greater part of the French scholars are from the Fifth Form and Remove; considers that the boys make fair progress; they have three hours a week at French; 6945–6956. No encouragement is given to the study of French; the work is very unsatisfactory; boys do not care to learn; and the Masters do not support the French teachers; 6957–6967. Wishes the study of French to remain optional, but for the authorities to take more notice of it and to see that the boys do not shirk their lessons; study of French could be made obligatory; four Masters would be able to teach all the boys, and give two lessons a week; 6968–6974. Has no difficulty in keeping order; has as much trouble in teaching a Frenchman to keep order as in teaching a boy French; 6975–6977. The German Master complains of non-attendance, but not of disorder: 6978. Always speaks French to the boys where he can be understood; conversation in French; many boys come well prepared in pronunciation and accent; 6979–6987. Boys also come sometimes well prepared in classics; mode of teaching French, recitations, &c.; 6988–7011. Has an Assistant Master now; engaged a Frenchman residing in the neighbourhood, but dismissed him two schooltimes ago, in consequence of finding that the numbers decreased; 7012–7015. Emoluments are derived only from the fees of the boys, 10 guineas a year; average number is 80; has now 75; pays his own assistant; has no private pupils or boys who pay a higher rate; 7016–7020. Is not recognised as a Master, but only as one who has the privilege of teaching French; 7021–7025. Hires a pupil room of the College; has no boarding house; applied to Dr. Goodford for a boarding house, but was told he had promised so many to Mathematical Masters that it would be of no use for witness to think of obtaining one; 7026–7034. Was educated at Eton, and took a degree at the French University, the Sorbonne; 7035–7037. If French were made an obligatory study, the son of a French parent, or a boy who had been educated in France, would have a great advantage over a boy who had not these advantages; boys educated in France are often beaten by boys who have learnt in England; finds great difficulty in teaching a boy French grammar who has only learnt French by hearing; study of French, &c.; 7038–7048.

WALFORD, J. T., Esq., M.A., page 264.
Is M.A. of King's College, Cambridge, and has been Classical Master at Eton about two years; 8094–8097. It seems an unfortunate thing for the School that the Head Master should be so dependent on the superior authority of a Provost and Fellows; 8098–8100. Some time since, about a year ago, the Fourth-Form Masters met evening after evening to consider the unsatisfactory arrangement of their work in the school, and drew up a scheme for remodelling it; the scheme was submitted to the late Head Master, who took no apparent notice of it, but the present Head Master has since sanctioned two of the minor changes therein recommended, retaining, however the old books and the vexatious "library;" 8101–8109. Describes "library" and details its objectionable features; 8110–8117. Approves the viceroy suggestion; 8118. Boys come to Eton badly prepared; 8119–8121. The construing system overtasks the tutors; has 17 private pupils, and could not thoroughly attend to more; it is a characteristic of the Eton system, that the Masters do too much and the boys too little; would abandon the construing in the pupil-room, lengthen the school hours, and have the work done by the pupil in school, receiving help only where it is required; 8122–8134, 8135–8149. Relative importance of private and school business; 8145–8156. Promotion of pupils too rare; 8159–8164. Generally the school work is extremely unsatisfactory; the construing system of Eton would be admissible if the day were 24 hours longer and there were strength in proportion to do the work; 8165–8168. Overwhelming preponderance of Cambridge men among the Masters; while an accurate knowledge of languages is acquired, the Oxford element,—analysis of the argument and digest of the subject matter,—is neglected; essays are also neglected, the result of which is that the Eton boys compete for Balliol scholarships at a decided disadvantage with candidates from Rugby or Marlborough; Eton boys not sufficiently instructed, and this is felt especially with respect to Greek iambics and Greek prose, and in translations as contrasted with original exercises; 8169. More objections to the construing system; 8170–8180. In fine seasons boys spend more time in play than at work,—much more at cricket than at Latin and Greek; Masters are overworked; 8181–8187. Boys in the Fourth Form are fairly worked, with hardly enough time for play; the Remove are overworked; 8193. The classes and the teaching might be easily reorganized if the Head Master had the power and the will to do it; 8193–8198. Assistant Masters should be permitted to meet and discuss the propriety of making changes; they do so at Harrow satisfactorily; 8199–8200. Comparison of Harrow and Eton as to work, athletics, and scholarships; the hard working boys at Eton are not teased as at Harrow; literary distinction valued somewhat more highly at Harrow than at Eton; 8201–8207. Holidays; 8208, 8209. The Head Master at Eton does not occupy a sufficiently high position; the Assistant Master is scarcely recognized; the Provost's power of obstruction enormous; 8210–8216. Shirking seems to be at the bottom of a great deal of evil at Eton; a boy may do what is wrong, but the fault often seems to consist in his being found out; 8217–8221. Shirking and public-house visiting objectionable; the latter less prevalent at Harrow and Rugby than at Eton; 8222–8224. Drinking to excess not prevalent at Eton, but the public-houses are much frequented; smoking not allowed; rules for the public-house visiting are framed and signed by the captain of the boats, and strictness as to language and behaviour is enforced; "cellar" described; the public-houses are well managed, and the objectionable part is the dishonesty of the shirking system in connexion with them; 8225–8247. Principal cause of the idleness of the oppidans and their admitted inferiority to the collegers is the patronage given to the games over the intellectual development of the boys; the school prizes badly managed; none of the prize exercises ever recited, hardly any of them printed, and it is often through the *Times* that a Master discovers who has gained a prize; these things, with the preponderating influence of the "swells" of the school, the principal causes of the superiority of the collegers; 8248–8250. The collegers have a spirit of work brought about by the extra examinations they go in for and having always before them the competition for their places for King's; the oppidan portion of the Sixth Form consists of those who get there by staying longest in the school; 8251, 8252. "Swells;" the opinion that muscle is superior to brain has grown up at Eton; 8253–8264. Masters join in some of the games, without creating any difficulty as to command over the boys; 8265–8270. Thinks the present plan of the chapel service on holidays very bad; the boys look on it with a feeling very different from that with which they regard the Sunday service; 8271, 8272. Would suggest the substitution of a short daily morning service, which might also do away with the morning prayers in the houses; would have singing with the service; 8273–8278. Would be

ETON.

WALFORD, J. T., Esq., M.A.—*cont.*

pleased to see some Masters at Eton who were not educated there; some of the present Masters would be glad of the infusion of fresh blood; 8279, 8280. Amalgamation of oppidans and collegers desirable; was himself a colleger, and had a strong college feeling when at Eton; the collegers were rather proud of the gown; the ill-feeling which existed between the two bodies was quite as much on the side of the collegers as on that of the oppidans, if not more so; 8281–8283.

WALTER, JOHN, Esq., M.P., page 297.

Having been at Eton eight years and having three sons there now, of course takes a great interest in the school; nothing can be more fatal or mischievous than altering the character of Eton as one of the first classical schools in the country; there is no foundation so good for the education of an English gentleman as the classical education furnished at Eton and other of our great public schools; with a slight exception in favour of French, such as twelve months instruction, perhaps, in the Remove, it would not be desirable to make modern languages an essential portion of the curriculum of study at Eton; he would get rid of the extra charge for French; thinks two French masters would be adequate for teaching French; 9359–9366. He would also abolish the extra charge for mathematics; 9366. Would not give up classical repetition to introduce French; thinks construing useful; would not abolish the lower school; would admit to the lower school at 10 years old, to the upper at 12; 9367–9389. Anecdotes relating to proficiency in modern languages; pure French could not be taught at Eton; what he wants taught there is the grammar; 9390–9396. It is a great accomplishment to be a good linguist; but the acquisition of foreign languages is after all not of much practical utility, English being so much used on the continent, and if learned at all foreign languages are best learned abroad; English composition was deemed the best test at Oxford; foreign literature little read in England; 9397–9412. Is adverse to competition among boys of tender years; would not like his own son to compete for even the Newcastle scholarship; 9413, 9414. The subject pursued discursively; 9414–9422. Prefers translation and re-translation to original composition; knows nothing of the Rugby system; 9430–9437. Thinks debating societies are attended with good and evil effects; 9438–9440. Is not sure that it is desirable to force either mathematics or Latin verse composition, 9441–9447. Rather than interfere with the classics at Eton in favour of a youth not going to the Universities and who required a particular scientific training for a profession; he would in the case of his own son take him from Eton at 16 and get him the special training elsewhere; objects to competition examinations for the civil service; French may be necessary in many appointments, but it can be learned elsewhere better and more rapidly than at Eton; believes the accent may be acquired at 15 or 16; illustrative instance; 9448–9455. Would introduce no new subjects into the school that are not applicable to the whole school; the instruction should be for the average pupils, not for individuals; therefore would not introduce the physical sciences; knows little of the German schools; 9456–9466. Objects to "leaving money" and "leaving books;" 9467–9471. When at Eton himself, he abolished the "ticket system;" and leaving books might be abolished in a similar way; 9472, 9473. Eton is called an expensive school; but a girl's boarding school is quite as costly; approves of dame's houses; objects to bounds and shirking; would prevent the use of public houses if possible; approves the present fagging system, as inconsistent with and a preventive of bullying; 9474–9484. What strikes him especially at Eton at present as compared with what existed when he first went there is the kind and gentlemanly behaviour of the boys to each other; 9485–9487. With regard to the degenerated literary tone of the oppidans, thinks that the relation between Eton and King's is an evil, and would rather have no privileged class at all; at present the collegers are almost certain of a provision; would prefer that the Eton Masters were oppidans; but thought the advantages and disadvantages almost counterbalanced each other; 9488–9492. Wishes that what remains of the monitorial system at Eton were abolished; and would make the privileges of the Sixth Form privileges of exemption and not privileges of power; would exempt the Sixth Form from bounds but would not give them the power of setting punishments; mentions an instance which occurred at Winchester 18 years since, where a boy was flogged not for a crime but as an exhibition of power; 9493–9499. Thinks 600 a more manageable number than 800 for a school, but does not know how to fix a limit; 9,500. Has never been able to discover what useful functions the Fellows at Eton discharge as Fellows; it might be desirable that they should have definite work and no livings; would rather that the Masters should be eligible to livings without being Fellows, or be Fellows without holding livings; 9501, 9502. Bishop Chapman's sermons were good, those of the other Fellows were not heard; gives an opinion as to the Masters preaching; 9503–9509. Would prefer a daily service to service on saints' days; 9510, 9511. Approves of the choral services in the chapel; 9512–9515. Would like to see music and drawing more generally taught; 9516, 9517. Would like to see an extension of the lay element in the Provost and Fellows; thinks the Head Master should be a clergyman, and that all the Masters should be Eton men; difference as to the position of the Head Masters at Eton, Harrow, and Rugby; 9518–9529. Opinion as to relations between the Head Master and the Provost and Fellows; would make the Head Master absolute as regards school work; opinion as to enlarging the Governing Body; 9530–9538. Opposed to prizes confined to the oppidans; 9539, 9540. Miscellaneous remarks; 9541–9550.

WALTER, J., Esq., M.P.—*cont.*

WARRE, EDMOND, Esq., M.A., page 182.

Is Assistant Classical Master at Eton and has been such two years; was an oppidan; afterwards went to Oxford,—to Balliol and All Souls; and took his degree in 1859; 5281–5285. The oppidans in his time were not inclined to associate with the collegers; the chief objection was the gown; the same thing is still in operation; collegers are not admitted to the full benefit of the social life of the school; the oppidans acknowledge the intellectual superiority of the collegers, some deplore it, and the fact that the collegers obtain the Newcastle is beginning to make a stir; the collegers come into the school better prepared than the oppidans; 5286–5294. The same distinction prevails with regard to games; two years ago the lower club of oppidans asked the collegers to join them, but the collegers refused; 5295, 5296. There are a few collegers in the debating society; a disagreeable boy would be blackballed, but intellectual merit has its weight there; the alienation between the two classes does not exist in the debating society; 5297, 5298. A colleger and an oppidan would scarcely walk together on a Sunday; 5299. Has known "leaving books" given by colleger to oppidan and by oppidan to colleger, but that has been where they had both been in the cricket eleven; collegers can be and have been in the eleven; the physique of the collegers is inferior to what it was, and they do not infuse so much spirit into the games as the oppidans; 5300–5302. The collegers have not more work than the oppidans, but they have more examinations and consequently work more for them; 5303, 5304. Distinction in games is more coveted than distinction in any other way; speaking generally the oppidans occupy too much time with their amusements and too little with their work; time consumed in boating less than in cricket, it is rare that a boy is in both the eight and eleven; idling in boats; punting forbidden; 5305–5317. Little or no smoking at Eton during the last two years; 5317. More details as to boating; the expense, boat races, locks, &c.; 5318–5331. Since the race of the eight at Henley and the revival of the Westminster race, boys who were before named to the boats by favouritism now get in by merit; 5332. Football also is a wonderful equalizer; 5333. The captain of the boats has great power, and if he is a moral and high-principled fellow he can do a wonderful deal of good throughout the year; 5334. More detail as to boat races; never heard any evil effect in after life attributed to these boat races, neither here nor at Oxford; boys and men unfit for boating are obliged to leave it off at once; boating said by some to be the cause of lung disorders and to sow the seeds of consumption; but doctors deny this and he concurs with them; the excitement at the time of race indisposes the whole school to work, but he questions whether the good does not outweigh the evil; 5336–5349. In training for boating there are self-imposed rules as to abstinence from liquor and all kinds of dissipation, also from bathing, except a plunge before breakfast; 5330–5354. Swimming taught at Eton; 5355–5359. No particular connexion between excellence at games and intellectual superiority observable; 5360–5362. Never heard of more than one instance of a boy being compelled to play at cricket; football is not compulsory; 5363, 5364. Expensive habits of the boys on the decline; those who work hard at boating or cricket have not time to think about the adornment of their persons; idlers who lounge about have nothing else to think of; extravagance sometimes encouraged by parents, who give their sons enormous amounts of pocket money; he knows a boy who had 25*l.* in a pill box, and has heard of others having 50*l.*; a boy, on an average, would bring with him to school 3*l.* or 4*l.*; 5365–5370. The volunteer movement has been beneficial in the School; it is undergoing at School the same change as about the country, namely, the drill is becoming less popular the rifle practice more so; the movement has brought out a class of boys who would neither row nor play at cricket; it is quite voluntary; 5371–5383. The Masters are more alive than formerly to the importance of discouraging extravagant habits in boys; the tutors would notice extravagance in dress with disapprobation, the other boys with anything but approval; 5384–5386. Has not noticed an increase of luxurious habits among the boys; has discarded lounging arm-chairs; thinks the drinking and smoking have diminished; the revival of the Westminster race, &c., have tended to produce this result; 5387–5391 and 5398. There is more energy at fives and foot racing than there used to be; the objection to the games is their expense; 100*l.* a year is spent in fives balls, 1,300*l.* a year in amusements altogether; these amusements are, however, economical if they produce health; 5392–5397. Objection to the Eton boys playing at Lord's; 5399. Additional details as to cricket and boating; 5400–5411. Thinks the energy infused of late into the games has done a wonderful deal of good; it would be very desirable if we could make a like infusion into the school work; 5412–5414. He feels very strongly in favour of the removal of the gown; 5414. Thinks that if the boys were consulted as to its discontinuance, they would be very nearly equally divided on the point; 5415–5417.

WILDER, Rev. JOHN, M.A., page 14 *et seq.* (*See* evidence of GOODFORD, Rev. C. D., D.D.)

MINUTES OF EVIDENCE.

WINCHESTER.

LIST OF WITNESSES.

Name of Witness.	Date of Examination.	Page.	Name of Witness.	Date of Examination.	Page.
	1862.			1862.	
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The College, Thursday, 29th May 1862.

PRESENT :

Earl of Clarendon.	Lord Lyttelton.	Rev. W. H. Thompson.
Earl of Devon.	Sir Stafford Northcote.	H. Halford Vaughan, Esq.

The Earl of Clarendon in the Chair.

The Rev. Godfrey B. Lee, M.A., examined.

1. (*Lord Clarendon.*) You are Warden of Winchester College ?—Yes.

2. How long have you been so ?—I have been in residence about 14 months ; I have been elected longer.

3. You have been in the exercise of your duties here about 14 months ?—Yes ; I have been resident here for many years besides that ; I was here for twenty-one years as a tutor.

4. As to the fines and so on. Question 4 with respect to fines is, " Have any material changes been " made in the system of letting and management " since the foundation of the school, and in particular " within the last 50 years" ?—I should think not within the last 50 years.

5. Are fines taken as fully as before : is the practice at all discontinued ?—They are taken rather more fully than they used to be, and I should be very glad if the Commissioners would strengthen my hands in making the business a little more easy. I think we ought to take a little more. Not more than two years ago they were raised from $1\frac{3}{4}$ years improved value. At present we take $2\frac{1}{4}$ years ; and it is intended in a short time not to renew leases for less than $2\frac{1}{2}$ years improved value. That is calculated on the six per cent. tables. Upon the former calculation they get seven per cent. It is not like buying freehold, but it gives them a fair return. It has been found to answer very well at New College, Oxford, which has never had any difficulty in dealing with the tenants on those terms.

6. What then is your proposition?—That we should take $2\frac{1}{2}$ years in future instead of $2\frac{1}{4}$ years ; and if the Commissioners would recommend that, it would strengthen my hands. Of course the burden of fighting for these fines falls upon me principally. All the letters come to me ; the correspondence and the odium rests with me.

7. There has been no intention on the part of the College of letting the leases run out ?—Yes, we must do it ; it is the only way by which we can increase our income, and meet such things as we have to do ; and therefore I propose, as they have done at some of the colleges at Oxford, to let some run out every year. Of course, if we were to do as, I believe, the Ecclesiastical Commissioners do, *i.e.*, not renew any leases, we should have no income to go on with, and must shut up until the leases run out. The only way is to do it by degrees.

8. With a view to the ultimate discontinuance of it altogether ?—Yes, certainly.

9. (*Mr. Thompson.*) I understand you to say that is in progress at present. There is a fair prospect of that being done within a certain number of years ? —It must take some time, otherwise in the meantime we should be deprived of income.

10. But it is in operation ?—Yes ; I have got the consent of the Fellows, and we have declined to renew three leases this year.

11. Were they of considerable value ?—Yes ; in two cases the property was in the county, and we wished of course to get property in the county more particularly at rack rent.

12. Question 6 : " Can you furnish any informa- " tion showing the alterations in value of the pro- " perty, or any part of the property of the school " since its foundation, and particularly within the " last 50 years, and the rates of any increase or de- " crease that may have taken place" ?—I presume whatever answer would apply to any property throughout the country would apply to this. I felt I could not give a satisfactory answer to that question.

13. Your man of business would be better able to do it ?—Yes.

14. (*Lord Devon.*) You have a man of business ? —Yes, a steward and land agent. The steward in fact, answered that and the next question, though I am responsible for it.

15. (*Lord Clarendon.*) 7. In this account you state the receipts for the year 1860 at 17,622*l.* 5*s.* 5*d.*, does that represent the total income of the College ? —Yes ; the receipts were 17,622*l.* 5*s.* 5*d.*, and the expenditure was 20,098*l.* 6*s.* 7*d.*

16. (*Lord Devon.*) Have you not dividends upon stock ?—Yes, included in this return.

17. Then there is 18,000*l.* from the Queen, but not yet paid ?—Yes. At the request of Her Majesty we sold an estate adjoining Osborne, called the Barton estate, and we shall invest the purchase-money in land, so that practically it will be only an exchange of one property for another.

18. What are " meads ?" — The play-ground. That is the word we use to designate the play-ground.

19. (*Lord Clarendon.*) 8. "By the original sta- " tutes the surplus revenue was ordered to be laid " by for the advantage of the College ; that statute " has been repealed by the Oxford University Com- " missioners ; but the Warden and Fellows have not " availed themselves of the permission to divide the " whole surplus." What is the meaning of that ?— I mean they have not always divided the whole surplus. When they have had rather a good year they have not divided the whole as they might ; they have laid by a portion. They might have a short year next year, and they would have something to fall back upon. They have not each year divided as according to the ordinance of the Commissioners they might have

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done. They have thought it better to go on as before. The 27th clause of the ordinance says, "The Warden "and Fellows shall not, by reason of any clause or "provision in the existing statutes of the College, be "prohibited or restrained from dividing amongst "themselves, or otherwise disposing of the clear "surplus of the corporate revenues of the College, as "they might have done if the statutes had contained "no such clause or provision."

20. (*Lord Lyttelton.*) In 1859 you had a balance in hand in consequence of that system?—Yes, and the surplus expenditure of 1860 was paid out of it.

21. Do I understand the Warden and Fellows have an absolute discretion who they give the livings to?—Yes.

22. (*Lord Clarendon.*) If they are not given to the Fellows?—Yes; the holders of some of these livings were unconnected with the College altogether.

23. (*Lord Lyttelton.*) There is nothing to be called a binding usage or custom as to that?—No.

24. (*Mr. Thompson.*) When was this valuation (9.) of the livings made?—That valuation is a return made by the Fellows; I sent for it for you.

25. For the purpose of this inquiry?—Yes; I thought that was the best way of giving it.

26. (*Lord Devon.*) I should like to ask whether there are many instances in which the livings have been given to assistant-masters not being Fellows?—There are only Mr. Payne and Mr. Ridding; Mr. Payne was an assistant-master. Mr. Ridding, formerly under-master, was presented to the vicarage of Andover some years before he was elected Fellow. Some of the others were persons not connected with the College. One (Mr. McGhie) had been a curate many years. He was not connected with the College: nor Mr. Stewart of Portsea. Most of the others were fellows of the College.

27. (*Mr. Thompson.*) Do the livings pass down the Fellows as at colleges in the universities?—Yes; I believe that has been the habit.

28. There is no direction regulating your ecclesiastical patronage?—Not in the statutes originally, I believe.

29. (*Lord Devon.*) How many Fellows are there?—Ten; they are to be reduced to six.

30. (*Mr. Thompson.*) Are there 10 now?—Yes; none have died since the Oxford University Commissioners ordinance; in fact, not for many years—11 years.

31. (*Lord Clarendon.*) Now we come to the leasehold property. You say, 18,000*l.* is to be invested in the purchase of real estate?—Yes.

32. The estate has been selected?—Yes, it has. I do not know that it will quite swallow up the whole of the money; if not, the balance must go into the hands of the accountant-general until it is invested in land. We are not at liberty to part with money paid to us for land sold under any circumstances whatever. For instance, the other day, we got a small sum from Government for permission to carry a drain under the mill pond of the College, and although we have been at a heavy expense in draining there, we cannot touch that money except to invest it in land. Whenever any property is touched in any way, or any advantage gained, we are obliged to invest the proceeds in land.

33. Where is the estate you are about to purchase?—A few miles hence; at a place called Hambledon, in this county.

34. Is that selected merely because it is a good investment?—Yes; it is within a convenient distance.

35. (*Mr. Thompson.*) When you say you must purchase "land" you do not exclude "houses?"—We may buy houses; we have done so lately. We wanted a house. We may buy houses as well as land; land is what we wish to have if possible.

36. (*Lord Clarendon.*) "Besides the foregoing "properties, which are held in trust for the College, "the following are held upon special trusts." What is the meaning of that?—The column at the right hand (which I added) shows that. These are administered practically by me; theoretically by me and those in whom they are vested. You will see the first is "Bed-"minster fund for exhibitions at the university." With respect to those trusts, I should very much like to ask whether the Commissioners have any intention of dealing differently with them? If they have not, I have nothing to say; if they have I should have a good deal to say. For instance, we will take the Bedminster fund; suppose the Commissioners were to say, "These exhibitions ought not to be given "away without a special examination," I should have something to say. These exhibitions were left for boys who had not sufficient talent to gain scholarships at New College. They are given to young men who are poor, as an assistance to enable them to get a university education. But I do not wish to go into this question unless the Commissioners should express a wish to alter the manner in which the trusts are administered. This Bedminster trust, for instance, which is a very large one; it now amounts to 15,600*l.*, and produces 468*l.* per annum. As I have stated, that fund was left entirely to be given in exhibitions to boys who do not succeed in getting to New College, *i. e.*, whose talent does not enable them to do so, to help them to proceed to the university, to obtain a university education.

37. Are those exhibitions given upon any examination?—No.

38. How are they given?—By selection, by the Warden, Head Master, and Under Master.

39. But they select according to the terms of the foundation?—Yes; they generally select boys who are poor and who have a good moral character. Many of them, perhaps, would not go to the university at all unless they had that kind of assistance.

40. What is the date of that bequest?—I can state to-morrow.

41. (*Lord Lyttelton.*) The terms of the foundation are entirely attended to?—Yes; some time ago, having some notion we might wish to deal differently with the trust, I applied to one of the Charity Commissioners, and he said, "If you were to bring this "matter before us we should on no account allow "you to deal differently with the trust. Nor, I am "pretty certain, would the Court of Chancery. No-"thing but an Act of Parliament would release you." We have not the slightest wish to deal differently with it; but I wish rather to know what the mind of the Commissioners is.

42. (*Mr. Thompson.*) Do you think, as at present administered, it is very salutary?—I think it is very salutary indeed. It enables us to give assistance to boys of good moral character, who have not talent enough to gain scholarships at the university. I believe so long as it is faithfully administered, it is a very valuable trust.

43. In how many cases per annum do you suppose you are able to give that assistance?—The list was so full that last year there was only one to give away. I think there will be only one or two this year.

44. What is the value of them?—£50 a year is the largest.

45. Fixed by the terms of the endowment?—No, I think not; some are smaller. We have never given more than 50*l.* In the case of very poor boys we have the additional aid of the superannuates fund.

46. The words would allow you, if none of it has been anticipated, to give a larger sum?—Yes, certainly; but you would have fewer in number on the list.

47. (*Lord Lyttelton.*) How many years are they for?—Four years.

48. On going to the university?—Yes.

49. They are given on selection on the grounds of good character and of poverty?—Yes.

50. (*Mr. Thompson.*) Do they go to Oxford?—They may go to Oxford or Cambridge. They are only given to boys who have not ability enough to gain scholarships at New College, and those boys are selected for good conduct and poverty. I think

it is very valuable to the school to be able to reward such boys here.

51. (*Lord Lyttelton.*) It has never been suggested that the terms of the foundation have not been attended to?—No; never.

52. (*Lord Clarendon.*) May those exhibitioners go to any college they like?—They may go to any college at either Oxford or Cambridge.

53. (*Mr. Vaughan.*) Is it specified in the deed for what qualifications they are to be given?—I never read the deed, but it was for boys who should not be able to get to New College.

54. Are those the terms?—Yes; it is analogous to the superannuates fund below, which is a large fund.

55. (*Mr. Thompson.*) Are the boys who go to New College elected entirely by merit?—Yes; entirely.

56. (*Mr. Vaughan.*) Are those the terms of the ordinance?—Yes.

57. (*Lord Clarendon.*) Have you anything to say upon the third, the Duncan prize fund?—No; that is a mathematical prize, a small prize for mathematics. There is an examination. That is given exclusively by examination.

58. Then comes the superannuates fund for exhibitions?—That stands on the same ground as the others, except that the trustees are different.

59. Is that also for good conduct and poverty?—Yes; that is for boys superannuated without going to New College.

60. Will you explain the meaning of "superannu- "ated without going to New College"?—That is to say, they have reached the age of eighteen, and not being elected to New College they cannot remain on the foundation any longer, and are obliged to go to the university on their own account.

61. (*Mr. Vaughan.*) With regard to the age of eighteen, is superannuation at that age approved by those who manage the superannuates fund?—I think so; but the matter has been discussed lately, I may say it is under discussion now. When at Oxford, from the young men I have sometimes seen come up, I always had doubts whether the age might not be extended a little.

62. Does it not cut them off from a year's education, which is spent profitably at other schools, and might be spent profitably here?—We have a system of this kind—a boy, for instance, who is not nineteen at the time of examination but will be so before the next election, if he pass a good examination can be recommended to the electors of New College, and that gives him another year, *i. e.*, if he be a good scholar, and so on; so that practically a boy is nearly nineteen before he loses his chance.

63. (*Lord Lyttelton.*) Is not eighteen the age under the old statutes?—They may be elected up to nineteen, "non ultra decimum-nonum."

64. (*Lord Clarendon.*) I suppose the Warden and masters assume that the boys to whom they give exhibitions will not be able to pass for New College; they are not examined, and fail?—Yes, certainly; it is after that examination.

65. It is after they have been examined, and have failed?—Yes.

66. (*Mr. Vaughan.*) With regard to the superannuation, does not that virtually send your men to the contests in the universities, Oxford particularly, a year earlier than the other public schools send their men to competition?—I thought that was the usual age at public schools. Practically, many men are as old as within two months of 19 at election; when I was admitted at New College we had a year of grace, and now they only require a recommendation from the electors to give it.

67. (*Mr. Thompson.*) In point of fact, they do not lose the good men unless they cannot help it?—No.

68. (*Lord Lyttelton.*) What are the "Warden and scholars' clerks?"—Those are the legal terms for the Warden and Fellows; all modern deeds are worded so.

69. The words in the original statutes are, "Quod scholares prædicti omnes et singuli" (except the founder's kin) "cum decimum octavum ætatis "suæ annum compleverint pro perpetuo expellantur." When of that age they must immediately leave?—Yes.

70. (*Mr. Vaughan.*) But I suppose you would consider at the time you were admitted at New College the age of 18 was different from what it was in the days of the founder for the purposes of education. Did they not go to the universities earlier?—They did in those days very much earlier, we know. We have power to alter that; we are not bound by it.

71. (*Lord Lyttelton.*) Do you conceive you have the power to alter a specific provision of the old statutes?—I think the Warden and Fellows of New College have the power, with our consent, to elect at any age.

72. (*Mr. Thompson.*) It is their doing, not yours?—Yes; we could prevent boys staying in the school.

73. (*Lord Lyttelton.*) You could amend the statutes of the College with the consent of the visitor?—Yes.

74. (*Mr. Thompson.*) Could you do that as well as they?—Yes; I think so.

75. (*Lord Lyttelton.*) Have you the same power as to modern ordinances?—No; we may make regulations and byelaws according to the powers given us by clauses 8 and 34 of the ordinances, and we may amend the statutes with the consent of the visitor, "subject to the provisions of the section marked xl. "in the Queen's Printer's copy of the said Act."—Vide cl. 41.

76. You would want the consent of the Queen and the Privy Council?—Yes.

77. There is a general power for the amendment of those statutes?—Yes.

78. (*Lord Devon.*) Is the 25,000*l.* consols "to "increase stipends of the two masters" the Goddard benefaction?—Yes.

79. (*Lord Lyttelton.*) There is also the Goddard scholarship?—Yes; that is a prize answering to the Newcastle scholarship at Eton.

80. Is it of the same value?—I do not know what the emoluments of the Newcastle are; this is 25*l.* a year.

81. Is it given upon an examination?—Yes; they are examined here.

82. (*Mr. Thompson.*) They can take it with them?—Yes.

83. How often does that fall in?—Every four years; properly speaking, it is for three years. The Pitt Club, in London, give us an exhibition every fourth year. Suppose we began this year, for example; boy A would be elected Goddard scholar for four years; next year B would be elected for four years; in the third year C would be elected for four years; in the fourth year there would be no Goddard scholarship to give away; and then the Pitt Club comes in and gives a scholarship of equal value, or rather more, *i. e.* 30*l.* instead of 25*l.* per annum. We have an examination as usual, and the Trustees of the Pitt Club pay the boy, instead of the college. We have nothing whatever to do with that fund, and therefore it does not appear in our accounts.

84. (*Lord Clarendon.*) We will now go to the second head?—May I understand we have closed the question of the exhibitions.

85. Have you anything further to say about them?—No; except that I conscientiously believe that these exhibitions, as they are administered at present, are very valuable, and I should be sorry to see them administered in any other way.

86. But the superannuates do undergo an examination?—Yes, the superannuates do; and I ought to mention that while the Bedminster fund is restricted to boys who cannot get to New College, that is not the case with the superannuates fund; and it was found lately when the scholarships at New College were opened, and no longer led to fellowships, those exhibitions operated against New College,

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That is to say, instances occurred in which, previous to the examination for New College, a boy obtained a scholarship at some other college at Oxford, and then on the strength of his good character obtained a Bedminster exhibition of 50*l.* a year, which placed him in a better position than if he had gained a scholarship at New College. That would operate to the disadvantage of New College, because thereby they would lose, perhaps, one of the best scholars in the school; and the Warden and Fellows agreed that they would not give the superannuates exhibitions exclusively, as before; they would give them, if they saw good reason, as they had never been given before, *i.e.*, to boys who went to New College. Consequently, last year when there was a superannuates exhibition to be given away, we divided it between the two best boys who went to New College.

87. (*Mr. Vaughan.*) New College now is not entirely open to public competition?—No; not to scholars of other schools.

88. Then suppose a young man obtains a scholarship in a college where there is free competition, he has been successful in a larger sphere, has he not, that being open to the free competition of all schools?—Yes.

89. So that the free competition of all schools must be acting as an extra stimulus to exertion on any boy intending to compete in open colleges beyond what the more circumscribed competition of New College would afford?—Yes.

90. Was it not then for the good of Winchester school that the boys during their career at Winchester should have looked forward to this extra competition?—Yes; but it operated to the prejudice of New College, because they got only the second best scholars. If they had failed they would have fallen back on New College. If they got their scholarships at Oxford, and then got a Winchester exhibition, they would be in a better position than if they had gone to New College.

91. (*Mr. Thompson.*) In fact, I presume, that if New College had been out of the question you would rather have encouraged that practice among your boys of going in and competing for entirely free scholarships?—Yes; they are at liberty to go in and compete for any scholarships they like.

92. Not only would they be at liberty, but you would think it for the credit of the school that they should do so?—Yes; but we are so connected with New College, we do not like to injure it.

93. (*Mr. Vaughan.*) Have you made any practical regulation which puts a stop to it?—Yes; that we would not restrict the superannuates exhibitions to those who failed to get scholarships of New College.

94. (*Sir S. Northcote.*) Would a boy be qualified to take a Bedminster exhibition who, a month before or less, had got a scholarship at another college?—Certainly, he would not be prohibited.

95. The value of a Bedminster may be as much as 50*l.* a year?—Yes.

96. Practically, how are the Bedminster exhibitioners selected. Who selects them?—The Warden, the Head Master, and the under master.

97. In what way is that done. Is it on the recommendation of the Head Master?—No; we meet together and discuss the merits of the boys.

98. Is it ascertained before that the boys are incompetent to get scholarships at New College?—Yes; it is after they have failed.

99. No boy is selected for a Bedminster exhibition until he has been in for a scholarship and failed?—Just so.

100. Suppose having failed for New College he gets a scholarship elsewhere, is he liable to be divested of the exhibition?—No; he would never be divested, having once got it.

101. He would hold it absolutely?—Yes.

102. Have boys ever got those exhibitions and got scholarships in other colleges?—They have got scholarships at other colleges, and then got a Winchester exhibition.

103. Would you yourself give a Bedminster to a boy who came next to those who got the New College scholarships, or would you have any regard at all to how he had done in examination?—Yes; I should take everything into consideration; his poverty, his character, and of course his work, his intellectual qualifications.

104. So that it would not be purely an *ad misericordiam* grant?—No.

105. In fact it would almost amount to an additional scholarship. If you saw that there were three vacancies at New College, you would elect four boys, three to New College scholarships, and one to a Bedminster exhibition?—No. The time of election is totally different, and the electors are not the same; a different body altogether elects to the New College scholarships.

106. But in the first instance, all the boys who are candidates for New College, would have to undergo an examination; we will say three are elected; then before giving the Bedminster away, which we will suppose you have to give away, would you take into consideration the result of that examination?—We are quite at liberty to do so.

107. Do you practically do so?—I have only given one away, which was last year. We certainly did so then.

108. You took the next boy in the examination?—No; we took into consideration his work here, and his intellectual qualifications.

109. That boy having got that exhibition might go to Oxford and hold it with a scholarship at another college?—Yes.

110. But if he got a New College scholarship, he could not hold anything else with it?—He would have got that, because he could not get a New College scholarship.

111. What I want to know is, whether a boy who gets a Bedminster exhibition may not be better off than a boy who goes to New College?—Yes. he might, if he went to Oxford and got a good scholarship, which is possible, but not very probable.

112. (*Mr. Thompson.*) What is the value of the scholarships at Oxford for an undergraduate?—£90, exclusive of room rent and tuition.

113. It would be difficult, I presume, for an undergraduate to get anything better than that?—They are as good at Corpus.

114. (*Lord Devon.*) With regard to the superannuates, I do not quite know how that stands. Those I understand you say, are given not to boys who fail in the examination for New College, but to boys who are too old to go up?—They used to be given much in the same way as the Bedminster, *i. e.*, to those who had failed to get to New College; but as I said before, as we were not excluded by the terms of this fund, (it was a subscription fund—the subscription only ceased a few years back), we are at liberty, if we choose, to give them to those who go to New College.

115. Practically, how many are given a-year?—I have only been here one year; we had only one to give away last year, and that we divided between the two best scholars elected to New College, in order to encourage the best boys to compete for New College.

116. You may divide it as you please?—Yes.

117. Then in fact you have only made the change at one election?—Yes.

118. Is it required of a superannuate that he should arrive at a certain age without submitting himself to an examination?—No; he must have submitted to an examination.

119. Then a superannuate may have failed in examination?—Yes.

120. (*Lord Lyttelton.*) He must be a scholar?—Yes, he must be a scholar; because, until recently, no commoner was eligible.

121. May a commoner be elected now?—Yes.

122. Or a peer?—Yes.

123. Whose endowment was the superannuates

fund?—It was a subscription fund set on foot by Warden Dobson in 1732.

124. (*Mr. Vaughan.*) I do not know the distinction between what you call superannuates and those who have failed to get scholarships?—A superannuate is one who has reached the age beyond which he cannot retain his scholarship.

125. Then do you confine the Bedminster to those who may still undergo another examination?—No; we do not give it to a boy until he is just going to the university; we never give it to a boy until he is at the university as an undergraduate.

126. (*Lord Devon.*) Is there any trust fund of that endowment or any instrument giving the terms of it?—There is a record of the superannuates fund. It is by subscription. Even the present Head Master and second master used to subscribe to that fund, but it had reached such a sum they said, "It is unneces-
"sary to go on with the subscription."

127. (*Lord Clarendon.*) Part II. 2, "The "original constitution was a warden, ten priest "fellows, seventy scholars, head master (infor-
"mator), under master (ostiarius), three chaplains, "three clerks, (*i. e.* singing men), and sixteen "choristers." The Oxford Commissioners have reduced the ten fellowships to six, have they not?—Yes.

128. On what ground did they do that?—I do not know.

129. You do not know why they stopped at six?—No; I suppose they thought the governing body ought not to consist of less than the warden and six fellows.

130. What is the precise duty of a fellow?—They are the trustees of the College. One of them is sub-warden and two of them are bursars. The bursar is the person who has the chief of the work, the constant work. The assistant bursar does not do much, The sub-warden is obliged to be here at certain times. and he is responsible for everything if the Warden is ill.

131. You say you think a reduction of the number of Fellows would be injurious to the interests of the College?—I said "I believe that any further reduc-
"tion in the number of Fellows would be injurious "to the interests of the College, because it would "deprive the College of the means of providing "for superannuate masters."

132. You consider that any further reduction in the number of Fellows would be injurious to the interests of the College, because it would deprive the College of the means of providing for masters who were superannuated?—Yes.

133. In short, you look upon a fellowship as a superannuate allowance?—I think it might be so looked upon.

134. Is it so looked upon?—I believe it has been so looked upon; I will not say it has been followed out. It has not been followed out as at Eton.

135. How many of the existing Fellows were masters?—Only one was a master here; one was a tutor at New College. The remaining eight were never masters.

136. (*Mr. Thompson.*) What was their claim?—They were fellows of New College, to whom a decided preference is given by the statutes. In fact, they elected from those who had been fellows of New College, but that statute has been modified, and the Commissioners seem to have contemplated rather the election of those who had been employed here in tuition. (Clause 5 of the ordinance.) "In elections to fellow-
"ships within the College the electors shall (subject "to the provisions in that behalf of the statutes in "force for the time being) choose the person who "shall appear to them to be of the greatest merit, "and most fit to be a Fellow of the College as a place "of religion, learning, and education. The pre-
"ference given by the existing statutes to those who "are or have been Fellows of New College shall be "extended alike to the master, usher, and assistant-
"masters of the school at Winchester College for the "time being, and to those who shall have held any "of the said offices, and to those who shall have been "educated for two years at the said school." No fellowship has fallen vacant since this ordinance was made.

137. (*Lord Lyttelton.*) That gives a preference?—That retains a preference to certain persons, and extends it to others.

138. (*Lord Clarendon.*) A system has been followed then of late years in the election of Fellows, which is not that which you contemplated when you said that a further reduction of them would be injurious?—No.

139. I would still ask you, what are the duties of these Fellows. How long do they reside?—They are very uncertain about that. The Oxford Commissioners repealed the statute absolutely about residence, and gave us leave to make new statutes. I am making preparations to do so pending this Commission. By clause 8 of the ordinance, the statute as to residence is positively repealed. "The provisions respecting "residence of Fellows, &c. shall be henceforth void."

140. That was in reliance upon fresh statutes being made?—Yes.

141. That was done four years ago, in 1857?—No; to tell you the truth, the late Warden omitted to make new statutes.

142. What were the old rules with respect to residence?—The old rule, or rather, the usage was, that the bursar was always resident, and one or two of the others used to be resident. There were two or three resident when I was here as a boy, and there has been generally that number; but there is no precise rule for it which has been followed of late years, except in the case of the bursar. The Warden is bound to be here at certain times. Of course, all are bound to be here when summoned to come to the quarterly meetings, or other meetings from time to time.

143. Can you say then, except with reference to the superannuation of the masters here, that the total abolition of the fellowships would be injurious to the school?—I consider it would be a detriment to the College that the Fellows, a valuable board of trustees, should be further reduced. It would be prejudicial to our interests and entirely contrary to the spirit of the foundation; you would be annihilating William of Wykeham's constitution altogether. We should have no governing body at all for any purposes.

144. But as these Fellows never reside, nor ever do anything for the benefit of the school, will you tell us why the abolition of them, without reference to the statutes, but merely with reference to the interests of the school, would be injurious?—It would be a great advantage, I think, to retain the fellowships as they do at Eton, as a superannuation for the masters.

145. (*Mr. Vaughan.*) Should it not in that case be proportionate. Should not the payment of the Fellows as superannuate masters be proportionate to the pay they had as masters?—No, I think not; because there are no means here for any master except the Head Master to lay by money at all. I consider it utterly impossible for any master here at present to do that, except the Head Master, who is in receipt of a large income, when the school is full. I consider it impossible for any other person to lay by any money here at all.

146. Do you consider the proper footing upon which such a matter should be put is, that masters should be under-paid at the time they are doing their work with the prospect of having something of this sort to fall back upon in their old age?—That is not the way I have put it. I never said they were under-paid.

147. I thought that you considered they were under-paid?—They cannot lay by money to retire upon. I think no one but the Head Master is in a position to lay by money which would enable a man with a family to retire upon; a master has a comfortable income while at work; but a man cannot go on with schoolwork all his life, and, therefore, it is a

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good thing to have these fellowships to fall back upon.

148. (*Lord Lyttelton.*) Is there any limit to the value of the livings which the Fellows may hold?—No; there is no limit. The livings here are not very valuable.

149. Then if they happened to have any other living from any other quarter, might they hold that with their fellowships?—Yes, they might.

150. (*Mr. Vaughan.*) Are you aware of the emoluments of the masters generally?—Yes, pretty well. I could not take upon myself to say exactly; in fact, I do not know whether they are down here. I have not read all the masters' answers.

151. Would it meet your views at all, with regard to giving a proper remuneration to masters, that a portion of the fund now given to the Fellows should be given to increase the stipends of the actual masters. Would that meet your views?—Those fellowships which are to be suppressed, are to be converted into scholarships.

152. But with reference to the further suppression of which Lord Clarendon spoke, would that meet your views?—It would not meet my views that more should be suppressed. I do not think the Head Master ought to have more, because he has already a liberal allowance (750*l.*), and I think he makes a very considerable income from his boarders. The second master has about 580*l.* per ann., besides capitation fees from the commoners. The stipends are stated here. I can only say, I should be very sorry to see the fellowships reduced for that purpose.

153. (*Lord Lyttelton.*) The Fellows have entirely co-ordinate powers with the Warden in the administration of the affairs and property?—The Warden has no power to transact what are called the *majora negotia* without the consent and assistance of the Fellows.

154. I presume this question of the fellowships was fully considered by the Oxford Commissioners?—Yes; certainly.

155. (*Lord Devon.*) You mentioned that there was no precise time during which any one of these gentlemen has to reside practically?—Except the bursar; he must be resident.

156. And the others may be non-resident?—We have only one residence here, except two or three rooms, like that we are sitting in now, which would do for a single man.

157. May a Fellow be married?—The statutes are silent on this point. The reason of that is obvious, only priests are eligible, and priests were not married in those days.

158. May they be married now?—Yes, they may.

159. Since you have been here, or at any previous period of which you are cognizant, how many Fellows have been resident?—About two in my time.

160. Are those Fellows bound to attend in chapel and take part in the service, analogous to canons in cathedrals?—They are not compelled to do so.

161. Do they take any part in the service?—There is no compulsion. They have done so. They are not compelled.

162. So that they have no specified duties in connection with the performance of religious duties?—No; they always attend and take part in the service of the chapel. We have power to alter the statute as to residence. I have prepared a draft of a new statute. I should be very sorry the Fellows should not reside; some of them wish to reside more than they do.

163. How many apartments are there for single men?—About three very fair apartments.

164. And one house?—One bad house, which admits a family.

165. Do they dine in the hall?—No, never.

166. There is a high table?—That is only at certain times, not regularly. The boys dine at one o'clock.

167. Do they live together; have they a common dining room?—They have; but they only use that occasionally. They have a dinner from the kitchen opposite.

168. As they have no duties to perform in chapel, will you pass on to the other duties they have with regard to the school or college. You spoke of them as the governing body; in what way are they to exercise any government here?—I am obliged to have their consent for all the more important business of the College.

169. In case of any alteration you might think it necessary to make, for instance, in the diet of the collegers, you would have to consult them?—Yes.

170. You would have to call a meeting of the body?—Yes. All those alterations which have been made by the Warden and Fellows of late years have emanated from them, and been carried out by them.

171. Suppose there was any question of the studies of the school, as far as there was any alteration, would you have to consult the Fellows?—Yes. I think they would be bound to interfere in a case of that kind. They elect the master, and would be bound to see the master did his duty. If he did not give the boys a proper education, they would be bound to interfere.

172. (*Mr. Thompson.*) They strengthen your hands?—Yes.

173. (*Lord Devon.*) Those are duties of a casual or occasional character; are there any duties connected with the foundation they perform?—Only the bursar and sub-warden.

174. The sub-warden acts in your necessary absence—Yes. And he is one of the electors of New College.

175. That is only one of the Fellows?—Yes.

176. The bursar is the other you mentioned?—Yes; he keeps the books. I do not keep the actual books.

177. (*Lord Clarendon.*) The Warden appoints the choristers, does he not?—Yes.

178. And a schoolmaster?—Yes.

179. Who is the schoolmaster?—They have a separate schoolmaster, and a separate boarding establishment independent of the school for them.

180. Are the duties of the choristers in the cathedral?—No; solely in the chapel here. It is different from the cathedral. They are poor boys of a lower rank in life than the scholars, and are selected from a different class. They have a good commercial education, and afterwards are apprenticed to any trade they select with the approbation of the Warden.

181. Have they a school-room?—They have a school-room. They board and lodge in the schoolmaster's house, which is in this street. A separate establishment altogether.

182. They sing in the chapel every day?—We do not have choral service every day; it is too long for the boys.

183. (*Mr. Thompson.*) Do all the boys attend service in the chapel every day?—Yes; but it is an abbreviated service.

184. You are not bound by the Act of Uniformity?—We look upon this service as a kind of family prayers.

185. (*Sir S. Northcote.*) Should you see any objection to the Head Master, or any of these assistant-masters being appointed Fellows while they hold their masterships?—I think it would be very objectionable. We should have a sort of *imperium in imperio*, which would be very embarrassing, I think.

186. In what respect would there be an *imperium in imperio*?—They would be the governed body and the governing body at the same time.

187. With regard to the new statutes, who are to make them?—The Warden and Fellows with the consent of the Visitor.

188. I think you say, you have a draft of some new statutes?—I have a draft in my desk which I have held my hand about, waiting to see the result of this Commission.

189. Would there be any objection to show us that draft?—I have hardly read it myself.

190. The proposed statutes are not your own?—I drew them up with the assistance of a barrister.

191. (*Mr. Thompson.*) Do you conceive you could govern the College efficiently without the aid of a body such as the Fellows?—During the many years I have known the College, I think the Fellows have been very useful to the Warden in giving advice in the many improvements and changes which have taken place. I know the advice of some of them has been very valuable, and has assisted in carrying out improvements.

192. (*Lord Lyttelton.*) I apprehend the Warden and Fellows could not interfere with the studies of the school?—No; they do not interfere unless some great cause in shown. If they saw such a cause they would.

193. You conceive they have the power to do so, strictly speaking?—Yes; because the masters are *removivi* by them.

194. (*Mr. Thompson.*) They do not interfere in the introduction of new books?—Yes.

195. Nor new studies, I suppose?—They would be consulted about them.

196. Only better editions of books would be recommended, I suppose?—No.

197. You conceive the Warden and Fellows have a right to be consulted?—Yes; if there are any great changes. For instance, when the Head Master wished to have an additional French master, he came to me and said, "Would you object to Mr. So and so "being appointed," and so on.

198. You not having to provide for him?—No.

199. (*Lord Lyttelton.*) What Dr. Moberly says is; "In all matters within the schools, I appre- "hend that the Head Master is supreme, there "being at all times an appeal from him to the War- "den on any subject relating to the scholars, or any "of the officials of the College?"—That refers solely to the books, not to the conduct of the school.

200. Is that correctly stated?—I should be inclined to doubt that.

201. Because you observe the "commoners" are excluded. He says, "There being at all times an "appeal from him to the Warden on any subject "relating to the scholars." If that is to be strictly understood, it means the scholars, not the commoners?—Of course he might teach his commoners as he pleases. We have no power over them.

202. (*Lord Clarendon.*) Are there any stated meetings of the Warden and the Fellows?—Yes; four in the year regularly, and others if required.

203. A few of the Fellows regularly attend those meetings?—Yes; we could not transact business without them.

204. Without the attendance of all the Fellows?—We must have a majority to do a great part of the things we do.

205. What constitutes a majority?—A majority of the existing number of Fellows. By the old statutes we were obliged to have them all present; but the ordinances allow a majority of the Fellows to be sufficient.

206. (*Mr. Thompson.*) Do you conceive you could administer the property of the College without the assistance of a body like that of the Fellows?—Of course I should have more power; but it does not follow that one person could administer the affairs of the College better than several.

207. What would happen in case the Warden fell sick, or became imbecile?—His is an appointment for life. The Oxford Commissioners have made a special provision in the ordinance, that in that case a pro-warden shall be elected from the Fellows, and shall stand in the Warden's place in the administration of the College. The sub-warden is already responsible for the good government of the College in case of the Warden being temporarily indisposed or absent. As to the bursar, it is indispensable that we should have one of the Fellows as a bursar.

208. It would very much increase your power over the property if there were no Fellows?—It would.

209. Would there be any limit to your power over the property?—I apprehend not, except such as is exercised by the Acts of Parliament which control us and similar bodies.

210. (*Lord Devon.*) In case a boy, a foundation scholar, committed anything which was thought worthy of punishment, could that boy appeal to you as against the decision of the Head Master?—Yes, undoubtedly; I think the Head Master's answer admits that.

211. Assuming that, should you in such a case think it necessary to bring the appeal before the Fellows, or should you decide it yourself?—I think I should examine into it for myself. If I thought it was groundless I should dispose of it at once; if insisted upon, I should bring it before the Fellows that they might deal with it.

212. (*Lord Lyttelton.*) Dr. Moberly says, "I "apprehend that the Head Master is supreme, there "being at all times an appeal from him to the "Warden?" he does not say "To the Warden and "Fellows?"—He does not.

213. Practically, would it not be the act of the Warden, with the consent of the Fellows?—Yes.

214. The Warden and Fellows are always mentioned together in the statutes?—Yes.

215. (*Lord Devon.*) Unless in a very extreme case, which might perhaps occur, such as a boy on the foundation committing a theft, or something for which he might be expelled, should you, in case of an appeal, call the College together, or should you dispose of it yourself?—I should probably dispose of it myself. Properly speaking, I ought to summon the Fellows, and only to expel with their consent. I, no doubt, could get permission from them, in a case of great urgency, to deal with the case, and they would sanction my sentence. There lies a further appeal for the boy to the Visitor, by the ordinances, in case he is unjustly expelled by me alone, or by the Warden and Fellows. But I do not think I have the power to expel a boy myself; I must call the Fellows together or get their consent to it.

216. (*Lord Clarendon.*) Has the Head Master the power to expel?—His own commoners; the Head Master cannot expel a scholar.

217. (*Mr. Vaughan.*) I understand you to say, with regard to those points you have just been mentioning, that the power of the Warden and Fellows is supreme with respect to the scholars, and the Head Master's power is, with respect to such things as regard the commoners?—Certainly.

218. Would there be any difficulty do you suppose in trusting to the Head Master, as to both, he probably being as good a judge of a matter with regard to a scholar as of the same matter with regard to a commoner?—The constitution makes that distinction.

219. Putting aside the consideration of the present constitution, would there be any great difficulty in trusting to the discretion of the Head Master with regard to the scholars as you do with regard to the commoners?—No, I think not.

220. (*Mr. Thompson.*) Giving that discretion to the Head Master?—Yes.

221. (*Mr. Vaughan.*) You do give it to him with regard to the commoners?—Yes; but do you not think in that case there should lie an appeal: there is at present an appeal to the Visitor.

222. Is there any such appeal with regard to the commoners?—No; they are his private boarders.

223. (*Lord Clarendon.*) 4. "The school is go- "verned partly by the unrepealed portions of the "statutes, partly by the ordinance of the Oxford "University Commissioners." Where are those unrepealed portions of the statutes to be found?—There are little bits of the statutes left here and there; lines and words, which have to be picked out, and must be done as I have had it done, by a barrister; *i.e.* to pick out bits which remain unrepealed, and

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bring them into harmony with the statutes and ordinances.

224. No statutes remain except those portions which are unrepealed?—Just so.

225. Who is to approve of new statutes?—The Visitor, the Bishop of Winchester.

226. (*Lord Lyttelton.*) You say that some of the statutes have ceased to be observed, others have become obsolete, and many have been repealed—I understand that to mean, that some statutes have been expressly repealed, and others have fallen into desuetude, the reason being that they have become inapplicable and obsolete?—Yes; through the change of manners and customs.

227. And some as inconsistent with the law of the land?—Yes.

228. (*Mr. Vaughan.*) Could you state what advantages you think are secured to the school as a public school by a double government of the school as a public school, *i. e.*, trusting the government of the commoners to one source of authority and the scholars to another?—The question never occurred to me before. I think I may undertake to say there never has been found to be any difficulty arise from that double government; never any kind of conflict; and all the improvements and amendments which have taken place within the last few years have emanated from the Warden and Fellows, not from the masters; that I am quite certain about; and there never has been any kind of unpleasant collision: the two masters are *bonâ fide* statutable members of the College. The Head Master is an elector to the scholarships at New College *ex officio*.

229. (*Lord Clarendon.*) The school may be said to have two visitors. The society of New College, Oxford, as represented by the Warden and two Fellows, elected for that purpose, hold what is called a scrutiny every year at the election in July, when an opportunity is given to all members of the College to make any complaint they may think proper?—That is the form of the statutes, for a scrutiny as well as an election.

230. "The boys, both elder and younger, are "examined separately, and questioned as to their "diet, comforts, &c." Does this include the whole school?—No; the rule is to have up the seven juniors and the seven seniors one by one. The Warden and two posers (Fellows of New College) have seven boys into the room separately, and question them about their diet, comforts, and whether they are bullied, and so on.

231. Now is that a *bonâ fide* inquiry?—Yes, indeed it is; we are always very anxious to get at the truth.

232. Are complaints made?—They used to be constantly. When I was a boy they had complaints about diet and all sorts of things.

233. (*Lord Lyttelton.*) Have they of late years?—No, not about diet.

234. (*Lord Devon.*) Were you ever called up yourself?—Yes.

235. (*Lord Lyttelton.*) You do not mean there never are any complaints?—No.

236. (*Mr. Thompson.*) The object of that regulation is to inform New College that Winchester College is going on well?—Yes.

237. (*Lord Lyttelton.*) A special visitation every year?—Yes.

238. Not a general power of visitation?—No.

239. (*Lord Clarendon.*) "By clause 37, the visitor "is empowered, whenever he may think proper, to "hold a visitation, or without holding such visi- "tation, to require answers in writing touching any "matter as to which he may deem it necessary to "inquire." That visitor is, I suppose, the Bishop?—That is the Bishop. That is one clause of the Commissioners' ordinance.

240. Has that ever been done?—No, it has never been done yet.

241. (*Lord Lyttelton.*) It is only suggested to follow it out in every tenth year, and ten years have not elapsed?—He may do it when he pleases.

242. (*Lord Clarendon.*) Then the visitors might clash?—Yes, they might clash, possibly.

243. The Bishop has always been visitor?—Yes.

244. So has New College too?—Yes. In the Commissioners' ordinance they have taken it for granted the Bishop was visitor, and have never once made him so. He is alluded to constantly, but they do not once say the visitor is to be the Bishop of Winchester.

245. He has been so from time immemorial?—Yes.

246. This double visitation has existed for a long time?—Yes.

247. Have they ever clashed?—Never.

248. (*Lord Lyttelton.*) I understand New College are the real visitors; the Bishop never comes at all unless in case of an appeal to him?—No.

249. (*Lord Clarendon.*) Supposing any great changes, considered to be necessary, are contemplated, would those two sets of visitors think it necessary to consult together. Have they ever communicated together or consulted each other?—The visitors from New College would consult the Bishop of Winchester I have no doubt.

250. The visitor has the power to make alterations if he finds certain things which he considers objectionable or which he considers require reform? That is quite clear?—Certainly.

251. (*Mr. Thompson.*) Can he visit without being invited by any member of the College?—I consider so; the ordinance says, "Without any request or applica- "tion by the College."

252. That is a new power under a special ordinance?—Yes; by clause 37 he has power to come at any time without any application from any one.

253. (*Sir Stafford Northcote.*) I think it seems perfectly clear that the Bishop of Winchester, as visitor, has such powers as are inherent in visitors, and also such powers as are expressly given by the ordinance; but what is not so clear is, what power the Warden and two Fellows of New College have when they come and hold a scrutiny. What power have they besides asking certain questions; have they any?—I forget the statute at this moment. That would appear in a clause of the New College statutes, and in the Winchester statutes too.

254. Have the Warden and two Fellows any power under the statutes?—Yes.

255. (*Lord Devon.*) 8. "The boys, both elder and "younger, are examined separately," and so on. Those boys who are submitted to the scrutiny are the boys of the foundation only?—Certainly.

256. Suppose in the case of a scrutiny the Warden and two Fellows were to ascertain that the boys habitually had not sufficient diet, or that there were cases in which bad meat was supplied to them, or they wanted ventilation in their rooms. Suppose they were to discover that there was tyranny going on. They would have the power, I apprehend, without any reference to the bishop whatever, to remedy those evils?—I presume so; I suppose they would first appeal to the Warden and Fellows of Winchester College, and then if they were not satisfied they would carry it before the visitor.

257. (*Mr. Vaughan.*) May I ask whether the Bishop has the power of visiting Winchester as a College and school for commoners, or simply as a College?—I should not think the Bishop would touch the question of the commoners at all.

258. Then what government has the school as a school consisting in part of commoners, beside the Head Master. I understand the school to consist both of scholars and commoners; we have heard what is the government of the school as consisting of scholars; I ask whether there is any government of the school as consisting of commoners independent of the Head Master, or beside him?—The Warden and Fellows have always claimed a certain kind of authority, rather undefined perhaps, over the commoners. For instance whenever a tutor opens a boarding

house, he is obliged to apply to the Warden and Fellows for leave.

259. For instance you mentioned the expulsion of a boy?—I do not think they would have anything to do with that in the case of a commoner; certainly not.

260. Nor the teaching?—No; not the teaching of commoners.

261. Nor the punishment?—No.

262. Nor the discipline?—Nor the discipline, except they might interfere in cases of great breaches of discipline, if they saw fit.

263. You think under the statutes they might interfere?—Yes; as to discipline. The commoners were originally a small number of boys admitted under the statutes as *filii nobilium*.

264. Could you say then whether, in your opinion, the Warden and Fellows would have a right to control the Head Master generally in the discipline of the commoners as well as of the scholars?—Yes; but I should say their authority is very limited. I do not think a case has occurred which you could take as a precedent; but no doubt they might interfere.

265. (*Lord Lyttelton.*) Have they any control over the number of the commoners?—Yes; I think so decidedly.

266. You are speaking from experience. For several years past it has been so?—Yes; one can only give one's opinion upon what strikes one at the moment.

Adjourned till to-morrow at nine o'clock.

The College, Friday, 30th May 1862.

PRESENT:

Earl of Clarendon.	Sir S. Northcote.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. H. Vaughan, Esq.

The Earl of Clarendon in the Chair.

The Rev. George Moberly, D.C.L., examined.

267. (*Lord Clarendon.*) You are Head Master of Winchester school?—I am.

268. How long have you been Head Master?—I am now in the twenty-seventh year.

269. Were you connected with the school before you were appointed master?—I was bred here.

270. But you were not an assistant master, nor a Fellow of New College?—No; I was Fellow and tutor of Balliol for some years. I did not go to New College; that is to say, I did not succeed in getting to New College.

271. For answers to questions from 1 to 9, you refer us to the statutes and regulations?—Yes, and to the evidence of the Warden.

272. Then we go to No. 10. Your emoluments at present are 450*l.* per annum, plus 300*l.*, are they not?—450*l.*, plus 300*l.*, with a charge of 350*l.* per annum upon it.

273. That 350*l.* is charged on the 750*l.*?—It is charged on me, and therefore practically it is deducted from that.

274. That being the interest on 10,000*l.* which was advanced for building your present house?—Yes; therefore practically it is as though it were rent. It is not rent, my house is rent free; but that interest on 10,000*l.* operates as a rent of 350*l.* on the house.

275. Those new premises cost more than 10,000*l.*?—Yes, I believe they cost 27,000*l.* There was a large subscription raised, and at last when it was plain no more money could be obtained in that way, the College proposed to advance 10,000*l.* if I would pay 3½ per cent. upon it, as it was for my benefit; and this was done.

276. "The other emoluments of the Head Master "arise from the profits of his own boarders." How many of those boarders have you?—At present 100. In former times the College used to allow the Head Master to take 130 boarders, which was the limit of the school, 70 scholars, and 130 boarders. When I first came to this school I had about 110; I think the number then rose to 145, which is the highest I ever had; then they went down again. We suffered for some considerable time under the reputation of bad health, which had the effect of lowering our numbers considerably; indeed, they diminished down to about 65; then by various things we did we in great degree got rid of that imputation. Again, the opening of the College to open competition, and the opening of New College to the commoners, produced a disposition on the part of people to send their sons to Winchester. When my numbers began to increase gradually I opened these additional houses. I have got now to the limit in my own house. The number has risen to 100, and I do not propose to take more than 100; that gives more room to each boy.

277. It was originally contemplated that the whole of the boarders should be in the Head Master's house?—Yes, and so they always have been till within these two or three years.

278. You said "the opening of New College to "commoners," what was that?—The New College elections are now open to competition absolutely to all the boys in this school; therefore any boys coming to this school are not only as eligible but as likely to be elected as the scholars, who used to get it in the order in which they stood in the school. The consequence is, that persons have sent their sons to the school as commoners upon the understanding that they would get the very instruction they would require to succeed in getting to Oxford, so that the opening New College has strengthened the other part of the school.

279. You calculate the profits of your boarders at about 20*l.* to 25*l.* a piece?—That, of course, is a very rough calculation; I should a few years back have estimated it rather higher, but I had occasion, when the income tax was first laid on, to go into more minute calculations about the expenses than I had done before. Having to appeal against the assessment, I had to go into it particularly. I had, first of all, to state the general receipts of the school; secondly, the general charges, the cost of housekeeping particularly, as prices were at that time; and I recollect perfectly well when I was laying out the details of my housekeeping expenses, the assessor, who was present,' said to the Commissioners, "I observe "Dr. Moberly's estimate for the whole number of his "boys is 29*l.* a head for housekeeping; that, accord-"ing to the ordinary rate of schools, is a very reason-"able rate, and therefore, perhaps, we had better go "no further." And they accepted that at the moment. Subsequently to that prices have very much increased, and therefore I presume 29*l.* now does not cover the housekeeping expenses; and I cannot say with any precision how much housekeeping costs per head, because it varies with the number of boys from year to year. I cannot therefore say precisely what it is now; it is, however, certainly beyond 29*l.* per head. You will observe that at the time that estimate

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was taken I had 120 boys, and of course the expense of housekeeping per head increases as the number diminishes. There are certain fixed charges for servants, and so on.

280. I see you also have emolument "from the "boarders at the other houses at 10*l.* 10*s.* per head;" what is that?—We are still in rather an uncertain state with regard to the other houses. I opened the houses, and it was a very difficult thing to draw out a scheme for those houses, because a certain number of regulations as to discipline, and so on, had to be made, and it was difficult to make those *a priori*. Therefore we opened the houses and felt our way to the rules. It was a novel thing in this place, and one of the first things I had to do was to settle what the boarders of the other houses had to pay to the staff of masters. I am in the habit, out of my own proceeds, of paying the masters such a sum. I pay about 20 guineas per boy towards the staff. It was necessary they should pay the Head Master something, the second master something, the third master something; and upon the moment we laid out this scale of payments which I have put down here, viz., the Head Master 10 guineas, the second master 6*l.* 8*s.*, the third master 4*l.*

281. If you will have the goodness to look, it is included as part of your emoluments, and from the boarders of other houses at 10 guineas a year?—Yes, that was a fixed payment. We shall not make it a fixed payment now; that was arranged when there were but two outer houses, and only three masters in school; now that we have got a fourth master in school (an office we have instituted within the last four months), I have told the other masters that we must find the payment for the fourth master out of that sum of 20 guineas. That is what is paid by the outlying commoners to the staff of masters, and out of that 20 guineas we must find a payment for the fourth master as well, so that the others must be reduced proportionably.

282. According to that scale each boarder at the other houses pays to you 10 guineas?—Exactly so.

283. "The second master receives 6*l.* 8*s.* per "annum from every commoner in the school, and "an increased stipend of 200*l.* a year. He also "receives 300*l.* a year from Dr. Goddard's bene-"faction." Was Dr. Goddard's benefaction for the payment of the masters?—Dr. Goddard's benefaction was this:—when Dr. Goddard was Head Master, which he was for many years, it was the practice of the College to put on the bills of all the College boys, not in the form of a charge, but in the form of a request, 10 guineas every year for "masters' gratuities," and to insert the words "if allowed;" that little parenthesis "if allowed," being intended to give the parent an opportunity of putting his pen through "masters' gratuities" if he pleased; but you will easily see it was not one in many hundreds who would put his pen through it; and the consequence was that during that time practically a charge of 10 guineas was made upon the College boys. Dr. Goddard, or, I rather think, Dr. Goddard's predecessor, was appealed against before the Visitor on account of this charge, and the Visitor decided that it was legal, because the parenthesis "if allowed" kept it from being an actual charge. Dr. Goddard received that money during the whole of his Head Mastership, but it distressed him; and just before I came here, he wrote to the College, and said, "It has been such a distress of "conscience to me to receive this money," (though, as it was authorized by the Visitor, it came to him legally) "I am determined in future no Head Master shall "suffer the same distress;" and he sent them 25,000*l.* in the 3 per cents., in order that they should pay to the two Masters the interest of that sum, so that they should not feel the distress he had felt.

284. The distress never came to a crisis, until he had retired?—Not until he had retired. But it was not a bequest. It was years before his death that he did it. It was a very genuine thing. It was not in the form of taking so much from his heirs; he gave it himself.

285. The mathematical master receives 3*l.* a head from all the boys in the school?—Yes.

286. He receives that whether those boys attend him or not?—All the boys attend either Mr. Walford or his assistants.

287. Or is the mathematical course compulsory?—Entirely compulsory. Our weekly course of lessons takes into account such and such a number of lessons in the mathematical school.

288. (*Mr. Thompson.*) Would good marks in mathematics promote a boy's advancement in his form?—Yes. I have brought, in case the subject should require any illustration, some leaves taken from a book which is in use in senior part of the fifth; that is the largest class I have at this time, going on day by day, and this will illustrate how they go on. (*Dr. Moberly proceeded with his explanation by reference to the book.*)

289. (*Lord Clarendon.*) "The two tutors in com-"moners lodge in the commoners' building, and are "boarded at the Head Master's expense." You board the tutors besides what you pay them?—Yes.

290. Do they board with the boys?—They dine with the boys; they dine at a high table in that hall; they have a separate dinner there; they have breakfast, tea, and so on in their own rooms. Also I should add that other commoners' tutors dine there; I allow two or three of the other commoners' tutors to dine there, so as to add to their means. We have four or five tutors there every day.

291. At your expense?—Yes.

292. (*Lord Devon.*) I do not quite clearly apprehend (we have it not clearly before us) what the total sum paid to you on behalf of each boy is. We have a statement of the bills here, from which it would appear that the commoners in your house pay about 115*l.* a year; taking that as an average, how much is paid to you?—I am in the habit of being asked constantly by parents what it will cost to put a boy at the school and the answer I generally make is "Our charges are "84*l.* a year, our entrance fees are 11*l.* 18*s.* 6*d.* That "sum includes everything which is charged to all the "boys; the only additional items in the bill will be "tradesmen's bills, and money lent for travelling; "the average expense of all the commoners in my "house is about 115*l.*" That is the nature of the answer I make.

293. Thus in these bills which are given in a sort of schedule here, making a total of 56*l.* 12*s.* 10*d.*, each boy pays nine guineas, does he not, on account of the other masters?—No, that is included in the 42*l.*; you will see the third item from the bottom includes those other charges.

294. The nine guineas which are paid to the other masters: is that sum included in the 56*l.* 12*s.* 10*d.*?—Yes, every thing is included in that. Within the last month I have increased that fee of nine guineas to 10*l.*

295. The "half-yearly charges, 42*l.*," can you analyse that a little more?—Yes. I will take it at 84*l.*, the whole year, out of it I pay the second master 6*l.* 8*s.* for every commoner. I now pay the tutors 10*l.* I pay the mathematical master 3*l.* I pay the French master 1*l.* 10*s.*, but I wish to make a note upon that. I do not pay the French master that sum for each boy, I pay him a salary, which upon the whole is equivalent to that. I did not think it desirable to make him dependent on the number of boys, to go up or down with the school; so that I give him a sum whether the school is more or less full, equal to 1*l.* 10*s.* each boy. Sometimes he is a loser, and sometimes a gainer by that. Upon the whole it is pretty equitably done, I think. Practically, it is about 1*l.* 10*s.* per annum for each boy for the French master. Then there are 12*s.* 6*d.* for each boy, which we pay as college dues to the officers of the College; that is to say, the five senior boys receive money, they receive a stipend amounting to 15*l.* a year, and others to about 10*l.* a year. It is made up partly of what the College gives them, and partly of these 12*s.* 6*d.* given them by the commoners.

296. That applies to boys in your own house?—Yes.

297. With reference to boys in other boarding houses, what is the charge, independent of the bills, for board?—The charges are generally the same as in my own. I have put down the Head Master for 10 guineas; the second master for 6*l.* 8*s.*; the third master for 4*l.*; the mathematical master for 3*l.*; the French master for 1*l.* 10*s.* I do not myself pay anything answering to that first item. I take the balance.

298. Then what accounts for the difference between 25*l.* and 42*l.*; under the head of "half-yearly charges" in your answer you give the figures 42*l.*?—That is for my establishment; that is to say, servants, rent, housekeeping, taxes, and profit.

299. Then the result would be this: that, whether a boy be in your house or in the house of an assistant master, about 25*l.* would be considered the charge for tuition?—Yes, at least in the tutor's houses; but at the same time I should add this, that the Head Master, to his own commoners, makes no charge for his own tuition; he is paid for tuition out of the board. In the other case the 10 guineas go to him for tuition. The boarding tutor gets his benefit from his boarders.

300. But with respect to the boy, or the parent of the boy, it would be considered that for his boy's tuition 25*l.* is paid?—Yes, more or less; but if I had to answer that question I should think it necessary to append this note: "While 25*l.* is paid out for this "purpose by the boarding tutors, the Head Master's "instruction is paid for by the profits of his own "boarders."

301. (*Lord Lyttelton.*) These five senior boys receive certain payments themselves?—Yes.

302. Made up from what the other boys pay?—Partly. I cannot tell you precisely what it is. It has been diminished of late. In former times the prefect of hall used to get from 20*l.* to 25*l.*; now he gets, as far as I know, from 12*l.* to 15*l.*, and the other officers something like 10*l.* a year.

303. That is like pocket money to them?—Yes. Moreover they get more than that. All the senior prefects have boy pupils among the junior boys, and the junior boys pay their prefect tutor a guinea a half-year. So that each of those boys has an income, exclusive of what he brings from home, of between 20*l.* and 30*l.* a year.

304. Those are not always scholars, are they?—Always scholars.

305. (*Mr. Thompson.*) Is that always paid to them in money?—Always in money.

306. (*Lord Lyttelton.*) I understood you to say, you paid about 20 guineas to the staff?—Yes.

307. In this printed answer there are two outer boarding-houses mentioned; Mr. Wickham's and Mr. Moberly's?—I have opened another since.

308. Whose is that?—Mr. Du Boulay's. He was a tutor at Exeter College. He has just come down to me. He is building a house; so that at present his arrangements are not in a perfect state. He has a house in which he has got four boys, and is likely to have more after the holidays. He is building a house on the hill near here, which will contain 25 boys. I propose to have a fourth boarding-house. My idea is, that the school ought to extend to 200 commoners, *i. e.*, 100 within the Head Master's premises, and four boarding-houses with an average of 25 each; and when we have 100 scholars, which we shall have under the ordinance of the Commissioners, we shall have a school of 300 boys, which is as many as we can accommodate with our machinery and other conveniences; and we ought not to have less to supply six scholars per annum to New College. We shall want a minimum of six scholars for New College every year; and in order to keep up that staple we should have 300 boys in the school. We have now 216.

309. The fixed payments to the Head Master from the fund are 450*l.* and 300*l.*, from which there is a deduction of 350*l.*, leaving a balance of 400*l.* from that source?—Yes.

310. Then if we take the number of boarders in the Head Master's house at 100?—I have not had 100 boarders these 15 years.

311. Suppose we take the number at 100, and take them at a profit of 20*l.* apiece, that makes 2,000 a year on that account?—Yes.

312. There is a certain other sum (it does not appear how far it is net) from the other boarders. How much should the net emoluments of the Head Master be, calculated upon that scale?—I should find it extremely difficult to tell you what the net profits are; partly because the profits are difficult to calculate, but chiefly for this reason—the greater part of my profits arise out of my boarders. I have a large establishment, and a very large family of my own. I have but a single kitchen where everything is cooked both for my boarders and my children. I have a tutors' table and a housekeeper's table; I have a sick boys' table; I have between 20 and 30 servants in the two houses. I have (when my own house is included) a dinner at 1 o'clock for my own children. All this goes into one general mass, and which item in the butcher's bill or the grocer's bill is for my family, which is for the boys, I honestly cannot tell you.

313. But without going minutely into the question of profits, we may take the lowest sum of 20*l.* each boy?—The profit on the boarders is the great item.

314. Taking it at 20*l.* each boy, that, without looking to the boarders of other houses, would give 2,000*l.* a year?—That, I have no doubt is within the mark.

315. So that without reckoning at all the other houses, the whole emoluments would be 2,400*l*?—If you take 20*l.* apiece on 100 boys, that would make 2,000*l.*

316. I am adding the 400*l.* net from the College?—That makes 2,400*l.* Then the others would be ten guineas apiece.

317. Is that ten guineas net?—Yes it is net, except so far as I choose to charge myself with things. The fact is I charge myself with several things. Mr. Walford, the mathematical master, has an assistant, and I pay him 50*l.* I also pay another tutor 50*l.* a year. The truth is, when I first came here, I asked my predecessor what the value of the place was, and he gave me an answer which will show you what a valuable situation it was considered to be. "If you come with the private "means I did, and if your expenses are the same "as mine were, you may reckon on laying by "2,000*l.* a year with the school full." I came here, and in the course of the first three years the whole of our building was pulled down, in order to build these new premises. Therefore every thing I laid out in the first instance was abandoned and lost. I then went into the new place, and furnished it from one end to the other; and of course it was some time before any profit came. Then came two or three years of considerable profit. The school was very full, and paid well. During that time I laid by nearly 2,000*l.* a year beyond the expenses. Then the school gradually decreased, so much, that there was a time when I doubt whether I quite cleared my expenses. Now it has got up again; you certainly would not go beyond the mark, if, taking all the sources together, you put the profit at 3,000*l.* a year when the school is full. If I were to give a very deliberate, well-considered, balanced answer, I should say one year with another, with the school in a state of prosperity, that sum would not be beyond the mark.

318. (*Mr. Vaughan.*) I reckoned it at 3,000*l.* a year merely from the data given in your answers, deducting the rent you pay for the house?—Yes; I am sure that is a fair estimate, supposing the school to be full.

319. (*Lord Lyttelton.*) If you took 100 boys besides your own boarders, you could not take the net profit upon them at 10*l.* a head?—No; besides I am going to pay my fourth master out of these sums.

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320. (*Mr. Vaughan.*) In estimating your profit from boarders to the Commissioners of income tax, had the sum you pay as the interest of the money for building the house, been reckoned as rent for the house and deducted from your profits?—I do not think I have ever, as far as I recollect, given the Commissioners an estimate of my profits; I said the profits of the boarders were 20*l.* apiece, but I do not think I have ever given an estimate of my profits upon the whole.

321. In the specimen half year's account the first item is "drawing master," but in the columns of figures it is nil; what would that be, supposing the boy had had a drawing master?—I am afraid I cannot answer that; it is something I have approved of and settled. There are not many boys who learn; I really cannot tell you at the moment, without looking through one of the accounts.

322. I only wanted to know what the charge for the drawing master was; do I understand that all these payments in this account are made only by the commoners?—Yes.

323. With respect to the payments mentioned in No. 10, are there any of those which are paid by scholars; if so, which of them are paid by scholars?—You will observe, under No. 13, "The only money "paid on account of a scholar for instruction is the "sum of 1*l.* 10*s.* annually for the foreign masters, "with 1*l.* 1*s.* half-yearly additional if he learns "German and, if he be not a prefect, 1*l.* 1*s.* half-"yearly to his boy tutor."

324. (*Sir S. Northcote.*) I will just ask about the 350*l.* per annum; is that an arrangement with yourself, individually, or will it be a permanent arrangement with the Head Master?—When the College asked me if I would consent to that, I tried to make a condition; I said, "I am quite content to pay "3½ per cent. upon that 10,000*l.*, provided you will "promise me you will not increase it on my suc-"cessor," and they declined to make any such bargain. They said they did not intend to bind themselves with respect to future Head Masters; therefore the arrangement applies only to myself.

325. (*Lord Lyttelton.*) They will make their own bargain with future Head Masters?—Yes.

326. (*Lord Devon.*) Will you be kind enough to give us a statement of the names and positions of all the staff of the school?—The second master is Mr. Frederic Wickham, whom I am sorry to say is ill at present, and incapable of appearing before you.

327. Perhaps you will give us the salaries at the same time, independent of the profits of boarders?—That does not come much before me officially, and therefore I am not the best authority upon that subject. The Rev. Frederic Wickham, a Master of Arts, a Fellow of New College in former times, is the second master; the Rev. Henry Edward Moberly, my nephew, a Fellow and tutor of New College, is the third master, and has charge of a class in school; the Rev. James Thomas Du Boulay, Fellow and tutor of Exeter College, who has lately come down here, is fourth master in the school. Those three masters and myself have alone the actual charge of the classes. Meanwhile I have a tutor for my own personal help, Mr. Charles Griffith, a Craven scholar of Wadham College; he takes about 20 of my boys (numbering from the 21st to the 40th) in the school. Those are the only masters who hear classical lessons. Then Mr. Walford, who was a member of Trinity College, Cambridge, is our mathematical master, and we have recently got for his assistant the Rev. C. H. Hawkins, who is also of Trinity College, Cambridge; and they, with the writing master, Mr. Whale, form the staff in that part of the school. Those are the only teachers of classes in the school. Then in the College there is a tutor, whose duty it is to superintend the composition of the greater part of the College boys,—the Rev. Edmund Willes, who receives a stipend of 200*l.* a year from the College funds. When I say "the greater part of "the College boys," I mean below the upper boys; the upper boys do not submit their compositions to any one but me. For the commoners, I have two resident tutors, both Fellows of New College, Mr. Harrison and Mr. Dickins; they have the immediate superintendence of the boys residing with me, and overlook the compositions of the greater part of the commoners; they are boarded and lodged in my premises. I consider the boarding and lodging I give them is worth nearly 100*l.* a year, besides their stipend.

328. They do not take classes in the school?—They do not take classes. There is one more, the Rev. H. J. Wickham, who is one of the boarding masters. He was a tutor for commoners for eight or ten years. He some time after resigned his tutorship for commoners, which he did eight or ten years ago, I had allowed him to open a boarding house. He had a house two streets off, knew the boys perfectly well, and could open his house for boarders without incurring any expense; it therefore was a very happy opportunity, as it appeared to me, to begin that system, and I appointed him a boarding master. He only superintends his own boys, and has nothing to do with the others.

329. (*Lord Clarendon.*) 11. "There are two statu-"table masters only," that is the Head Master and the second master?—Yes, Mr. F. Wickham and myself.

330. You say "There will shortly be another "assistant master with a class"?—That is Mr. Du Boulay; he is now at work.

331. Has he been appointed since these answers?—Yes; he has been with us since the beginning of February.

332. You have one French master and you are going to have another French Master?—Yes, we have already got him; he has been here some months.

333. A Frenchman?—Yes.

334 You have one German master already?—Yes, Mr. Heller. You will observe the reason for that is that the German boys are all volunteers. We teach German or French to everybody. Every boy must go into one class or the other.

335. That is part of the *curriculum*?—Yes; the boys who go into German pay a guinea a half-year more besides the 1*l.* 10*s.*

336. Both commoners and scholars?—Yes; he has out of the whole number about 41 boys. All the rest of the school go to the French classes. His number varies, of course, somewhat, but that is about the mark.

337. (*Mr. Thompson.*) Those are chiefly the elder boys?—Yes, or those whose friends have some connexion with Germany, or those whose family have been in Germany, so that the boy has learnt the language before. If the boys would attend to my wishes, which they do not always do, I should wish that French should go on up to the upper part of the school, and then that all the boys should learn German. But it is not for me to decide; it is for the friends to decide; so that the German class is not so full as I should like it to be.

338. (*Lord Clarendon.*) Is there a periodical examination in German?—We have not had one until lately. In the little book I took the liberty of sending the Commissioners* I speak of a scheme I was then proposing for setting on foot periodical examinations in the classics and modern languages; and since that was written I have held the first examination. It took place in January, and excited a great deal of interest in the school.

339. (*Mr. Thompson.*) What kind of examination was that?—I describe it here in this way: "I am pro-"posing prizes to each of the five divisions of the "school below the sixth form, which are to be con-

* Five short letters to Sir William Heathcote, Bart., M.P., for the University of Oxford, on the Studies and Discipline of Public Schools, by George Moberly, D.C.L., Head Master of Winchester College. Rivingtons, London, 1861.

"tested in the first week of every half year. I "propose that every boy in these classes should "be examined, not only such as think proper to "offer themselves as candidates. I wish to have "examiners, one for each class, from the university, "and the examination to be conducted either wholly, "or, perhaps, with the exception of reading aloud in "French, on paper. I should like to have six papers "for each class; the first, in the Greek books read "in the school in the previous half year; the second, "in the Latin verse; the third, in French and "German for the boys who respectively learn these "languages, containing passages for translation into "and from these languages, and grammatical "questions; the fourth, in a set portion of English "history; the fifth, in a set portion of geography; "and the sixth, in a set portion of the history of the "Old Testament."

340. The first trial in January was successful?—Yes, I think so; the boys certainly took a great deal of interest in it.

341. You think it will work well?—I do not yet know how it will operate on the whole, but my impression is that it will work well and do a great deal of good.

342. It is to be a *vivâ voce* examination as well as with papers?—No; we found that a great difficulty. If you have papers you may examine 100 boys very soon, but if you give them only a few minutes apiece, the examination, though short, runs away with such a quantity of time that it becomes impossible to deal with 100 boys in *vivâ voce* examinations. The boys are to read French aloud to the French master. I say here, "My object in intro-"ducing one Greek and one Latin paper into this "examination is to ensure that the regular lessons of "the half year are not neglected while these col-"lateral subjects are more closely attended to. I still "wish our general promotion to take place according "to the aggregate of marks or classicus paper," and so on. My desire was to encourage modern languages and such studies as geography and history. I found, upon the first trial, a good many of the boys did those things very well; they pleased me very much. There were a good many who did pretty well, and I am inclined to think it will go on improving.

343. (*Mr. Vaughan.*) In history and geography, the history of the Old Testament forms a portion of the examination; is that one of the school subjects or a paper by itself?—That I intend to be a paper by itself. I had not the Old Testament history in the first examination.

344. (*Mr. Thompson.*) This does not apply, I think you say, to the sixth form?—No.

345. Is there any other examination approaching in its effect to this?—I have spoken here of several other examinations. We have, first, the election examination for New College, which runs over much of this ground; then we have a very serious examination indeed, in the winter, for Dr. Goddard's prize (an exhibition of 25*l.* for four years), which goes over much of that same ground; so that it would only be multiplying examinations in *pari materia* to apply this to the sixth form.

346. I only wished to know why they were excluded?—Because they have examinations of their own.

347. (*Lord Clarendon.*) "In all matters within the "school I apprehend that the Head Master is su-"preme, there being at all times an appeal to the "Warden on any subject relating to the scholars "or any of the officials of the College." Perhaps this may be an opportunity for asking you to give us some account of the relation which exists between the Warden and Fellows and the scholars, which I do not find comes out very clearly either in the Warden's answers or any other part?—You see we are dealing here with a traditional system; it has grown up with circumstances. William of Wykeham, the Founder, instituted a College with a Warden and Fellows as the body to govern it, and the masters are "*conductitii et removivi*" by them. The consequence is, that the Warden and Fellows have the legal authority. That is pointed out in many places in the statutes. The Head Master is hired by them to teach the scholars, and is removeable by them; that is his legal position under the statutes. But in the course of years a great change took place; the school grew up to be of a character and importance which the statutes never contemplated. At first a few boys were admitted as *filii nobilium;* then, the education being found to be of value, other boys were sent; the Head Master who, by the statutes, ought to be within the College, was allowed to live outside, and to take boarders; and to such an extent did that go, that until recently all the expenses of the instruction of the whole school were paid by the commoners. The stipend of the Head Master, which is put down here at 300*l.* per annum, has only been 300*l.* for the space of about a year and a half; until then it was only 150*l.* and the second master's was 100*l.*, so that I could conscientiously say that for a stipend of 150*l.* with a charge of 350*l.* upon it per annum I undertook the instruction of 200 boys, looking forward to make my profit out of the boarders. That was the ground, as regards money matters, on which I stood with the College. The 450*l.* per annum was Dr. Goddard's private benefaction. So things have grown up to their present state. By the constitution the Warden is supreme over the scholars. If any matter of importance takes place as to the scholars, I must lay it before the Warden. As to the commoners, he has nothing to do with them directly; they are my own boys; still being supreme over the scholars, as it is but one school, it is obvious that he gets an indirect supremacy over the commoners as well; so that even in commoners I should never think of doing anything remarkable without consulting the Warden and ascertaining his wishes about it.

348. Can such a constitution work well?—It is not one I should devise for such an institution; but it has grown up traditionally, and I should be sorry to have it interfered with. So long as the Warden and the Head Master act together amicably, nothing can be more cordial or more valuable than their joint positions; but, if I may speak from hearsay, there have been times (not in my own time) when there was not that good feeling.

349. Should you say any direct power of interfering with the whole school rests with the Warden?—There must be such a power. He is supreme over the scholars, and if special orders are issued for the scholars, the general operation of the school must, of course, be greatly affected.

350. When you speak of the Warden you mean the Warden and Fellows?—No, I mean the Warden; the Fellows are non-resident.

351. Is that considered an invariable rule?—The bursar is the only regular exception I have known; he generally resides here. The bursar now is an old gentleman, and in ill health, and the under-bursar (Mr. Walford, the mathematical master,) practically conducts great part of the College business.

352. (*Lord Devon.*) Is Mr. Walford a salaried officer?—Yes; Mr. Walford receives 3*l.* a head from all the boys in the school, the College paying him on account of the scholars. He receives other payments, I believe, from the College funds.

353. (*Lord Clarendon.*) There are two single men's apartments here, I think, for the Fellows?—There are several rooms. There are rooms for three Fellows in the premises, but they are seldom occupied.

354. You consider, practically, the Fellows are non-resident?—They are. They come up to four or five meetings a year.

355. There is no statuteable period of residence by the old statutes?—No; I fancy by the statutes they require the permission of the Warden to be absent, but if so, it is a permission always given.

356. By the statutes they are expected to be always here?—Yes, I think so.

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357. (*Lord Devon.*) With regard to the Fellows, do the Fellows always meet as a Council, and take into consideration any matters connected with the school as such?—The Fellows very rarely deal with those things. The Warden's authority is rather a peculiar one, because it is partly personal and partly as the head of a corporation; so that when any important case arises affecting a scholar I take it to the Warden and he deals with it as he thinks proper. If it is a matter of general concern, and he thinks it desirable to get the opinions of the Fellows as well, the decision is put off till the next meeting, and they consider of it. In ordinary matters the Warden is supreme, and we have nothing to do but to obey him. He is always very courteous and considerate, and I have never had the smallest inconvenience or difficulty with him.

358. There is a double government in fact?—It is certainly a very anomalous constitution. It is one, I suppose, nobody would make now for the first time. When William of Wykeham framed these statutes, he had no idea that so important a part of the whole school would be under the Head Master as an independent authority, so that he did not institute the constitution we now have; but here it is, and so long as it works on, and so long as we can keep things together under it, there is no reason why it should not continue. It goes on very harmoniously.

359. May I ask you whether any of the changes or improvements in the system which have taken place in your time have been instituted by the Warden and Fellows?—Many improvements, relating to the comfort and well-being of the College boys, have been made by them; but they have not had any part in the changes which refer to the learning of the school.

360. (*Lord Clarendon.*) Do you consider the fellowships as retiring allowances for the masters?—Until lately the fellowships were confined by the statutes to the actual Fellows of New College, or those who had been members of that body, or those who were Chaplains of this College; but by a clause in the ordinance of the Oxford Commissioners, under which we are now living, the masters of the school are placed in a position, I will not say of prior eligibility, but of equality with the Fellows of New College. They are equally eligible for those fellowships, and they may be considered as retiring allowances for the Masters who get them.

361. Has the number of fellowships been reduced as yet?—We have not had an election since the ordinance was made. There are 10 fellowships, and four are to be suspended. It is left in the discretion of the College to suspend the first or second. I imagine they will not, in all probability, suspend the first that falls.

362. As far as you are able to judge, are you prepared to say a further diminution of the fellowships would be injurious to the school?—If the question refer to the education of the school,—the mere educational interests of the school,—I do not think it is very material whether there are any fellowships or not; I really do not feel their presence at all.

363. (*Mr. Thompson.*) Would you extend the same remark to the Warden?—I would not do that absolutely, because the Warden is on the spot, and does actually control a good deal. As I have already said, my own feeling would be this—if you were to set up a public school in some other part of England now, then to have a Head Master, the best you could get, and then put a superior, resident, individual authority over the school and over him, would be a monstrous constitution to devise for the first time; but we have inherited this, and inherited it by degrees. It has grown upon us gradually, until it is not of anybody's institution.

364. (*Lord Clarendon.*) Do you consider the institution of the Warden and Fellows has any appreciable effect in improving the quality of the masters you get here?—No, on the contrary, it rather dis-improves them, if I may coin such a word. We must consider the Warden and Fellows of this College, and the Warden and Fellows of New College as one joint body, and I have no hesitation in saying that the consequence of restricting the choice of masters to any single college, cannot be to improve the quality of the teaching in a school. When I was introduced here as Head Master, though bred here as a boy, I belonged to another College. I was an undergraduate, fellow, and tutor of Balliol; my life at Oxford was spent in my College; and you may easily suppose that this being a place which more or less, was always looked upon as one of the privileges of New College, it has never been a very pleasant matter that a Balliol man should be here. Again, when I was elected, not only was I, a Balliol man, made Head Master, but the then Warden and Fellows elected Mr. Charles Wordsworth second master, who was not only not a New College man, but not a Wykehamist at all; he was bred at Harrow, and was a Christ Church man; and to have him brought here as second master was not altogether acceptable to the body of Wykehamists. We went on working together here for ten years with great cordiality, and with great and growing kindness from all the Wykehamists. I have always felt it to be my duty to fill up the masterships that were in my patronage as far as I could from New College. If I could find a fit man at that College I felt I must appoint him. The only excuse that would be felt to be adequate if I brought in another man was, that I could not find one to suit me at New College. The question I was asked at first, then, must be answered in this way—so far as the quality of the teaching goes, I think it is not improved by the constitution we have now. If you put an adequate man as master at the head of a school of this kind, he ought to be supreme. That of course is a Head Master's view.

365. (*Mr. Thompson.*) What body would you suggest to manage the property?—I am not prepared to suggest any changes. There is a great deal of property in the hands of the College, and as far as I know, I believe that it is very well managed by the Warden and Fellows.

366. You think the fellowships ought to be kept up?—I think besides the management of the property, it is highly desirable there should be such offices as places of retirement for men who have laboured long and hard as masters, in the work of the school.

367. (*Lord Lyttelton.*) The appeal is practically from you to the Warden alone? The Fellows were not in your mind at all?—They are not here, and besides that they know nothing about the matter. It would be preposterous if I had a question regarding a particular boy, as to a matter of fact, and requiring to be dealt with at once, to bring up half a dozen clergymen from the country to consult them upon it.

368. You look to the Warden alone?—Yes.

369. You are acquainted with the statutes and ordinances?—Yes; pretty well.

370. As far as they are valid, they relate only to the scholars?—Yes.

371. They have nothing to do with the commoners?—Nothing whatever.

372. The real effective control of the Warden over the scholars: does that extend practically to the subjects of instruction, to the books for instance in use for the scholars?—I do not think the Warden so far as I know, has ever meddled with those things. I do not doubt that he might do so. If the Warden were to tell me he approved or disapproved of a book, I should think it proper to attend to that. In respect of the books to be selected for examination at the elections for New College, I am bound to consult the Warden of New College.

373. When you state you consider the control of the Warden to apply indirectly even as regards the commoners, you mean that that arises from the extreme inconvenience which would result from two systems existing in the same school?—Yes, we are theoretically only a branch of the College, there-

fore if my boys are allowed to come and learn with the College boys, they must follow the College rules.

374. (*Mr. Vaughan.*) As I understood your objections just now, they went not to the relations between the Warden of Winchester and the school, but to the relations betwen the school and New College?—I did not object to anything on my own part. The present Warden was one of our tutors for twenty years before he was elected Warden, so that I know him thoroughly, and he knows me. I have never met with anything from him or the Warden who was in office before him, but courtesy, and not only that, but consideration, respectful consideration. From first to last I have never met with anything but the utmost possible kindness. But when I have made changes I have found difficulties in the way. There was one great change I made some years ago; I took great pains to do it because I knew my movements would be watched, and therefore, though I believe it was within my own authority, I consulted the Warden of this College and at the election I stated to the Warden of New College and the other electors what I proposed to do, and obtained their acquiescence, so that the thing was done, and it was in my own mind a thing of essential consequence, but I found for many years it did not work so well as it ought to have done, because it had not the full approval of the old Wykehamists. I discovered that to carry out any change successfully it must have the sympathy of New College.

375. If I understand you rightly, then, your objections are addressed to your relations with New College rather than to your relations with the Warden and Fellows here?—I think the two Colleges form but one system, and it is that system which overlies the school.

376. Is it, in your opinion, the best thing for a public school of this kind, that the Head Master should be entirely supreme without any one over him?—Pray let me distinguish between what I think about an abstract public school and this one. I would not have the constitution of this altered at all. As I have already said, this is an ancient place; it has grown up to what it is from ancient times; things have adapted themselves to it, in fact, and it goes on agreeably and smoothly, so that I would not have the relation between the Warden and the Head Master changed. I should think it a pity; it would be framing a new constitution upon a new basis.

377. But supposing the constitution of a public school were to be framed anew, you would think it advisable that the Head Master should be entirely supreme in the management of the school in all points, affecting the kind of education which is to be given there?—I think so; I think, if an abstract public school were to be set on foot and you were to appoint a Head Master and intrust him with the management of it, he ought to be supreme in all points, *i. e.*, the subjects to be taught, the methods of teaching, the books, and so on. I think he should also be supreme in appointing his assistants, so that they should be one uniform body; he should not be liable to have a man put in to check and counteract him. On the other hand, I think it would be quite necessary there should be some body of men (not a single individual) to meet occasionally, to superintend, to lay down general principles for his guidance, and to have the power to remove him if necessary. At the same time we really get on very well as it is, only there was good sense in the remark made to me by the Head Master of another public school when we were discussing these matters, "I think I am better off than you are, for my "Trustees never hear of anything I do until it is done."

378. (*Sir S. Northcote.*) You do not think the supremacy of the Warden facilitates your dealing with the assistant masters?—No; if I had the authority I could deal with them perfectly well.

379. (*Mr. Thompson.*) Or with the parents?—No; yet, sometimes it is a facility for me, instead of arguing with a parent, to say, "It is the Warden's order;" for they will not write to the Warden, and consequently it rids me of that kind of correspondence.

380. (*Lord Clarendon.*) I see the Warden appoints the mathematical master, and the masters in French and German: can he do that without consulting you?—He would not do so, but I suppose he might. If we want a French master, I cannot take upon myself to appoint him, because he is to instruct the scholars. I am content the person appointed should instruct the commoners, but I cannot appoint a person to instruct the scholars. Therefore if we want a French master, I must make inquiries, but the appointment must be made by the Warden.

381. The Warden also appoints the college tutor?—Yes.

382. What are the duties of the college tutor?—The college tutor is a modern innovation. We had a system in old times, which was statuteable in fact, by which the college prefects acted as tutors to the lower college boys, and it operated extremely well in my judgment. A college prefect had about six pupils among the lesser boys, and he was in a great measure responsible for them. If the master wanted to know about a little boy, he sent for the boy tutor, and asked him "Is this boy going on "well?" The boy tutor looked over his pupil's compositions, and made him alter them until they were as nearly correct as he could make them; and then they were sent up to the master. When Mr. Wordsworth came here as second master, he did not like that plan; he had been at another school; it had prevailed traditionally with us, and he represented to the Warden that it was a bad thing for one boy to look over another boy's composition; it would be much better to have a man to do it. The Warden acceded to that, and appointed Mr. Lee, the present Warden, college tutor, which office he held for twenty years. He became the tutor to superintend the compositions of all the college boys, except the sixth form, and that plan we have continued. We have now another gentleman in his place.

383. (*Lord Clarendon.*) I will just ask you whether, consistently with the maintenance of this system, which, upon the whole, you would not wish to see destroyed, of the Warden and Fellows, you have ever thought of any scheme by which the Fellows might be made available for educational purposes?—I hope that may never be thought of.

384. You do not think they could take any part in the work of the school?—Certainly not. I should like such a plan about as well as a captain of a ship would like to have Lords of the Admiralty serving under him as lieutenants.

385. (*Lord Lyttelton.*) What is a "boy tutor"?—That is a point I spoke of just now; some of the senior prefects have pupils among the junior boys.

386. (*Lord Clarendon.*) Is that an ancient system?—Yes; that has grown out of the statutes. William of Wykeham desired that his relations when they came to this school should be put under the charge of one of the prefects; "Unum de scholaribus pro- "vectioribus et discretioribus ejusdem collegii;" and that has grown into the system of boy tutors.

387. Did he contemplate that there should be a certain stipend to these boy tutors?—No; I do not think there is anything in the statutes about payment to the boy tutors.

388. (*Lord Lyttelton.*) Can you state what the boy tutor is expected to do?—Now he is not expected to do so much. The introduction of the College tutor has broken in upon that. When I was a boy at the school, the position of a boy tutor was very distinct from that. I had pupils as a boy, and two or three of my old tutors are about in the world; they were kindly tutors to me. The tutor required the boy to do his composition in time. If a boy could not do his lesson, he went to the boy tutor, and he helped him. He told the boy to sit down, and made him do it with him. You had a more immediate close superintendence. If the boy tutor overlooked a mistake perhaps,

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the master came down on the boy tutor and made him do the exercise correctly. I cannot tell you how much I have lost from my seniors not acting as boy tutors. The boy tutor would correct mistakes of the little boy; now he makes all the blunders himself. Again, he dealt with the pupil as a boy, whereas the College tutor who has these things to do deals with him as a man. A boy dealing with a boy is more effectual in that way than a man dealing with boys.

389. You introduced the College tutor?—It was Mr. Wordsworth's suggestion, not liking the Winchester plan, and it was adopted by the then Warden. If I had had my way I should have introduced the College tutor for the sixth form, but left the boys below the sixth form to the boy tutors. What we want at this day at the top of the school is more effective work, because if you make the top of your school work, you make the bottom of your school work; on the other hand, if you work hard at the bottom of the school, it does not follow that the top will work hard.

390. I do not see what the boy tutor in the present system does?—They have the charge of the little boys, and a small part of the composition is still in their hands. They are looked upon as responsible, in a great degree, for the care of their juniors. If a little boy is going on amiss my habit is to send for his boy tutor, and ask his opinion as to the general behaviour of the boy, *i.e.*, his diligence, conduct, language, and so on. He has the charge of him.

391. Is he a sort of client of his?—Yes.

392. Does he defend him?—Yes, if anybody bullied him or hurt him he would go to his boy tutor. It is an excellent relation; I only wish it were more complete.

393. (*Sir S. Northcote.*) Do I understand that the Warden, being on excellent terms with yourself, made so important a change in the system of the school as the introduction of a man tutor instead of boy tutors, against your judgment as Head Master?—No; I do not say that. I am talking now of old times. This is a matter of 26 years ago. In those days the late Warden and the then second master (the Bishop of St. Andrew's, as he now is) were very active men; they travelled rather faster than I did. It was done not according to my judgment, but rather the other way. I do not mean to say I objected or protested against it.

394. Then it comes to this—the Warden does take such a direct share in the management of the school that he would make changes on the suggestion of a subordinate master, even without their being entirely in accordance with the Head Master's judgment?—I apprehend it would be different in case the Head Master said, "This is an extremely wrong "thing, and ought not to be done." I apprehend the Warden would not do it then.

395. But he exercised an independent judgment in that matter?—Yes.

396. (*Lord Clarendon.*) On that occasion you did not protest against it?—No; I only mean to say it was not the way I should have done it.

397. (*Mr. Vaughan.*) Do you happen to know how long the sum of a guinea has been paid to the boy tutors?—A long while.

398. So long that it was a reasonable sum when paid originally?—That sum certainly was paid half a century ago.

399. (*Lord Clarendon.*) 14.—"The proposed in-"crease of the number of the scholars from 70 to "100, as ordered by the Oxford University Com-"missioners, is quite as great as is desirable." The statutary number of scholars is 70?—Yes.

400. On what ground did the Commissioners propose to increase the number?—Because as they proposed to reduce the number of fellowships, there would be a certain fund unappropriated, and they proposed to cut those fellowships up into scholarships. They thought it would be more to the advantage of the College that there should be ten scholarships than one fellowship, at least, I suppose so.

401. 15.—"The election of scholars having been "made in former years by nomination on the part of "the electors, has for the last seven years, with great "advantage, been conducted by the means of open "competition." Has there not been some little complaint of the notice not having been sufficiently public either of the time of election or the requirements?—So far as we can judge such a complaint is extremely ridiculous. We do all we can. We have perfectly open competition, and have an immense number of candidates. We are overwhelmed with candidates. Last year there was a letter from somebody to "The Times" newspaper, to complain that the election was not sufficiently known. The consequence was that we had an enormous quantity of applications. What can we do? A notice is put into "The Times" every time there is an election, and circulars are sent to every one who makes any inquiry about it. What can people want more? There will always be a certain number whom neither one or other of these things ever reaches, and they will complain that they have not been told; but you cannot tell the whole world.

402. Election by open competition has proved a great success?—Yes. I state in the little book I have before referred to, "The open elections have been "essentially successful. In point of ability, good "conduct, and general promise, we have lost nothing "and we have gained much. We do not now know "what it is to have a thoroughly stupid boy a scholar; "the school is much more widely known, and with "this our connexion is materially increased. Our "elections are, no doubt, very laborious, for we have "had about 100 candidates every year; but it is our "own fault if, out of so many, we cannot find enough "boys to fill our vacancies of a very high mark." People send their sons, and take it for granted they are all to come in, the truth being that for an average of 14 admissions every year we have an average of 100 candidates.

403. This is one of the circulars you send?—Yes; we send them by the hundred. People write and ask how they are to get their sons in, and these circulars are sent back. The open competition has had the effect I have stated in this little book. Much benefit has been derived to the school from the coming of boys from all parts. Of old we had a small connexion, and a considerable narrowness in the system altogether. We were comparatively poor in boys. This open competition brings boys of all abilities, of all families, from all parts of the country, and so spreads our connexion very widely.

404. By whom is the examination for scholarships conducted?—By the same body of electors as the elections for New College. Practically they leave much of the work in my hands, for I set the papers.

405. (*Mr. Vaughan.*) Who gives the marks?—I think all the electors read the papers more or less. Each marks according to his discretion.

406. (*Lord Lyttelton.*) About the qualification for scholarships, according to the 12th head of the ordinance no part of the old statute is left except, to a certain extent, the preference of poverty?—That, I am afraid, is only a *cæteris paribus* preference.

407. "The electors may refuse to admit as a pre-"ference candidate any one they may deem to be "not in need of a scholarship, and all other things "being equal in candidates, shall have regard to the "pecuniary circumstances of candidates." That would disqualify a peer's son for instance?—Yes.

408. Has that ever happened?—No; I have known two or three people, whose sons would be eligible candidates, who declined to send them.

409. Suppose a rich man sent his son?—I apprehend it would be for the electors to say, "This is "not a proper boy to come."

410. Has the *cæteris paribus* preference of poverty ever been acted upon?—I can hardly recollect that it ever has.

411. It would be acted upon?—Certainly. We

have, as far as we can, been disposed rather to err on the liberal side in these matters. We have elected within the last two or three years boys of rather low parentage, giving them an opportunity of doing well. They have not in these cases turned out to be such promising boys as we supposed.

412. (*Mr. Vaughan.*) Do you happen to know what proportion of the scholars, since the elections have been open, have been taken from the boys of the school, and what proportion from boys coming from elsewhere?—I can hardly tell with any exactness. Sometimes we have produced 12 candidates from the school, and perhaps three or four have been elected. I suppose in no instance more than that. Sometimes we find in commoners we have very good candidates for College.

413. Three or four out of what number? How many are elected?—What we do is this: if we have 100 boys, we send off 50 after the first preliminary examination, and keep 50 for a further examination. Then we construct a roll consisting of 25 or 30 boys to fill up the vacancies for the ensuing year. Upon that roll we may have to put four or five from the school, and out of that roll of 25 an average of about 14 succeed in getting their admission.

414. Fourteen is the age, after which no boy can be elected a scholar?—Yes.

415. Do you find that after that age many boys, not having obtained scholarships, leave your school. Do they leave at that particular period more than any other?—I do not feel conscious of their having done so.

416. Is it the case, that taking the proportion of scholars and commoners the proportion of commoners to scholars is very much greater in the lower part of the school than in the upper part of the school?—Yes; and it is very much greater since the open competition; the greater part of our quick and clever commoners stand for College, and get in as scholars; the consequence is that the upper part of the school is filled with scholars, and the lower part with commoners.

417. Must not that be owing to the commoners leaving the school at an earlier age?—No; boys of 15 or 16 still linger in the lower part of the school sometimes. I do not think they leave for that cause at all.

418. At the time there is an examination for scholarships, is there or is there not going on an election for exhibitions?—There has been for the last seven years.

419. Are those the exhibitions which have been founded under the ordinance?—Yes.

420. Have you elected to many of those?—We have elected to several in different years. Last year we proposed to elect two, but it was thought by the electors that none of the candidates came up to what they supposed to be the right standard, and none were elected. The year before they did elect two.

421. The age of superannuation for exhibitions is one year later than the age of superannuation for scholarships?—Yes.

422. Is it general that the candidates for exhibitions are the persons who have failed for scholarships?—No, there is a certain number, a list of 14 or 15, exclusively candidates for exhibitions. Among those are boys who have in former years failed for scholarships. Those exhibitions, indeed, have been very useful in this way,—the open challenge for scholarships causes all the best blood of the school to go into College, and so leaves the commoners few and comparatively inferior at the top of the school; consequently, if it were not for those exhibitions, there would be no fight between the two parts of the school; all the best blood would be drained into the College, and the commoners would be few at the top of the school.

423. Do you find as a matter of fact, that there are any boys of the highest merit, who would prefer being exhibitioners to being scholars, and would take an exhibition in preference to taking a scholarship?—Some do. We have got scholars, and we have got commoners; and each think commoners or scholars the best. Every boy who goes into College and become a scholar says, "Now I am happy." The scholars are the leading part of the school, and they think scholars are best. The commoners, on the other hand, think commoners much the best. Any boy passing from one to the other will tell you he has bettered his condition. It never goes to anything beyond kindly, friendly talk with one another; but there is always that *esprit de corps* amongst us, and therefore it is that some commoners do not want to go into College. At this moment we have two commoners who are candidates for exhibitions, and not for scholarships.

424. You may say they prefer to keep their stations as commoners, and the exhibition has had that effect?—I do not know that it is the exhibition that has done so; they do not want to go into College.

425. (*Lord Lyttelton.*) Are the scholarships open without distinction of commoners or scholars?—Perfectly.

426. That has been in operation some years, has it not?—Yes.

427. Do you find any superiority as between commoners and scholars?—Upon the whole the scholars are considerably the superior, and it would be more so but for this statutory exhibition. Usually, perhaps, we find one or two commoners enter into competition for it. If it were not for the exhibition, we should find the commoners would be falling out of the field, at least in the upper part of the school.

428. There is no difference at all of a social kind between commoners and scholars; there is no distinction of class?—None whatever. We have had, within the last few years, what was a new thing until then, *i. e.*, boys who have been superannuated in College come back to the school as commoners.

429. (*Mr. Vaughan.*) As to the status of exhibitioners, do they not become less connected with the foundation as regards their falling under the superintendence of the Warden and Fellows than if they became scholars?—When the statutory exhibition was first set on foot I regretted it a little, inasmuch as I had an impression it would take the commoners out of my own control somewhat, and I wrote to the Commissioners that I rather excepted against it. I said "I highly approve of the "proposal to establish exhibitions, but I have an ob- "jection to the exhibitioners being taken out of my "control and put under a *quasi* subjection to the "College authorities;" but I was overruled on the ground that if they received the College funds they ought to be under the College superintendence. No doubt the Warden and Fellows would always pay respect to the opinion of the Head Master, whatever it might be.

430. (*Lord Devon.*) You said that there were occasional instances of disinclination to go into College and a preference for exhibitions: do you conceive that it in any measure arises from an impression on the part of the boys, or the boys' parents, unfavourable to the lodging or diet provided for the scholars?—No, not in the least; it is merely this, that a boy, being a commoner, thinks commoners are best. If he got into College he would say College is best.

431. Do you think that applies to the parents, or do you think that the parents are under the impression the accommodation in College is not so good as in your house?—Not in the least.

432. (*Mr. Vaughan.*) You think it is a matter of sentiment?—Quite so; and also of inexperience.

433. (*Lord Lyttelton.*) With regard to the open competition, by whom was it suggested?—It was introduced by the authority of the Visitor.

434. But at the same time you say there was some little doubt about it. Was it suggested by the Oxford Commissioners?—It was suggested before the Oxford Commission.

435. Before any inquiry took place?—Yes. It was done altogether by the authority of the Bishop of Winchester, as Visitor.

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436. By his authority, or at his suggestion?—It was done at Eton before it was done here, and the Bishop being on the most intimate terms with Dr. Hawtrey, thought it would be a good thing to introduce it here; he communicated with Dr. Hawtrey and received a full report of its success. When he proposed it here I rather objected to it, and I wrote one or two letters to the Visitor, deprecating it; but he overruled my views in the matter, and it was instituted.

437. It was clearly within his power; there is nothing in the old statutes to the contrary?—No.

438. (*Lord Clarendon.*) 17. "The statutes do contemplate the admission of some other boys, *filii nobilium*, to partake of the education of the school." I understand the statutes which contemplated *filii nobilium* intended them to be excluded from the scholarships, *i.e.*, to be outside of the scholars' institution or foundation?—The statutes certainly intended that they were to be excluded from the scholarships, but they were still to be as regarded instruction in the position of collegers; and they always have been so.

439. 18. "In the case of new boys, there is a "further charge of 11*l.* 18*s.* 6*d.* entrance fees, and "a few boys have separate private tutors at the charge "of 5*l.* by the half-year." How is that arranged. Upon what does it depend?—That is the thing I have been speaking about, which I find rather a difficulty in introducing. My own impression is this: I think the boys at the top of a public school want more help than can be given by the master who hears the form. It seems to me, the quantity of learning which can be obtained in class work, though as much as will save a boy from punishment or complaint, is not as much as he ought to learn and is capable of learning; therefore I think, besides any amount of class instruction, he wants something else; something to tell upon his own personal needs, to make known to himself his personal deficiencies, and to suggest the means of filling them up; in short, to give that which class instruction generally must fail to give.

440. You are alluding now to the upper boys?—I am alluding altogether to the upper boys; therefore it has been a great object with me to introduce private tutors in the school. It is very alien, I am sorry to say, to the genius of the school; indeed, there was a time when private tuition was by the direction of a former Warden forbidden altogether.

441. Have you been able to abrogate that law?—I have taken no account of it. The fact is, no such law is put on record.

442. Was it the Warden and Fellows who made that law?—I think so. It is not recorded. The system of private tutors began about five years ago; I had a gentleman then who had about 20 private pupils; he was here merely as a private tutor; he had not any school work at all. When I made the change, which brought as many as 80 boys into my part of the school, I brought from Oxford a young man, Mr. Charles Griffith, to hear a class of some 20 of my senior boys; and as he had not his time fully occupied, I thought that was a very good opportunity of beginning the introduction of private tutors. I said to some of my senior boys, "Here is a young man "coming from Oxford to help me; he is a very good "scholar, a Craven scholar, of Wadham College; if "your fathers you wish to have a private tutor, I dare "say he might find time to take six or eight pupils." There were some boys who suggested it themselves. Now Mr. Du Boulay is here as fourth master, I allow him to take a few pupils; and Mr. Hawkins, the assistant mathematical master, does the same. Mr. Griffith, Mr. Du Boulay, and Mr. Hawkins in mathematics, have each some private pupils, and if I had more private tutors there are more boys who would be glad to avail themselves of their assistance. I may add, that Mr. Whale, the writing master, has a few pupils in arithmetic.

443. You are introducing the system?—Yes; but there is a very natural and proper feeling on the part of the College authorities that the scholars ought not to be liable to such a charge, at least without the fullest consent on the part of the parents. At this time the three tutors have several pupils among the scholars as well as the commoners at the same payment of 5*l.* each the half-year.

444. With the consent of the parents?—Yes; not only must the parent of a scholar consent before I allow him to have a private tutor, but I require an actual letter expressly requesting that he may have one.

445. Do the parents ever object?—Not to me.

446. They probably think it gives the boys a better chance?—Yes; they can hardly fight a good battle unless they have that instruction.

447. Does not that instruction give those who have it an undue advantage over the other boys?—To a certain extent it must be so; it is an advantage to have a private tutor. If I could have my own way, I should have private tutors for the whole of the upper school. In my judgment the system of private tutors is one of very great value indeed. It is touching upon a tender place, but the truth is that the point in which we are below other schools, is that the Head Master has too many boys under him, *i. e.*, two forms when he ought to have only one.

448. (*Lord Lyttelton.*) How many boys has the Head Master altogether?—Under my charge I have 80 boys, but I have a tutor who takes 20 of those, *i.e.*, from the 21st to the 40th; practically I have under my sole instruction in class 60 boys. It is not only that the duty is a good deal, for it always will be, and I would not put it upon that; it is this:—If the Head Master has a single class, if he is a man of vigour and activity, the moment the boys come into his class they are the liveliest in the school. There is a great deal of spirit and vigour in the class; they are encouraged to exertion, and all is going on happily. If it is the top class of the school which he has the charge of, that vigour and activity will last to the top of the school; but if he has another class, beginning at boy 41 and going down to boy 80, that class will be the one which feels all that encouragement and all that life. The class of which I brought that record this morning is my class, *i.e.*, from boy 41 to boy 80, and it is the liveliest, the most vigorous, and most successful class in the school. But that will not continue to be so if the whole 80 are under the Head Master. Boys remaining under the same Master during the three or four years in which they pass from the 80th to the top of the school, lose much of their vigour and freshness. They come to be familiar with his manner, the things he does, the observations he makes, the points he insists upon, and so on, which ought to be kept fresh for the last stage. At least that is the danger.

449. (*Mr. Vaughan.*) As he takes two classes, what is the reason that the Head Master does not take the two head classes, but takes the head class, and then, not the next class to that, but the third class in the school?—That has been the result of a good deal of consideration. When I came here first, with Mr. Wordsworth, 25 years ago, we reconstructed the school a good deal, and I did a thing then which I have repented of ever since, which was exactly in the direction of your question, *i. e.*, I took the first division myself, I gave the second master the second division, the third master the third division, the fourth master the fourth division, and I think I made a great mistake. I should have done better if I had divided the school into two halves, and given the upper half to the Head Master, with assistants, and the lower half to the second master, with assistants. Instead of putting the whole of two divisions into the hands of assistants, it would have been a better thing to have divided the school into two halves. Under the ordinance of the Oxford Commissioners it became necessary to enlarge the area from which boys were to be elected to New College, in order to supply six scholars every year to that College. I therefore found it necessary to get as many as 80 boys into the upper division, because the lower

classes are busy chiefly with elementary matters of grammar, and hardly anything beyond that; and when they come into my classes they are introduced to the higher classics, *e. g.*, they begin to read Sophocles and books of that kind. I wanted to get a larger choice of boys reading such books, who might become ready to go to the university. I therefore felt I must take into my own hands a greater number. But there was this difficulty; if I put the lower division of my own boys under an assistant, it would be putting an assistant above the second master, which is an awkward thing to do. At the same time boys do not get any great encouragement from coming wholly into the hands of an assistant. I therefore took the whole into my own hands, and arranged for my assistant to take the second 20 boys, I still retaining the entire charge of the next 40.

450. (*Sir S. Northcote.*) I do not understand what you disapprove of when you say you have too many boys; do you mean having the first and third classes together is too much?—I think that, too; but what I meant particularly to suggest, as my own thought, is that the Head Master had better have one class only, because he wastes all his peculiar *prestige* on the other boys. I think he ought to teach one class wholly, and to have time to examine all the other classes in the school occasionally.

451. There seems a little inconsistency between that and what you said about the advantage of boys coming to you in the first place, and then going to the master of the second class, in the middle, and coming back to you?—I think, if I could institute what I suggested just now—a division of the school into two halves—I should have only a sufficient number of boys under my own superintendence; they should have gone through the hands of the other masters, and I should have a tutor to help me with my own boys. Now the second master has the second division of the school, and I should feel, in the present position of things, that he might naturally be displeased if I were to bring a tutor from Oxford, and put him above the class the second master teaches; so that I use my tutor to help me in the middle division of my own boys.

452. That is to say, if the first three classes are to be taught by you and your assistant tutor, you think it is better he should have the middle one and you the first and third?—Yes; than that he should have a class to himself above the second master.

453. (*Lord Clarendon.*) I see amongst the bills an item, "Porter ordered from the wine merchant;" is that for a special case, for a boy who has it ordered medically?—Yes, a boy who has been unwell; they have to say, "This boy is weak, or sickly; will you "allow him to have a bottle of porter?" That gives us a check upon the quantity they take.

454. About what proportion of boys would that occur to?—It depends rather upon management. To my astonishment, my housekeeper told me, about a year ago, that there had been such a consumption of porter or bitter ale that she had drawn 144 dozen during the half-year. The fact was that we had been allowing it much too freely, and I required a medical certificate, which checked the evil a great deal.

455. You have 92 boys in your house; about how many are allowed to have porter, under a medical certificate?—About half a dozen.

456. Have the scholars the power of having the same thing if it is ordered for them?—I have no doubt they would, if it were medically desirable; the probability is, it would be done in the sick-house.

457. Question 20 is, "Are there any boys partici- "pating in the general instruction of the school who "lodge and board either with their parents or in "other houses not recognized as boarding houses by "the authorities of the school." You say there are no such boys, *i. e.* no day boys?—No; we have been often pressed to take day boys, and we should like to have them if the school were sufficiently large. Our acreage is not enough; we cannot do it.

458. To question 21 you say you have not yet been able to frame any complete rules as to the organization of the other boarding houses, *i. e.* other than your own?—Only this:—hitherto all the commoners have been in my house, and so we have had a very complete and fixed system; but when we first instituted those houses it was necessary to make rules as to when the boys should come in and how they should come; and such rules it is very difficult to lay down *à priori*, so we began without rules and made rules as we found occasion for them. We have not yet finished. When Mr. Du Boulay's house is built, which is a quarter of a mile off, we shall be obliged to make some additional bye-laws, the boys will have to come so far. For instance, these boys do not come to morning chapel. Whether I shall be able to get them to chapel or not I do not know, but at present they do not come. We have not given up all hope. At present the hour is 7 a.m.; until this last half year it was 6 a.m.

459. Question 22 is, "Is there one uniform kind of "domiciliary accommodation furnished to all the boys "of the school, if so, what is its nature?" You say "There are about 20 private studies in the Head "Master's house, a prefect's library, and a hall, where "the majority of the commoners sit and do their work "in the evening." I think we saw three of those private studies yesterday?—Yes.

460. Have you anything to add to that?—No.

461. (*Mr. Vaughan.*) Is it seniority absolutely which determines who shall have the private studies?—I generally give them to the seniors.

462. If a boy loses his place, and gets down in the school, do you take his private study from him?—It would be rather too great a slur on a boy to take his study away. If I let him get so high in the school as that, I should hardly take it from him.

463. Is there one boy in each of the private studies?—Yes.

464. (*Lord Lyttelton.*) Did you understand the question to apply to the commoners?—Yes. All I have done is, instead of meeting the question expressly, to state what we do with our boys.

465. (*Lord Devon.*) In the case of boys who have not studies,—the other 70 or 80 boys,—what work they do out of school, they do in their own bed-rooms?—Not in their own bed-rooms, in the other hall. You must remember that the peculiarity of this school as compared with others, is that the boys learn their lessons in school; our school hours are so long, we have not only hours for saying each lesson, but for learning it.

466. If they are not in the school, have they an opportunity of sitting down in their bed-rooms?—The scholars always after 6 p.m.

467. But your boys?—No; there are no accommodations in commoners for reading in their bedrooms. They are merely sleeping rooms, and therefore we keep them out.

468. Then all the accommodation the boys have is that large school and a common hall or chamber?—Yes.

469. (*Lord Clarendon.*) You do not think that meat is necessary more than once a day?—No; I have myself been brought up, and my children have been brought up, and the boys have in all former times been brought up to be satisfied with meat at dinner only, and bread and butter at breakfast and tea. I have recently instituted a supper of bread and cheese at 8.30 p.m.

470. (*Sir S. Northcote.*) Is it the practice of the boys to get meat in for breakfast or for tea?—Occasionally; the parents send them hams and other things, and I allow my man servant to let them be kept in a room below, and they have those things in.

471. Are they allowed to get anything in the town?—No; that we do not allow.

472. Only what is sent to the house?—Yes.

473. (*Lord Clarendon.*) 26. "There is a pastry- "cook's shop within bounds"?—Yes.

474. You say "But there is no sort of occasion "that any boy should ever enter it." I suppose there is no question that the boys do go to it?—No; some boys go to it very often.

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475. Question 27 is, "What is the system upon "which furniture is provided for the boys' rooms, "and what charges are made in respect of it?" You say, "the furniture for the use of the commoners is "provided at the expense of the boarding masters." How is that at your own house?—Simply that I furnish everything except those little studies. I put in the table and stool, but all those lounges are their own putting in.

476. (*Sir S. Northcote.*) Are they expected to pay for breakages; windows, crockery, or anything of that sort?—I make them pay for windows, because otherwise it would be the best pastime in the world to break all the windows; but they have never been charged for anything else. I am not sure it would not be a good thing to do; it would check a good deal of mischief; but I have never done it.

477. (*Lord Clarendon.*) Question 28 is, "With "whom does the selection of the boarding-house in "which the boy lodges rest?" You say, "With the "parents exclusively." "Is a recommendation com- "monly given by any of the school authorities?" I suppose practically the parents do not apply to you to recommend a house?—No, very rarely. I have laid down a law, which I find it will be necessary to adhere to strictly in future; not to allow boys to go from one house to another.

478. Question 29. "How many of the classical, "mathematical, and other masters and assistant- "masters keep boarding-houses? Is it a privilege "which any of them are unable to obtain? How "many boarding-houses (if any) are kept by per- "sons taking no part in the work of teaching?" You say, "The Rev. H. J. Wickham keeps one "boarding-house. He was a tutor in commoners, but "now merely acts as private tutor to his own boys." Mr. Wickham is the second master?—No; this is the gentleman who was a tutor in commoners, and happened to have a house of his own. He was the first boarding tutor I appointed. He was a tutor in commoners, and now merely acts as private tutor to his own boys. Mr. Moberly, my nephew, is the third master in the school.

479. "The Rev. H. Moberly teaches the fourth "book or class in school. None of the other assistant "masters take boarders"?—He does not now teach the fourth class, he teaches a higher class; Mr. Du Boulay teaches the fourth class, and he is building a house to take boarders.

480. "It rests, I apprehend, with the Head Master "to appoint persons to take boarders, with the "sanction of the Warden?" Do you consider the sanction of the Warden is necessary to appoint persons to take boarders?—Yes, I should think so. I do not know how it is by the constitution as a matter of right, but I should never think of appointing a person without his sanction.

481. I will now call your attention to another point. One of our colleagues, who is unfortunately prevented from being present, has furnished us with a memorandum on the inadequacy of the instruction given in your College, in the physical sciences; with reference particularly to what took place between the Oxford Commissioners and the Warden and Fellows on that subject. I will read this statement to recal the circumstances to your recollection, and will then put a question upon it:—

"In the original scheme of the Commissioners for "issuing new ordinances to Winchester College, it "was proposed that three of the college fellowships "should for the future be filled up with special refe- "rence to the excellence of candidates in one or more "of the physical sciences, and that the three Fellows "elected to those fellowships should be bound to give "lectures to the school boys in that department of "knowledge. In reference to this part of the scheme, "the Commissioners wrote as follows, in a letter dated "Great Queen Street, Westminster, April 15, 1856," "and signed by Mr. Goldwin Smith, one of the "secretaries of the Commission:—

"'One part of the scheme of the Commissioners, "'that which aims at ensuring instruction in the "'physical sciences to the boys at Winchester "'School, by providing that three of the Fellows "'shall be elected with special reference to their "'excellence in those sciences, and shall give lec- "'tures in them to the boys in the school, must, the "'Commissioners are aware, depend for its success "'on the willingness of the governing body of the "'school to introduce the physical sciences among "'the subjects of instruction, and to facilitate the "'attendance of the boys at the lectures of the three "'Fellows appointed for that purpose. The Com- "'missioners therefore desire to learn whether the "'College are disposed to co-operate with them in "'this respect before they frame more specific regu- "'lations for carrying out this portion of their "'scheme. But, to them, it appears that good elemen- "'tary instruction in physical science is most essential "'in the case of many boys, desirable in all cases, "'and perfectly compatible with a first rate classical "'education. The object might be effected without "'prejudice to other studies, by setting apart two or "'three hours every week for lectures in the phy- "'sical sciences, by putting good elementary works "'on the subject into the hands of the boys, and by "'examining them on the lectures once at least in "'every half year.'

"On the following 29th of April, the scheme of the "Commissioners was rejected, as a whole, by the "Warden and Fellows, on grounds not specially con- "nected with the proposed appropriation of three "fellowships to the promotion of the physical "sciences. In regard to this particular proposal, the "only statement of the College was contained in the "following passage of a letter of Dr. Barter, Warden "of the College, dated 'Winchester College, May "5th, 1856,' and addressed to Mr. Goldwin Smith:—

"'We would gladly see our fellowships applied to "'the promotion of learning in this place, especially "'by making them an attraction and a reward to "'talented and deserving masters. With respect to "'the proposal of devoting three of them to the pro- "'motion of physical science, we would only suggest "'the fear that first-rate men (and no others would, "'in the capacity of lecturers, be either for the "'honour or good of this College) would neither find "'sufficient employment nor emolument.'

"In consequence of the rejection of their first "scheme, the Commissioners subsequently framed "another scheme of ordinances for Winchester Col- "lege; and in communicating with the Warden on "the subject, they wrote as follows on the subject of "instruction in the physical sciences, in a letter dated "November 4th, 1856, and signed by the Rev. S. W. "Wayte, one of the secretaries of the Commission:—

"'In reference to the opinion expressed by the "'Warden and Fellows of Winchester College re- "'specting that part of the former scheme of the "'Commissioners by which it was proposed to devote "'three of the fellowships of Winchester College to "'the purpose of instruction in the physical sciences, "'the Commissioners direct me to inquire by what "'means the Warden and Fellows would propose to "'secure competent instruction in the physical "'sciences at the school, if the three fellowships are "'not so appropriated.'

"To the letter in which this passage occurred, the "Warden replied, by a letter dated 'Winchester Col- "'lege, December 8th, 1856,' in which there was the "following passage:—

"'With respect to the required instruction in "'physical science, on the means of providing which "'the Commissioners have been good enough to "'express a readiness to receive our views, we "'would engage from time to time the best lecturers "'of the day in the various branches of such science, "'who should come to Winchester and give our "'scholars successive courses of lectures. The in- "'struction thus imparted would, we believe, be "'more interesting, of a higher kind, and more in "'unison with the yearly progress of science than

" ' could be obtained from Professors, who would
" ' accept our fellowships and confine themselves to
" ' the duties assigned to them.' "

" To this passage in the Warden's letter the Commissioners gave a reply as follows, in a letter dated " January 12th, 1857, and signed by Mr. Goldwin " Smith, as secretary, which finally closed the correspondence on the subject of instruction in the " physical sciences at Winchester :—

" ' The Commissioners receive with pleasure the " ' proposal of the College to engage from time to " ' time the best lecturers of the day in the various " ' branches of physical science to come to Winchester ' and give the scholars successive courses of lec- ' ' tures ; and in reliance on the College acting on " ' this system, or on a system equally efficient, they " ' abstain from pressing their former propositions in " ' reference to this subject.' "

Perhaps you will have the goodness to inform us in the first place in what manner that proposal of the College which certainly appears to us to go to the extent of a pledge, has been carried out?—I remember that correspondence taking place, and I recollect perfectly that when the suggestion of the Commissioners was first made we talked it over together here and we thought the plan was utterly impracticable, *i.e.* that a gentleman, a man of science, could be got to come to Winchester upon a scientific professorship of 500*l.* a year, to live in a country town, to lecture only to boys, with no prospect of making anything in the way of profit or of reputation beyond his salary. No one but a very small person would accept it in the first place, and such a person would grow smaller and smaller every year. We therefore thought it an impracticable suggestion, and I remember when the College was asked what it would propose to do instead, this answer was given, viz., that lecturers should be hired every year to give the boys lectures upon this or that subject. With the actual wording of the letters I had nothing to do ; indeed I never saw them ; but it was by my advice, at least in some measure, that the answer was given. I recommended that we should bring from London some eminent professors in the physical sciences, one after another, to deliver courses of lectures. I intended that it should be annual, as did the Warden also, and that we have carried out. The first year we desired that the course should be on chemistry. I had the conducting of the correspondence, and I wrote to the professor of chemistry at Oxford to ask whom he would recommend, and upon his recommendation we brought down Dr. Odling, who gave us on Saturdays a course of 12 lectures on chemistry, and on chemical products, which were extremely interesting; and from which several of the boys derived a great deal of good. Many did not care about it, but several took an interest in the subjects which continued after the lectures. The second year we had a course of lectures on geology by Mr. Rupert Jones, one of the secretaries of the Geological Society, recommended by Professor Philips of Oxford. Then for three successive years we had the same gentleman, Dr. Noad, who I think is professor of chemistry at St. George's Hospital, who was strongly recommended by Dr. Tyndale. He lectured to us first on electricity ; last year he gave us a course of lectures on heat; and now he is giving a course of lectures on the constituents and properties of water and atmospheric air. We have had three lectures, and we are going to have another to-morrow. Dr. Noad is a very good lecturer, and the boys take a good deal of interest in the subjects. So far then as the College did undertake to do that, they have done it, and at a cost of about 100 guineas a year.

482. As I understand it, these lectures would amount to about 12 in the course of the year ?—We have hardly more than 10 a year now.

483. That pledge, as it must be considered, was given to the Oxford Commissioners when they were about to make some ordinance or regulation on the subject, and they stayed their hands in consequence of that assurance by the Warden and Fellows. Then having had your attention called to the correspondence that took place, do you think 10 lectures a year can be said to be carrying out that pledge ?—I never saw the correspondence at all. All I was cognizant of was that a proposal had come from the Commissioners to institute three scientific fellowships ; and I confess I spoke very strongly about it. I thought, and the Warden thought, we should have very inferior men, *i.e.*, that you could not get a man at the head of his science to come into a provincial town, where there is no activity on scientific subjects, and if good men did come, as there would be no encouragement to them to advance, we should have the lectures of one year repeated in the next, so that, practically, our physical science would stagnate. The Warden, when he got the next letter, told me the Commissioners acquiesced in that view, and wished to know what the College would propose. I myself suggested what we are now doing. I said, " It seems to me the best thing we " can do is to give a course of lectures every year ; " to get men to come down who are *au courant* with " the science of the day, *i. e.*, one man to give us " lectures on chemistry, another on electricity, and " so on." In that they acquiesced, and that suggestion has been carried out. The Warden's words are stronger, but the words are compatible with that interpretation.

484. You consider the words are compatible with that interpretation and with the way in which the proposal has been carried into execution ? — I think so.

485. (*Mr. Vaughan.*) Do you think that the expression in the correspondence " successive courses of lectures " would imply simply one course in each year ?—I have no doubt that is what the Warden meant ; one year one subject, another year another subject.

486. (*Lord Lyttelton.*) It appears the Commissioners, who had originally suggested, not only lectures but examinations, to be founded by the Warden and Fellows, somewhat relaxed that, and when in the last letter they received a proposal, which was simply for lectures, they say they rely on the College doing that or something equally efficient : that would be a question of degree, whether ten lectures a year would be sufficient ?—It is a question of degree. How the College viewed it, it is not for me to judge ; I entirely believe they never gave nor intended to give any promise to do more. I feel perfectly certain of it. The Warden's letter, however worded, was written with the idea that a course of lectures such as we have had was what was suggested. Mr. ——— who is an old schoolfellow and friend of mine, wrote to me since this Commission was appointed and expressed great disappointment that the ordinance of the Oxford Commissioners was not carried out more effectually. I said, " I am afraid you have forgotten the corre- " spondence which took place. The Commissioners " wished a professorship of physical science, and " when it was suggested that courses of lectures " should be given, the suggestion was accepted." That correspondence I had never seen.

487. Your views as to instruction in physical science are contained in p. 60 of this pamphlet ?—Yes.

488. You say, " It is plainly out of the question " that we should teach chemistry, astronomy, geo- " logy, &c. All that is, in my opinion, possible, and " therefore desirable to attempt, is, that a course of " lectures on each of the chief subjects of science in " turn should be delivered in the school annually by " some person competent to explain the principles of " it, and to exhibit by experiment the last disco- " veries and the present state of science. All the " boys will have heard something about it and some " will be greatly interested in it. These may, per- " haps, afterwards pursue the subject for themselves " and reach considerable attainments in it. More " than this I do not think we can aim at with any " prospect of adequate advantage ?"—That is my view.

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489. (*Lord Clarendon.*) This is the manner in which the answer of the Warden was accepted by the Oxford Commissioners, and the light in which they viewed it:—The Commissioners "receive with pleasure the "proposal of the College to engage, from time to time, "the best lecturers of the day in the various branches "of Physical Science, to come to Winchester, and "give the scholars successive courses of lectures; "and in reliance on the college acting on this system, "equally efficient, they abstain from pressing their "former propositions in reference to this subject." Do you not think the College must have meant by that proposal, and the Oxford Commissioners must have understood, more than 10 lectures a year on scientific subjects?—I can only answer that in the same way. I was no party to that correspondence. My opinion was privately asked by my friend, the Warden, and that is the extent of my participation in the affair.

490. (*Sir S. Northcote.*) Then you do not consider yourself at all responsible for that arrangement; your view is that it is the Warden and Fellows who are responsible?—Quite so. In carrying it out I am the person who takes the trouble of writing to ascertain what lecturers are the best, and so on. The rest I leave to the Warden and Fellows. They pay the lecturers.

491. Who proposes the number of lectures to be given; is that a suggestion of your own?—That has become a thing which does not need suggesting. We now have an Easter holiday, and after the Easter holiday is over we give lectures every Saturday during the next term.

492. Who, in fact framed the scheme that there should be a course of weekly lectures to be delivered only in summer?—That was my suggestion in the first place. When a suggestion was asked for on the part of the College as to what was to take the place of those fellowships, I suggested to the Warden that a course of lectures in the summer term would be the best thing, and he acquiesced in it.

493. (*Lord Devon.*) What would be the objection to having courses of lectures on Saturday afternoons at other periods of the year?—I have nothing to say against it. If they could be instituted I should be very glad to listen to them.

494. (*Lord Clarendon.*) Do you consider they have had any good effect; that any boys have had their attention permanently attracted to those subjects?—I think many boys have taken an interest in the subjects, and some boys may have had their attention permanently attracted to them, but for a school like this, I consider instruction in physical science, in the way in which we can give it, is worthless. A few boys who intend to pursue it in any way, either as amateurs or professionally, may get assistance from these lectures. An amateur of a science is the better for knowing the elements of it, and every man of liberal education is the better for not being ignorant of any thing; but compared with other things a scientific fact, either as conveyed by a lecturer, or as reproduced in examination, is a fact which produces nothing in a boy's mind. It is simply a barren fact, which he remembers or does not remember for a time, and which after a few years becomes confused with other facts and is forgotten. It leads to nothing. It does not germinate, it is a perfectly unfruitful fact.

495. (*Lord Lyttelton.*) You have nothing like rewards for proficiency in these things?—No; I am only speaking of my own view of these things. I think, except on the part of those who have a taste for the physical sciences, and intend to pursue them as amateurs or professionally, such instruction is worthless as education.

496. (*Sir S. Northcote.*) When you say "repro- "duced in examination," there is no examination in physical science here?—No; I mean the facts conveyed by listening to a lecture, even if reproduced on examination, do not germinate in a boy's mind. Such things lead to nothing, and in a few years they disappear.

497. Would you say the same of a science like chemistry, supposing there were a laboratory and a certain number to be engaged in manipulations?—I should say those who engaged in manipulations would be those who would pursue the science in some professional or semi-professional way; to such boys the instruction would be valuable. At the same time I quite agree that no highly educated gentleman should be entirely ignorant of any of these matters.

498. I suppose it may be presumed from the correspondence, when the Oxford Commissioners suggested there should be instruction for the purpose of teaching these matters, they contemplated some sort of instruction and manipulations in the school?—I now perceive that they did; they also suggested that the gentlemen who came down here to teach the boys should deliver lectures to the town's people.

499. Then your opinion was, that a lecturer, on coming down once a week for 10 weeks, would be more effective for instruction than a resident Fellow?—Yes, considering the sort of man we should have. I felt, if we proposed to a scientific man to come to Winchester on 500*l.* a year, with no prospect of increasing it, we should probably get a very inferior person to begin with, and we should have the same lectures over and over again; it would be a very inferior affair altogether. I confess my feeling was greatly influenced by having a strong idea that only a second rate man would come here.

500. (*Mr. Thompson.*) Are you aware of the extremely small stipends the first scientific men at Cambridge get, without any means of increasing them?—But they are compensated in other things. At Cambridge a man is in the midst of science and scientific men, and is gaining fame or world-wide reputation by what he is doing. Here a man would have no scientific society; he would have nothing to do, and no one to talk to. If there were two or three scientific men here, they would have to talk to themselves. Coming down to this place, and having nothing to do, a man would do nothing, especially if a married man. He would have 500*l.* a-year with no emulation, and I know exactly the sort of stagnating science he would give us. It would be *crambe repetita*. He would not be keeping pace with the march of science in Cambridge or London, or any where else; he would simply be pouring out year after year that amount of scientific knowledge which he brought here.

501. (*Mr. Vaughan.*) Do you think three such men living here together as was proposed, would not be enough to keep up an interest in scientific subjects?—I confess I thought not.

502. I suppose when you say the physical sciences cannot be taught here, you allow lectures to be delivered, and you might have examinations upon those lectures;—at the same time that the lectures were delivered, text books might be put into the boys' hands, and upon those lectures and those text books, they might have to answer questions upon paper;—also might they not have to point out how the results are arrived at in experiments?—Yes, and I have no doubt if we set on foot such a system, a number of boys would pass examinations, and do a good deal at the time, but unless they have some practical object before them, or some view of pursuing it in life, in the course of a little time, be it months or years, the whole thing will disappear. I have myself attended these gentlemen's courses of lectures pretty attentively, and could, I dare say at the time, have passed a pretty good examination; but let three years pass, and ask me some question about the composition of strychnine, or one of those things, and I should be very liable to make a mistake between hydrogen and nitrogen, carbon and oxygen.

503. Does not the time of life make a considerable difference in a question of this kind. Do you not think a boy or a youth has a great advantage over a man of middle age?—I should doubt that. I think on the contrary, a boy would sooner put those things

out of his mind. It seems to me there is no germinating, fruit-bearing principle in those facts; unless a person is going on to do something practically with them they disappear. What is the great thing to be gained from learning in youth? It is that everything learned is to lead to something further; that it is to lead to a power, *i. e.*, to give the person the power to do something beyond itself. To tell him the fact that such and such is the composition of strychnine, for instance, if he is not going to do anything with strychnine during the whole of his life, can lead to nothing. He may remember it for a week, as long as his memory is pretty fresh, but let a certain time pass, and he will only have the sort of recollection that ladies are apt to have of something they learnt at school, they know there is a good deal to be said about it, but they forget what it is.

504. Do you not think the principles of those sciences are, perhaps, more especially applicable to the objects men are pursuing in after-life than any other study you could mention—to commerce, professions, arts, even to the pursuits of a life of leisure, such as the farming of a country gentleman?—I think when a country gentleman begins to farm, and to farm on principles of agricultural chemistry, he had better not go upon what he learnt at school from scientific lectures.

505. I am speaking of their applicability. We cannot even in common life escape from the outward world, nor deal with it and look upon it without finding an opportunity for the application of those principles? —What I feel so strongly about is this, that whilst it is extremely desirable that every cultivated gentleman should know something of all these things as a matter of knowledge and accomplishment, yet when we are dealing with the training of boys' minds up to a certain age, with only a certain time per day or per week to be devoted to all these various matters, as I certainly think this is knowledge which does not germinate or fructify in any other direction, I do not feel, so far as my judgment goes, that any system of class instruction or school examination in these physical sciences is likely to be useful. For the moment, they will pick up a certain quantity from lectures, and I have no doubt we can produce boys who will answer very well in examination, but they will soon forget it unless they are things they are pursuing in some way. For instance, last Saturday we had a lecture, a very interesting one, on the subject of air, and at that time I learnt a good deal from it, but I should be very sorry to be examined this Saturday upon all the matters of the lecture, or as to all the processes which have been instituted for many years for the analysis of atmospheric air. I am afraid I could not go through that, and if I could to-day, by an effort of memory, pass such an examination, I am sure by this time next year I could not.

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506. Are the physical sciences not of value as a discipline of the mind?—I hardly know what their value is. I do think it is very desirable that young people and old people should know these things. I think they are matters of accomplishment and knowledge which every body should know something of. But as a matter of education and training of the mind, which is our particular duty as instructors, I do not feel the value of them.

507. Do you not think there are certain general principles, and general laws of nature which are taught in that way, and which are to be applied in the explanation of natural phenomena, and that to understand them and their action one on another, the pupils may have to go through very elaborate processes of reasoning and memory connected together, in order to arrive rationally at a result?—I have the greatest respect for the sciences, and wish them to be taught to every one who is able to go into such subjects, but that cannot be the case with many at a school like this. The courses of lectures I have heard, (which I apprehend are the best of their kind), are extremely interesting. To take for instance a geological lecture: a gentleman comes down, who gives us a lecture describing the fossils of the Palæozoic period, by which a person might really get pretty well up in that subject for a time. But what then? If he is going to study it, well and good, but if he has heard such a lecture, and reproduced the facts upon examination, which is all he would be called upon to do as a matter of education, after a little while all those things will pass away.

508. I am not alluding chiefly to sciences such as geology and sciences of that large and mixed nature; —I would rather draw your attention to sciences like chemistry, physiology, organic chemistry, electricity, heat, light, and fundamental sciences of that description. Do you not think that is the necessary character of a lecture of that kind, that it comprehends within the hour of its delivery a great number of principles which, to be thoroughly understood and mastered, still more to be applied, would require a very great many hours of reflection and observation?—If we were going to make chemists we would educate them in that way; but we want a general education which will be introductory to other things; things which would be of more general value, —these things give no power whatever. I think it would be a mistake if we were to bestow any very considerable portion of our time upon that amount of study which could be forced by lectures and examinations upon those things; the facts so learnt would soon fade and go away. For what you call "princi- "ples" are but largely generalized facts, equally sure to fade away unless they are pursued in some professional or semi-professional way.

509. Do you not think there is a tendency in all knowledge learnt as a boy to fade and go away—the facts of history, for instance. If boys at school have only classical instruction, the classics they learn, I fear, will fade away from the mind?—The difference which I see between those things is, that whilst the one fades away absolutely, and leaves nothing behind, the other gives power. All classical learning tells on a man's speech; it tells on a man's writing; it tells on a man's thoughts; and though the particular facts go, they leave behind a certain residuum of power; and precisely the one great problem educationists have to consider is how to constitute a system of education which will impart to the mind that power in the highest degree.

510. Do you not think persons who have had a philosophical education are sometimes persons whose general powers of mind would lead you to believe that such an education goes beyond the knowledge of facts; that it also leaves power and a high state of education generally?—There are many persons, who have had a philosophical education, who have gone on pursuing philosophical studies to a considerable height; I have no doubt they are men of great capacity. Any one who has such practical views before him I should wish to cultivate those studies; but I apprehend these sciences, the greater part of them, are not above 70 years old, and therefore the people who become cultivators in these paths are a young world. They do not inherit all the world has had of knowledge and power for thousands and thousands of years; they are not the old world; they are not benefiting from the experience and the accumulated wisdom of the ages that have gone before; they are discoverers and experimenters in new paths. That is what Archbishop Whately tells us not to make a confusion about; he tells us, instead of the world being new in other things it is old, but in scientific knowledge the world is new. Chemistry is new within these 70 years; geology is new within half a century; astronomy is almost the only science which is not new. I hardly know any physical science which is not well nigh of modern discovery.

511. Do you not think the discipline the physical

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sciences give, and the value of that discipline depend very little on the antiquity of the sciences, but on the exercise they give to the faculties, in the applicability of their principles, rather than their antiquity. For instance, to take logic, do you think the pupils of the first logicians did not derive the same benefit from the logical discipline of their minds, as the pupils of logicians are deriving at the present moment?—I think with respect to physical science, there are three points of view in which you may regard it. First, there is the actual learning. The learning of anything is in itself a good; while listening to a lecture on any subject of natural philosophy, you are getting information. That is quite true.

512. I was speaking in particular of the difficulty which seemed to press on your mind as to the want of antiquity of the physical sciences. To meet that particular difficulty, I was trying whether the want of antiquity was really an objection to such instruction as an instrument of discipline?—I was comparing the physical sciences with other things. Classical learning is the inheritance of all former ages. Combined with its allied subjects of philology, history, &c., it puts a person into the possession of the inherited wisdom of all times. The man who, possessing it, carries it forward to its due development, has gained a foundation of learning infinitely preferable, in my judgment, and applicable to a vastly greater extent, both of knowledge and cultivation of mind, than if he had bestowed the same time and attention on physical science. However, I was about to say, there is, first, a certain training in learning these things; secondly, there are the practical applications of science; and, thirdly, above all, if a man is pursuing a science practically and experimentally, so as to be making discoveries, and carrying it forward to greater heights of perfection than were attained before, then he is indeed exercising the highest faculties a man can have. But boys in school will not be pursuing science experimentally, they can only be taught what other people have done, they will only get such knowledge second hand. They cannot do what the leaders of the science have done, they can only be told of the results they have arrived at, without being able to test their accuracy, or to follow them up in any practical way.

513. Admitting the inferiority, and the want of originality of the attempts of boys' minds as applied to science, do you not think the same thing applies both to grammar and to history; do you not think the actual understanding of history on the part of a boy is something to the last degree weak, and the understanding even of grammar is something extremely imperfect compared with that which the historian or the philologist must have had?—Quite so.

514. Then the difficulty is one which arises with regard to all subjects which are taught?—Yes, and I should reply, perhaps, there is the same benefit from the mere learning of the one and the other. The discipline is much the same from the mere learning of grammar, history, or anything else; but the difference I think is this:—a boy who has learned grammar, has learned to talk and to write in all his life; he has possessed himself for ever of an instrument of power. A man who has learned the laws of electricity has got the facts of the science, and when they are gone, they are gone for good and all. A boy who has learnt grammar, though he may have forgotten the terms or technicalities of grammar, is put into possession of a power which, when he writes a letter, or makes a speech, or expresses his thoughts in any way, in all his life, he uses.

515. (*Lord Lyttelton.*) Would you not think, with regard to any boy who has a real turn for those things which it would be desirable to cultivate, that he would have a considerable inducement to keep up his acquaintance with the physical science he had learnt at Winchester from the institution of the new tripos at Oxford and Cambridge?—I should be sorry to theorize upon a matter not immediately before me. I confess I have a very strong opinion upon a point like that. I think our public school education should be of one kind. But I do think at the Universities young men are kept in the system of school instruction too much. I would have them, at least in certain cases, put very much sooner in a more mature one.

516. (*Lord Devon.*) As a matter of fact, what number of boys have attended these lectures?—We require all to attend.

517. Commoners as well as scholars?—Yes. I find, if it is a fine day, sometimes the numbers look rather thin behind, and I say, at the end of the lecture, "I shall call the names over," and I find a few straggle in. We require all to attend.

518. (*Mr. Thompson.*) From the highest to the lowest?—Yes.

519. Do you think that wise?—It does no harm in any way.

520. Do you not think it impossible that a lecturer can adapt his lectures to boys of so many different ages? Do you not think a good deal of it must be lost, *i. e.* if adapted to the elder boys it must go above the heads of the younger boys?—I hardly know how to answer that. A lecturer comes down to lecture to the school as he would to an ordinary audience, *i. e.* as he would lecture in one of the rooms of the town. Some of the younger boys are very intelligent. Some of the boys who have a taste for these subjects are found among the juniors. I do not think the senior boys are always the most intelligent or the most attentive.

521. (*Lord Lyttelton.*) Are boys often refused admission into the school from inability to join even the lowest classes?—Not often; but it happens occasionally.

522. (*Lord Devon.*) Question 3, "Is there any "limit to the age at which a boy may be originally "placed in any of the lower forms, or beyond which "he can remain in any of the lower forms?" you say "We have no such limit"?—No.

523. (*Mr. Vaughan.*) Do you know what accounts for the circumstance that while the average age of the last three forms but one is nearly the same, that of the very lowest form is higher than any of those three above it?—I do not know the fact, but it is easy to see how such a thing might possibly happen. Some boys in a class, as I have explained before, being the sharpest and most forward boys, get up high; that keeps the average age of the upper classes rather low; the others not being such sharp boys, (some of them big boys of sixteen or seventeen,) are apt to linger in the lower part of the school; so that it may happen any day, that the lowest class may have a higher average of age than one of the higher classes. I think our plan for promotion is not quite the same as in some other schools. We promote boys not by years; we do not send the boys of a certain year up to our high classes; but we put a certain number of boys up to each class as they have made their way by marks up the class; the consequence of which is that a sharp young boy makes his way to the top of the school rather fast. So that the average speed with which a boy rises in our school may possibly be different from that of other schools.

524. (*Mr. Thompson.*) Would not that rather indicate that promotion is more rapid at Winchester than at other schools?—It may be more rapid for quick boys.

525. (*Lord Devon.*) Question 4. "What is the "highest form in which a boy can be placed on "admission into the school?" You say, "We have "no absolute rule on the subject. Practically, boys "are never placed higher than in senior part of the "fifth, and very rarely so high"?—Yes, that is so.

526. Question 5. "What is the latest age at which "a boy may remain in the school?" You say, "The rules of the superannuation of the scholars, "have been framed under the direction of the ordi- "nance. Every scholar is superannuated, and obliged "to leave the College on his eighteenth birthday, "unless at the previous election he has been ex- "amined, and has received the recommendations of

" the electors to remain until the ensuing election. " There is no absolute rule on this point as appli- " cable to the commoners." Upon that I should like to ask a question. We understand the Bedminster fund provides a very large sum, something like 15,600*l.*, for the purpose of being distributed in different exhibitions to boys in the school, who have, as one qualification, comparative poverty, and who have failed in obtaining New College:—that fund being so large, admitting of a considerable number of exhibitions; perhaps you will tell us what your view is of the operation of that provision?—I think the Bedminster fund has not yet been brought into the operation it is capable of being brought into. The Bedminster fund arises chiefly out of money in the funds, and we have been in the habit of receiving the annual dividends. For some years only the surplus yearly rent of the estate was bestowed, indeed not the whole of that, there were very few exhibitioners on the Bedminster fund, consequently there have been accumulations, and we have that large sum in the funds. Now I am very anxious about these exhibitions. They are all, according to the institution, for College boys, *i. e.*, scholars who have not got to New College; and in two ways I think that operates now undesirably. First of all, since the scholars and commoners are all blended into one school, I should like that the whole school should be capable of partaking in such an advantage as this. Secondly, I should like it should not be a qualification that a boy should have failed for New College, because New College is of so much less value than it used to be, that a boy failing to get New College and getting an exhibition may possibly be better off than if he got New College. I think it would be better if all the school were eligible for exhibitions, and that some of them should be won by examination, instead of being a matter of gift. I think that character should enter into it as far as desirable, but we have a large quantity of these exhibitions, and I should like to make them some of the prizes of the school, such as might be instituted for learning or character, or any such mixture of those things as might be desirable.

527. Would you reckon as a qualification comparative scantiness of means?—Yes; I think in my own judgment it would be going against the very intention with which we give an exhibition of this kind to give it without reference to that.

528. (*Sir S. Northcote.*) How would you estimate good conduct and pecuniary means along with attainments?—Those things are very difficult to estimate. We have had of course in the University of Oxford that difficulty before us constantly, where you are to have character, poverty and attainments to take into consideration. I recollect under our old statutes at Baliol we were to elect a man who had not one of those qualifications, but all three, "in " quo hæc tria cumulatius reperiantur." That shows what is capable of being done.

529. (*Mr. Thompson.*) I gather from you that you wish there should be exhibitions in the school, one or more every year, to be given by examination without any reference to New College, and that these exhibitions should be tenable after the holder leaves Winchester College at either college at either university?—Yes; I should like that. I had not sketched out such a splendid prospect as that. We have our Goddard scholarship in the winter at which our boys 20 or more are examined, and I should like besides the Goddard scholarship, which is 25*l.* a-year for four years, that we should give another exhibition at the same time and in the same way; I think that would be a very desirable thing to be done.

530. Do you think with a scheme so framed it would be possible to combine attention to pecuniary circumstances?—Yes.

531. Do you not think the tendency of the examiners' award would be too strong against any such recognition?—If I were to construct a scheme it seems to me there might be such a thing as a competition, and at the same time a nomination. There might be such a thing as uniting these two things together. What I should like to do is, that the examiners should not elect boys for the exhibition, but produce a list purely of the examination, the boys they have examined, and the marks they have given them in the order of the list. That list should be published, and it should rest with the Warden and the Fellows to give the exhibition. They might pass over the three first and give it to the fourth, though he was not the best scholar, upon mixed grounds. They should take the responsibility of saying they nominate the fourth. You will perceive the principle I am now laying down is capable of a much more extensive application. It seems to me, provided a list be published with the marks obtained by the boys in competition, it is desirable that the electors should take it upon themselves to nominate out of that list with a view to other qualifications as well. The list is before the public, and the first three boys get the honour of being first, second, and third; but the electors may think the fourth is the best, *i. e.*, the most deserving when character and pecuniary means are taken into the account along with the results of mere examination. It is a perfectly possible thing to unite, and I think it is a very desirable thing to unite the system of perfectly open competition, and the honours resulting from that, with a system of nomination.

532. Without making it likely that motives would be attributed to the Warden and the Fellows of which they are incapable?—As to motives, you must be prepared for that imputation, do what you will; people must take their chance of that.

533. Perhaps such things never happen in the present day, but 50 years ago, when jobs did take place, would it have been safe, according to the standard of morality at that time, to have left it to the electors to nominate any boy, however low he might be on the list?—Yes; if the list were published, I think there could be no jobbing. In my judgment, the free and full publication of the list would throw such a responsibility upon the electors who might have to nominate a boy who did not come first in the list, that in all probability it would be done conscientiously, and if so, I think it would be a great improvement. But I should not say, "However low he might be on the list." It might be made necessary that he should reach a certain height in it, or obtain a certain number of marks.

534. You have never seen such a system in operation?—No; I have never had an opportunity.

535. (*Mr. Vaughan.*) Practically, does that rule fixing the superannuation of scholars at 18 send them away from the school at that age?—Yes; they must leave the college on their 18th birthday, unless their names have been recommended as candidates for New College at the previous election. There have been about half a dozen instances, within the last four or five years, where a boy who was superannuated in college, has been sent to me as a commoner.

536. Are there not at the present moment four or five scholars above 18?—Only such as have received a recommendation at the last election.

537. That made me ask the question. If there are five scholars above 18 with that recommendation, does not that very much limit the practical effect of the rule?—It limits it to some degree. I am very glad it should be so limited, for this reason: New College should supply its scholarships from this college, or the main of them. At all the other colleges at Oxford the limit of age is either 19 or 20. According to even that limitation of our rule here, we never can get a boy who is 19 to be a candidate for New College, and therefore the selection, in point of age, is lessened; and it is a pity. If all our boys went away at 18 from Winchester, that would be a year, and sometimes two years earlier than the candidates from other schools.

538. Do you see any objection then to the age of superannuation being 19 instead of 18?—I think it would be very undesirable that the boys in the lower

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part of the school should be capable of staying till 19. In the first place, it is a gratuitous education, and parents would desire their boys to stay as long as they could. Consequently we should have a heap of boys, who have no chance of ever going to New College, staying till 19. I think it is much better we should have the limit of 18, with the option of enlarging it if the boys are sufficiently high to make it desirable they should stay here.

539. Do you think it would be better to have 18 as the limitation, or 19 with the condition that they should not be below the sixth form?—That I should think would be very desirable. What I should desire would be this, that every boy should be superannuated on his eighteenth birthday unless he were within a certain distance of the top. We are now put to very great inconvenience by the operation of the present rule. I am obliged to produce at the election the superannuates of the present year, and all the superannuates of the next year also, though they are not candidates, because they must get their recommendation in order to enable them to be candidates next year; which is a pity. Moreover, if the superannuates of the present year are many, boys are liable to be excluded from the competition of their own year, by the large number of those above them, who will be gone by the time their year comes.

540. Is it not, in another point of view, a great disadvantage to the reputation of the school, that when all other schools are turning out their scholars at the age of 19 for competition at the universities, Winchester is practically obliged to turn out her scholars at 18?—I should be sorry to say anything which would tend to a general extension of the age of boys remaining at school till 19. My own opinion is very clear upon a further point; I consider it is a very good thing boys should stay on and receive the education of boys till 18. The age at which young men leave the university has been increased at least a year since I went to Oxford. They go there now, on an average, a year later; the three years of residence have become more nearly four on account of the multiplied examinations; the consequence is that 22 or 23 is the age to which they attain at the university; and I own I think the course of training at Oxford is too boyish for that age. I wish to terminate the boyish age for that capable of maturer studies rather sooner.

541. Would you carry that view out in respect of your own scholars where it exposed them to any disadvantage in competition with other scholars?—I should not be the least afraid of that disadvantage.

542. (*Lord Devon.*) Question 7. Has the Head Master any power to modify the system and course of study, or to change from time to time the books or editions of books used in the school? If not, in whom are such powers vested? You say, "I apprehend that all these matters are in the control of "the Head Master. As to the books or subjects "selected for the examination for the scholarships "of New College, it is his duty to submit the list "which he proposes to the Warden of New College?" —Yes.

543. Question 8. "Have the assistant masters any "voice, consultative or other, in the direction of the "studies of the school?" Your answer is, "No doubt "the Head Master would always be anxious that the "opinion of the under masters in charge of classes "should have great weight in these matters. Practically, indeed, the under masters, under the control "and sanction of the Head Master, arrange these "things for their classes." Is there anything like a periodical assembling of the masters with the Head Master for the purpose of talking over these, or any other subjects?—No, we have no such meetings. We are all very much together, and often talk over things relating to the school. I rather think I have left these things too much in the control of the under masters. I think it would be better if there were some more systematic interference on my part. For instance, if anybody were to ask me what are the books that are read throughout the school I could not tell him. A master will change a book sometimes without consulting me. I remember some time ago a friend of mine wrote a book, which we introduced into the school, and some time afterwards the master of that class put it out, and took another in its place, and I got into hot water with my friend because I allowed the master to do that. I apprehend it is entirely in the Head Master's power to say what books shall be used. I think if I chose to say "I cannot allow that book, this is a "better one," it would be within my authority to do so.

544. (*Lord Lyttelton.*) The assistant masters would have no power whatever; the absolute power is in the Head Master?—Yes. The second master is also a statutable master, and therefore he holds under the Warden and Fellows as the Head Master does. There might be a difficulty about the co-ordinate authority of those two.

545. The question has not arisen?—No, sometimes there have been questions, but not of consequence.

546. (*Mr. Vaughan.*) Practically, do you superintend the fifth form, as well as the upper division of the sixth form?—Yes, the senior part of it.

547. Is any particular object aimed at in having the work of the fifth form senior division, the third form in rank, the same as that of the senior boys of the sixth form, the first form in rank. Is it not a disadvantage that boys so different in their age and proficiency should be doing the same work?—That is one of our old time-honoured practices, which I do not think I should institute if it were to be done anew, and which I do not wish to knock on the head. There is a practice we have here of what is called "pulpiteers," which consists of lessons in Virgil, Horace, and Homer. The practice is to assemble in the school the whole of the 80 boys under my superintendence, the upper sixth form, the lower sixth, and the upper part of the fifth form. The prefects read out and construe, say, a hundred lines from Homer. The boy stands up in that place with an audience of 80 boys before him, and reads out and construes as many lines as I think proper. I am walking up and down, and I ask whatever questions I think proper. When they have construed they go away with some other work, and the other boys come and do it.

548. Do you think that a good plan?—I should not institute it anew.

549. Does not hearing a lesson construed as a means of learning it destroy the most useful part of the lesson, which consists of each boy forming his own analysis of the sentence?—It is a practice which is not unattended with some important results. It is by no means a bad thing for the young boys to hear it done in a more masterly manner.

550. It applies to Homer, Virgil, Juvenal, Horace, and Greek Testament?—Yes.

551. That is a considerable list of authors?—Greek Testament it does not apply to exactly. The Greek Testament is a lesson for the seniors only. The lower ones listen to it, and are liable to be asked questions.

552. It has been preserved, you tell us, as a practice you have not liked to interfere with, though not actually approving of it?—Yes; it is one of those things which I should not set on foot anew, but which I do not like to do away with.*

553. (*Lord Devon.*) Question 9 is as to the system by which boys rise in the school?—Here I should like to introduce this paper which shows the mode by which boys rise in the school. (*Dr. Moberly proceeded to explain the weekly marking of the "classical paper," showing how the boys rise in their classes by an aggregate of marks for classics, compositions, mathematics, and modern languages.*)

554. (*Mr. Vaughan.*) Does each master keep a

* This practice has been in great measure done away during the present autumn.—G. M.

paper in the same form as that now exhibited?—Yes; except the first.

555. Is that the sole guide of the master of each form in the promotions?—Yes, almost absolutely.

556. (*Lord Devon.*) The position of the boys at the beginning of each week, is regulated according to the marks of the previous one?—Yes; the position of the boy upon the aggregate of marks. Therefore into that system of marks enter not merely classics but mathematics, compositions, and modern languages.

557. Does modern history enter into that at all?—No; we do not profess to teach modern history at all. It is my own habit, very much, in having a class before me for some time, to take every opportunity of getting in all sorts of things that occur to me. For instance, if it is a question of a place mentioned in the lesson, I ask all that relates to it.

558. Modern language marks do not enter into that?—Yes; the last of those are French and German.

559. (*Mr. Vaughan.*) It is not the habit, I think, at Winchester, to teach modern or ancient history by set lessons?—No; I should not know how to do it. All I can do is to say, "We will examine in such "a period at such an examination."

560. (*Mr. Thompson.*) Is not that sufficient?—I think it is.

561. (*Mr. Vaughan.*) Do you expect them to learn portions of history, and examine them in it?—Yes, in some examinations. For instance, in those I have instituted at the beginning of the half year we have a certain quantity of English history, Then in the Goddard examination we have a considerable amount of English history. In classical history we have not any regular examinations.

562. As regular form work, there are not examinations in particular portions of history?—No.

563. Is there anything in the circumstances of Winchester which would make that more difficult than in other schools?—No. There is this: the men who are teaching it in other schools are men who have been bred to it. A man can teach those things best in which he has been bred.

564. Is it not the fact that history is more pursued at Oxford, with which Winchester is chiefly connected, than at other universities. And would you not say a first-class man at Oxford would generally be very well acquainted with ancient history?—Yes, to a certain degree. I wish we could teach more history. It is a subject which has become more the fashion of late. We have now got the Historical Essay prize, founded by Mr. Duncan; it is 5*l.* a year; and the boys take a good deal of pains about that.

565. (*Lord Lyttelton.*) "The mathematical marks "amount to about a fourth, and the modern language "marks to about an eighth of the weekly total." Are you satisfied with that proportion?—It is difficult to say. The modern language masters, I think, mark very highly; for the masters are foreigners, and different from Englishmen. If the French masters marks are very high, there is such a disposition on the part of the German master to make his marks as high. The boys may also try to take liberties with them. Therefore I have been obliged to say, "Mark "as you will, but not more than 25 a week."

566. (*Mr. Thompson.*) Are the French masters attached to the College in the same way as the others?—They are only teachers. One lives at Winchester, and gives lessons in the town; the other lives at Southampton, and comes over.

567. (*Mr. Vaughan.*) Does the number of marks you allow them to give bear any fixed proportion to the number of lessons in the week; can one French lesson produce as much in the way of marks as a classical lesson?—No, the classical lesson is marked in another way. If there are 30 boys in the class, the senior boy gets 30 marks. The other is according to how the boy has done.

568. (*Lord Devon.*) Question 10. "What provi- "sion is made for the teaching of each of these "subjects, French, German, or mathematics, and "for promoting the study of them; can you furnish any information, showing to what extent "they are severally studied, and with what success? "Which of them do, and which do not form a "necessary part of the regular course of study?" The answer is, "We have two masters in mathe- "matics and arithmetic, with a writing master; we "have one French master, and are about to engage "a second, and one German master. All the boys "learn arithmetic and mathematics, and all who are "not in the German classes learn French?—Yes.

569. (*Lord Lyttelton.*) Has it ever occurred to you to be much more desirable for boys to learn one of those languages than the other; practically you leave it entirely optional?—Not optional to the boy, but to his friends.

570. Does it occur to you that the knowledge of French is more important than German?—Quite so; but what I should like is that every boy should learn French, and that he should become a tolerably good French scholar before learning German, and that the seniors should all learn German.

571. That is not so now?—No, the amount of all learning in these things is very small. The German boys learn more than the French do.

572. (*Lord Devon.*) Practically what proportion learn French and what proportion German?—About 40 learn German.

573. (*Lord Lyttelton.*) They learn no French?—No, I cannot let a boy learn both at the same time.

574. (*Mr. Vaughan.*) They may have learnt French?—Yes, if they have been at the school a sufficient time.

575. (*Mr. Thompson.*) There is probably a special reason why they learn German?—Probably.

576. Should not you say if a scholar intended to go to College, German would be the more important of the two?—Perhaps so.

577. (*Lord Devon.*) Question 11. I do not know whether you wish to add anything with reference to the French class?—No, I do not know of anything.

578. (*Mr. Thompson.*) May I ask in what class a boy first begins French?—The whole school learn French.

579. As soon as they come?—Yes.

580. Have you any opinion of the possibility or desirability of deferring the teaching of Greek to a later age than that at which it is taught in schools. You will probably agree with me that forty or fifty years ago a boy must have made greater progress in Latin before he began Greek?—Yes, forty or fifty years ago there were very few Greek scholars. We do not take very little boys, our boys never come till after ten, and commoners very rarely till eleven or past.

581. Supposing that schoolmasters generally were agreed to teach Greek a little later, would not that give more room for the attainment of French or German?—You see in a school like this, French stands always under this apparent disadvantage, that if it is to be taught with reference to the real pronunciation of the language, you must have native teachers, and the exceeding difficulty of getting Frenchmen who can work as English masters do in the teaching of French, is practically one of the very gravest kind.

582. You could not get them unless you engaged them specially for the use of the College?—They are appointed by the College. With a Frenchman, from his nationality in manner and language, the difficulty is insuperable. I think our French master is an extremely good one. He is an old officer, a gentleman, a man of cultivated mind, and he does his work extremely well. But if I get as master a young man from Oxford, he has much more weight with the boys, and keeps them in better order.

583. (*Lord Lyttelton.*) Have the French masters the same power of discipline as the other masters?—No; they cannot do anything themselves, all they can do is to appeal to me. If the French master sends me a note and complains of a boy I treat it as a serious matter, because I know if I did not, it

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would be a much more serious matter. The French master must be supported by me.

584. Out of school he has nothing to do with the boys?—No; he merely comes down to give his lessons.

585. (*Lord Devon.*) Is it the practice for any other of the masters to be present at the delivery of the lectures?—No. When I first came here I took a leaf out of Dr. Arnold's book, and gave the French lessons to one or two classes; I gave it up because it was too laborious, and I considered whether it would be a good thing to get the other masters to teach French. But the difficulty was they did not know French themselves sufficiently well. The difficulty is to get a man who is good on other subjects, who knows the language sufficiently to teach it.

586. (*Mr. Thompson.*) Can you conceive if any outward motive were given to the boys, such as instituting examinations before going to the universities in French grammar, it would have any influence?—Certainly.

587. And probably the reason you cannot get them to attend to the French lessons is that they have no such stimulus?—Yes; it may be so.

588. (*Mr. Vaughan.*) Do you happen to know whether at the universities of Oxford and Cambridge at present there are scholarships for modern languages?—There are at Oxford.

589. (*Lord Lyttelton.*) Are there prizes in the school for French?—There are none directly for French.

590. I do not understand the first clause: "I attribute the comparative inefficiency of the French "classes to several causes. 1. the fact that all the "residue of the school, including those who are "more dull and idle, are in the French classes." What do you mean by the residue of the school?—Except those who volunteer to learn German.

591. (*Mr. Vaughan.*) Supposing it were required that every under master should be a French scholar, do you think you would have any difficulty in procuring men?—Yes, very great. My impression is you would have a great difficulty.

592. Supposing your masterships were sufficiently good in a pecuniary point of view, and that was insisted upon as a requisite, do you not think in course of time there would be sufficient inducement for any man who wished to be a master to make himself a perfectly good French scholar?—Perhaps so; in course of time.

593. Would you lose materially in any other direction?—In course of time it might come to pass. But you would have to narrow your range of selection. You might have to put aside a first-rate classical scholar or mathematical scholar, for the sake of a first-rate French scholar.

594. (*Sir S. Northcote.*) Do you think by a combination of some such measures as these—putting your French master, being a Frenchman, upon the regular staff of the school, and giving him equal authority; secondly, making it essential that the boys should have attained a certain amount of proficiency in French before they could rise in certain classes; and, thirdly, establishing scholarships or prizes in the school for French; you could very materially increase the authority of the French teacher in the school?—I think the third of your suggestions would be a very practical one—offering prizes. I think if you made it necessary a boy should have a certain amount of French before he was put up, you would hamper yourself; for I think a boy who ought to have rank and is kept down by that which is not one of your chief points, would be in a false position. I think you ought not to do that, except by making it necessary to get a certain number of marks for French, which ought not to be too high.

595. At all events you might make the marks sufficiently valuable to make his place depend to a considerable extent on his proficiency in French?—You would find by the list of marks I showed you just now, that practically the boys who are trying to get to the top are also trying to get the best marks they can for French.

596. Do you not think it is desirable you should give some stimulus, not only to boys trying to get places at the top, but to the great mass of the school?—It would be difficult to do that so that they should all feel it. A boy in a lower class is capable of appreciating his position. He may say, "I have no "chance of getting a prize, but I am a sufficiently "good scholar to steer clear of punishment, and that "is all I care about;" and so long as he does not incur punishment he will not trouble himself about getting prizes. I do not see how you can get any stimulus to tell on a boy under those circumstances.

597. According to your system a boy might give up the chance of rising, and content himself with a lower class?—If he is complained of he will probably be punished.

598. But by just keeping himself clear of punishment, absolutely ceasing to exert himself at all, he may remain very comfortably in a lower class than the actual class to which he may have abilities to get up?—The thing is possible, but if they rise in that way and get into the upper classes, only consider the quantity of inert matter you would have in the upper classes. If a boy gets up into the upper classes with that character he will be the same to the end. He would only be a clog upon the others. If a boy is unfit for a low class he would *à fortiori* be unfit for a higher.

599. Supposing the system was that a boy was required to get up at a certain *minimum* rate, and at the same time was not allowed to rise at that rate unless he attained a certain *minimum* standard, and if he did not do so was required to leave the school, would not that obviate the danger of an inert mass at the top of the school?—I think that would be a very cast-iron system, if you required in every boy a certain amount of attainment or else you sent him away.

600. Are you not aware that that is practically the system at Eton?—I do not know it. Surely there must be boys at Eton who are not doing anything, and are not sent away?

601. (*Lord Lyttelton.*) Would you not attach the greatest importance to boys arriving at school better prepared in French than they are?—Very great.

602. Do they practise a good deal in writing French?—I cannot tell you precisely what they do. They have to be examined when they come at the beginning of the half-year. The work of the French class consists of three things,—translating French into English, translating English into French, and answering grammatical questions.

603. (*Sir S. Northcote.*) Would you think it desirable that the French master should have a regular *status* in the school?—He has that, as far as we can manage it. I think the French master, if he saw anything wrong, should have the same power as the others. None of our masters have the power to do more than give an imposition. The French master is able to give an imposition.

604. Does he ever do it?—Yes, he orders an exercise to be written over five times, and so on. I think the difficulty is not because he has not a *status* in the school. For instance, he orders a boy to stand up, and if not obeyed he orders the official boy to bring him to me.

605. (*Lord Devon.*) Do the boys cap him?—I really do not know; I should think they do.

606. In answers 12 and 13 you state that periodical examinations take place for the scholarships and prizes, to which you propose to add a half yearly examination in all the classes before the sixth. That is the examination you allude to in your pamphlet?—Yes.

607. I understand you to have established, in addition to the prizes which are referred to in these answers, prizes for each of the five divisions of the school below the sixth form, and that those are to be contested for in the first week of every half year?—Yes.

608. Is every boy in those classes examined?—Yes.

609. And examiners, I believe, come for each class from the university?—No, that I cannot manage; that is impracticable. I think I must do what they do at Rugby, *i.e.*, become, with the assistance of my under masters, the examiner of my own school.

610. You conduct the examination wholly upon paper, with the exception, perhaps, of French?—We must do that wholly on paper, with the exception of reading aloud.

611. Am I correct in supposing you have six papers for each class?—We have five; we shall have six, I suppose.

612. In page 55 of this pamphlet you say, "I "should like to have six papers for each class; the "first, in the Greek books read in the school in the "previous half year; the second, in the Latin ones; "the third, in French and grammar for the boys "who respectively learn these languages, containing "passages for translation into and from these lan- "guages, and grammatical questions; the fourth, in "a set portion of English history; the fifth, in a set "portion of geography; and the sixth, in a set "portion of the history of the Old Testament?"—That Old Testament paper we did not institute last term, and I do not think we shall be able to do so, because the number of papers is too great for the number of boys. I do not think we shall go beyond the other five papers.

613. With regard to that examination, what is your system of marks; you propose that marks shall be given, you say?—I do not know that I can suggest any definite system. For instance, in February last I put the senior part of the fifth form under the care of my newly-appointed tutor from Oxford, and I took the next two classes myself. I read all the papers, and marked them as I thought proper. I had no very definite system. I marked them as I valued the different subjects, and then announced the result. The boys were very much interested in the examination, and in knowing how they had all done. I thought they had done very well, and told them so. I also told them it was an experimental thing, and that another time I should have to find an effectual mode of punishing those who did not do well.

614. I apprehend that your object, in instituting that examination, is to provide for the cultivation of certain collateral branches, without interfering with the ordinary system of the school?—Yes; and also to stimulate exertion during the holidays.

615. How many examinations have you had under that system?—Only one.

616. Were you satisfied with that?—Satisfied with it as a beginning, not satisfied with it if that was all we are to get.

617. (*Lord Lyttelton.*) Is the Goddard scholarship limited to the upper part of the sixth form?—It rests with me. There is this difference between this school and others that have a larger number of boys, that all our best scholars get to the top. If we had several hundred boys, we must let boys compete for the university scholarships lower down; with us they do not go in, for the boys who are the best scholars all go to the top. If any boy from the lower part of the school were to compete, it would be ridiculous.

618. How many competed last term?—Twenty. I do not wish to have more than 20 at the scholarship examinations.

619. That is of the sixth form?—Yes; the upper part of the sixth form. There are about 20 under me, and 20 under my tutor.

620. (*Mr. Thompson.*) Are the scholarships tenable at either university?—Yes.

621. (*Lord Lyttelton.*) Does English history form an important part of the examination?—Yes.

622. If they fail in English history, they cannot get the scholarship?—I do not think there is any rule of that kind, that a boy cannot get it; but if he loses a certain number of marks by failing in English history he will not get it.

623. There is an examination?—Yes; and a very serious examination it is.

624. (*Mr. Vaughan.*) There are prizes given for Latin or English verse, and Latin or English prose. How is it determined which of the languages in each case shall have the prize?—We have medals from the Queen every year, two gold medals for compositions in Latin verse and English prose, or for English verse and Latin prose, and two silver medals for elocution in Latin and English. In each year the Warden and Fellows give prizes for the two sorts of composition which in that year are not rewarded by gold medals.

625. (*Lord Devon.*) Question 14. "Is it com- "pulsory, formally or practically, on every boy to "have, in addition to the master attached to his "form or class, a tutor or tutors (whether called a "private tutor or not), or is it usual, without being "compulsory, or permitted (in any and what cases) "without being usual?" The answer is, "Every "boy below the sixth book is under the charge of a "tutor in respect of his composition." That is the composition which is afterwards to be shown up to the master of the form?—Yes.

626. Is the supervision of every boy below the sixth book by the tutor in respect to his composition applicable to that work which is subsequently shown up to his form master?—Yes.

627. Has not that a tendency to prevent the form master from judging of the natural capacity and the proficiency of the boy himself?—It has the effect of putting his composition, the whole of that part of his training, more into the hands of the tutor than into the hands of the form master, certainly. In point of fact the tutor is the person who is his master in composition; he first corrects it, makes the requisite alterations, and then sends it up.

628. In what shape does the exercise which has been supervised by the tutor come before the master? The observations of the tutor, I suppose, are in the margin?—No, in my own class, Mr. Willes is the tutor of the scholars, and my tutors are the tutors of the commoners. I very rarely read those compositions. On a Friday forenoon they send me in the whole mass of the tasks for the week, every one with their own mark upon it, and a paper containing a list of the marks, which have all a certain value; a *bene* so many marks, and so forth. Any that are marked as very bad or very good, I always look at, not the others; for the tutor has received the first copy of such, has made the requisite corrections, has sent it back to the boy, and got it again in a corrected shape, in order to be sent to me.

629. Then the form master does not ordinarily see the uncorrected efforts of the boys?—No; except myself. I see the uncorrected efforts of the boys in the upper sixth; but I am the only master who does; all the other compositions are laid before the form master after they have gone through the hands of a tutor and been corrected by him.

630. (*Mr. Vaughan.*) What do you think is gained by that arrangement under which the composition is transferred from the supervision of the form master to a tutor?—It is not a transferring in our case, because the other never was our practice. The practice is a very good one I think. The tutor is constantly at it, has got the matter very much at his fingers' ends, and the form master has a great deal more to do respecting lessons.

631. At Winchester school the master of the form is not also tutor to other boys in composition?—Not in composition.

632. (*Lord Lyttelton.*) The exercise is only looked over by one master?—Only one, unless the form master wishes to look at it.

633. Practically, he does not look at it?—I do not often, except of the boys in the upper sixth.

634. As to the sixth book, the reason the boys in the sixth book show up their exercises uncorrected to their form master is because they are better able to do them?—Yes, and I want to know what they can do alone.

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635. (*Mr. Vaughan.*) Is it one of the advantages of the present system by which compositions are looked over in that way, that it enables you to appoint over the compositions a person who has peculiar qualifications for it?—Yes; that is an obvious advantage.

636. (*Lord Lyttelton.*) You say every boy is under the charge of a tutor; how is the tutor assigned?—There is only one for the college boys; the commoners have two, Mr. Harrison and Mr. Dickins. If I had any reason for it, I should desire a boy to be under one rather than the other.

637. (*Lord Devon.*) You have stated the system you propose with respect to private tutors, in how many cases have you private tutors at present?—I should suppose that Mr. Griffith has probably seven or eight boys, I should suppose Mr. Du Boulay has about the same number perhaps, and I think Mr. Hawkins, who is our mathematical private tutor, has four or five.

638. Is it within your knowledge that in the case of Eton, the private tutors for the collegers are paid by the foundation?—I do not know how that is.

639. Supposing such a system were introduced here, should you think it not only consistent with the words of the charter by which this foundation was established, but as tending to carry out its spirit?—Of course, if the foundation paid the private tutors, they would do them a very great kindness. The question of payment is one I cannot very much enter into, but as to the advantage of having private tutors, I have a very strong opinion upon that point, though I am sorry to say, it is not sympathised in by all my brethren, the other Head Masters. I found some of them, particularly Dr. Kennedy, very strongly against it.

640. (*Sir S. Northcote.*) If you could introduce the system of private tutors and make it general, would you propose to alter the system of boy tutors?—No. I should never wish to introduce the system of private tutors lower down in the school. While I am so very anxious to introduce private tutors I do not wish to introduce them lower down in the school. I should like the upper boys to have private tutors, the lower boys to be under boy tutors. I have a great respect for that system of boy tutors for the reasons I have stated.

641. But would you substitute a private tutor for a boy tutor in any cases?—No; I think not. If it were instituted I should like boy tutors to superintend all the boys below the sixth form, all in the sixth form to have private tutors.

642. And you would still keep up the payment of the boy tutors?—I hardly know what to say about that; it is not amiss, I think, that those boys should have the command of a little money; it makes them much more like men when they go to the university if they have had 20*l.* or 30*l.* to take care of.

643. With regard to the question of expense, it would facilitate the matter, would it not, if the payment of the boy tutor were done away with, and the private tutor were added?—At present the payment to the boy tutor is only by the boys in the lower part of the school, the upper boys therefore have not that charge.

644. But your idea of a private tutor is, that he should simply be a private tutor for classical schoolwork, or would you wish to establish between the private tutor and the boy the relation of friend and pupil?—I have a very strong feeling about that. My idea is, that a boy's tutor ought to be like his elder brother. A young man usually comes from the university *au fait* at all things the university is teaching, so that he knows how to improve a boy's weak points and to bring him up to the mark he wants to be brought up to, to fight the same battle with the scholars who come from other schools.

645. Would you make him his director in his studies?—Yes.

646. And a friend to whom he would apply in difficulties?—Yes; like his elder brother, capable of giving him instruction.

647. Do you not think a tutor having that relation, would be more useful to boys in the lower part of the school than a boy tutor would be?—I hardly know what to say to that. I think it is an extremely good thing for a boy tutor to have a private pupil. If a boy who is 17 years old has three or four pupils, and they bring him up a Latin "Vulgus," and he sees there is a false quantity, it does him good to mark and require those things to be changed.

648. According to the state of the school, at least it is possible for a boy of 16 to have as a pupil a boy as old as himself?—It is possible for a boy of 15 to have as a pupil a boy of 17.

649. Do you think that is desirable?—It is not desirable if you put it in the abstract, but it does not work undesirably.

650. Do you not think the older boys low down in the school would be more influenced by private tutors than by boys who are younger than themselves?—In the College we do not now get those stupid boys low down. There are no such boys now elected to College. The open competition system has brought us such a bright set of boys upon the whole that we have not those stupid heavy boys low down.

651. (*Lord Lyttelton.*) Is that boy-tutor system immemorial?—Yes; it arose out of William of Wykeham's statutes.

652. "The private tutor's duty is to give at least "two hours' instruction to each pupil in the week." That is the minimum?—Yes.

653. Do you consider that minimum too low? Would you wish it to be exceeded?—No, I do not know that I should. We employ them a good deal in the school work; this is off the school work. I should not like the time to be longer; a boy has a great many other things to do; two or three hours is as much as I should desire.

654. Do you know how many hours they do work?—I think, about three.

655. (*Mr. Vaughan.*) Part of the duty of a private tutor, as you have established it, is in respect of composition; is that composition different from the composition given up in the school?—Yes.

656. The arrangement does not withdraw anything from you?—No.

657. (*Lord Devon.*) 16. "Is the number of boys "under the charge or teaching of each master or "tutor limited, and if so, how and what is the limit? "What is the average number of boys under each "master or tutor?" The answer is "Except the "upper portion of the sixth book, which (except in "mathematics) is wholly taught by the Head Master, "all the other classes are under more masters and tutors "than one." What is the fact as to the limitation or supposed limitation of the number of boys under the charge or teaching of each master or tutor?—There is no authorized limitation. Our school has been swelling in numbers lately, and if it goes on swelling to the same extent next year, we may think it necessary to appoint another master. I have, during the last half year, introduced a fourth master; I have also subdivided the classes. Until Mr. Du Boulay came Mr. Wickham, the second master, had in two classes not less than 80 boys, and it was a great deal too many. The effect of bringing a fourth master into the school is, that Mr. Wickham has now got only between 40 and 50; the next master, my own nephew, has got about 40; Mr. Du Boulay has got about 40; each in two divisions. Each master has now two classes to teach, the classes varying from about 20 to 25.

658. Is that still a larger number than you would think desirable to have under the charge of those three masters?—No, I think not, for my own part, if it is a matter of teaching, and not of composition, for composition is the great difficulty in relation to the quantity of work. If it is a mere matter of class, I do not much care what is the number of boys in a class. I should not like it to be beyond 40. I think, with 40 boys, if you keep them perfectly alive the whole time by questioning here and there, the 40

may be as easily dealt with and kept as much alive as 10 would be.

659. (*Lord Lyttelton.*) Are there any cases in which some part of the classical work is commuted for mathematical or other work?—I have one or two boys at the present moment in whose case such a commutation is made. If a boy comes to me and says, "My father wants to know whether "instead of doing Latin verses I may not do ma- "thematics?" I say "It is not a thing I generally "allow; but is Mr. Walford or Mr. Hawkins "reading with you in that subject?" "Yes, I have "Mr. Hawkins as a private tutor." "Then give "my compliments to Mr. Hawkins, and say, if he "will send me every week a return of such a quan- "tity of extra work in mathematics as will be equi- "valent to the classical task, I will accept that "instead." I have done that in a few cases. I do not wish to institute it as a system, but to leave it discretional, so as to be possible in cases where it is expedient.

660. (*Sir S. Northcote.*) Have you ever had an idea of an army class in the school? a class of boys particularly trained for the army?—I have thought of it; but the truth is the school is not large enough for that. If it were large enough to have departments, I should be very glad to do so.

661. It has not been tried here?—No.

662. (*Lord Devon.*) Question 19. "Do you con- "ceive that the instruction given by the master in "the course of the ordinary work would be sufficient, "without supplementary aid, to prepare a boy of "good ability for a successful career at the univer- "sities, or for success in the competitive examina- "tions established in connexion with the civil, "military, or East India services? If not, would it, "in your opinion, be possible so to improve the ordi- "nary teaching as to make it sufficient for these pur- "poses?" The answer is, "I conceive that if a boy "of good ability used to the full extent the opportu- "nities of learning which are offered to him at Win- "chester, he would be well prepared in the subjects "here taught." Looking first to the Civil Service examinations, do you think, assuming that certain subjects of examination are introduced by those Commissioners which are not taught here, it would be practicable so far to extend the system here as to do more for a preparation for that examination?—I hardly know how to answer that without some more definite suggestion as to what things are to be introduced. I think it would be very impracticable to introduce many, or possibly, any new things; I mean in any extensive manner; moreover, our school is too small to have departments, and therefore I am afraid my own opinion would be that all things of that sort must be done exceptionally: that is to say, if there be a boy in the school who is destined for this or that line for which a particular preparation is requisite, I should have no objection, if neither of the masters is capable of teaching all the subjects, to allow him to be a private pupil of a teacher in the town. I would give any facility I could; but I should not institute a department in the school, or anything of that kind. It must be an exceptional case I apprehend.

663. Would you apply that to the case of the military and East India services as well as the Civil Service examinations?—We have had boys who have gone to those examinations, who have done as well as their neighbours, some better. Some have gone to Sandhurst; some for Government offices; and one or two for the East India Civil Service.

664. (*Lord Lyttelton.*) Going direct from here to the examinations?—Not to the East India examinations. At this moment I only remember one, he is the only candidate we have ever had. Our boys do not go so much to those lines. The boys we have here are not quite of the same sort as the boys who go to Eton and Harrow, those are often boys drawn from a somewhat different class of society, who have more varied views in life. The boys here are sons of the clergy, a large proportion, and professional men; not local professional men, but professional men at a distance. Some few are the sons of country gentlemen, but not so many. A certain class of our boys therefore is hardly of the same rank as some who go to Eton or Harrow. The line in life they have before them is not so varied as it is with the boys in those schools. A certain proportion intend to go to the University; some of them become professional men, I mean solicitors, surgeons, &c. A certain number go to the bar, and many become clergymen. A few go to the army, or the navy, or other professions, but we have not any great number going into those lines of life. I think we should go past our peculiarity, if we laid ourselves out for other purposes.

665. (*Mr. Thompson.*) Independently of your own objections, do you think there would be a strong objection on the part of what we may call the old Wykehamists to the institution of any such department in the school?—No, I do not think there would be any objection on their parts particularly. It would be according to their views; some would be in favor of it, some against it. We are all rather a narrow circle in some respects; we are all wedded to our old ways.

666. You say the school is too small to be divided into departments; what do you think is the minimum number that would admit of that?—I was speaking of this school with reference to Eton. Talking to one of the Fellows of Eton, I came to this conclusion,—if this were a school like Eton in point of numbers, it would be desirable to have distinct departments; that is that a boy might go through the lower part of the school and then go into that distinct training. But that is not practicable here; we have one system of training and one system of promotion, going through the whole of the school.

667. Would such a system be recommended to you by considerations of this kind:—do you not think that after a certain age, pretty generally, a considerable number of boys begin to flag in the interest they take in Greek and Latin?—I do not think I ever knew such a case as a boy flagging in the interest he was taking in his work, while he was going on. I find a good many boys who never take any interest at all, but it cannot be said they flag in interest, because it never began at all. I never heard of a boy who took a less interest as he got higher and higher.

668. You do not find that critical subtleties are frequently lost upon very sensible boys, who up to the time at which such subtleties are brought to their notice have done fairly well?—No, I have never known of such a thing as that. My impression of the state of things in this school, as far as I understand it, is this:—We do not allow anything like boys who are allowed not to do well. We do not recognize such a thing as a boy who is permitted to flag in his work. They do not do so well as they ought, sometimes, no doubt; but if a boy is not doing his work well, he will have a great chance of being punished. Therefore, though there is not so much work as there should be in some cases, there is no such thing as a boy who is not doing anything; and as they get up in the school they take more interest in these matters. I should say, of course, the lower boys are not such scholars as to take any particular interest in the classical matters they are reading; but many of the seniors are all alive to the interest and beauty of the work they are doing.

669. Most of them being in College?—Yes; out of my 80 boys probably 50 will be scholars.

670. You do not think any considerable portion of the residue would have their minds stimulated by these pursuits?—No; my impression is, that, speaking generally, a boy who is idle in one intellectual pursuit would be idle in any pursuit. An idle boy is a boy who loves cricket, and so on. Here and there a boy may fail in classics who will make something of another subject; but upon the whole a boy who is idle in classics is idle in mathematics, and a boy who is idle in classics and

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mathematics never gets good marks in French. It is inherent in the boy, I think.

671. (*Lord Lyttelton.*) You say a boy who has once had an interest in classics will not lose that interest. Do you ever find this, that a boy has arrived at his maximum as far as attainment in Latin and Greek goes, so that in the following years he makes no progress?—I think not. I think where that happens it is not because of the Greek and Latin, but because there are boys who at an early age are somewhat precocious, and when they come to be comparatively old they turn out not to be of the same calibre and force of mind they promised to be. It is a very common case that a boy who does extremely well and promises extremely well when young goes off; but that is not the fault of the subject he is learning, but from his turning out to be a boy rather of quickness than of real ability.

672. The system which is sometimes called *bifurcation*, or allowing boys after a certain time to branch off into another department, you would consider a question rather of the size of the school than any other consideration?—I think so. You must remember we have another set of people to deal with, besides those who are amateurs or experimenters in education, and that is the parents of our boys. Of course when a parent sends his boy to this school he is content to allow him to go through the course we take him through.

673. 19. This answer says "I conceive that if "a boy of good ability used to the full extent the "opportunities which are offered to him at Winches-"ter, he would be well prepared in the subjects here "taught for such a successful career." The question applying not only to the universities but to the civil, military, and East India services, is it your opinion that a boy would have much chance, after having been bred up here only, in competing at those competitive examinations, with boys who have been trained specially for them?—Certainly not; but I fancy the age at which they are admissible would hardly contemplate boys who are going direct from school. It runs to twenty-two years old; so that it contemplates older candidates. What I mean is this:—supposing we were to institute a special department and examination to fit boys for the civil service competition, another for the military competition, and so on, what would become of us? We should lose ourselves in a multitude of small things, and teach nothing. I think it is extremely important in a school of this size that the system should be uniform, the exceptions being only exceptions, and not systematically introduced.

674. (*Mr. Vaughan.*) Does it strike you it would be impossible to frame a system by which boys should be promoted in the school apart from their proficiency in any one department of knowledge?—Do you mean apart from their classical marks?

675. That the general arrangement of the school should be distinct from their classical work, their mathematical work, their historical work, but depending on the aggregate of marks?—That is what we do now. In the arrangement of the school you have the aggregate of marks as made up of classical lessons, mathematical lessons, French lessons, and so on.

676. Could you not frame a scheme by which it would be possible for a boy to be in a low classical form, mathematical form, or history form, and yet by the aggregate of his marks to be in a high form in the general arrangements. As I understand the arrangement of the school, as it is now, a boy's rank in the school depends really on his classical proficiency?—Mainly.

677. Would it not be possible to frame a scheme by which his rank in the school would not depend on his classical proficiency, or his mathematical proficiency, or his French proficiency, but upon the aggregate of his marks, however obtained?—I have expressed my opinion upon that very strongly in this little book. My feeling is very clear about that. I think it is absolutely necessary there should be one leading subject, proficiency in which should be our main principle of classification; but that it should be open to other subjects to come in and swell the marks, so that a boy who reaches the top of his class must do well not only in that leading subject but in others.

678. I suppose that answer of yours rests upon the desirability you feel of giving the ascendancy to one subject, such as classics; but admitting the expediency of that, would it not be a practicable arrangement to make the classification of the school entirely independent of any one single subject, but depending on the proficiency of the boys in the aggregate?—Do I understand you rightly all those subjects should be regarded as equal?

679. I do not say that; I do not wish to affirm there should be equality; but without saying what should be the precise relative value of these subjects to each other, still a boy's rise in the school might be entirely independent of his proficiency in any one?—I think it would be utterly impracticable unless there were a leading subject. With a leading subject I would give a very full scope. If there were not a leading subject, and you were to take the aggregate of marks, I think you would get boys together in a class who would be glaringly unequal in abilities and attainments.

680. In each of these departments they would be doing their work separately, so that each class in each department would contain only boys of the same attainments in one subject, while the school class would contain boys of the same degree of attainments in different subjects?—I do not see my way to that. I know that in some schools there is a system which is different from ours, *i. e.*, the classical arrangement or classification is the one which takes the lead in determining the school rank; but the school is broken up into different classes. On different days they pass into different sets of classes; classics on one day, then mathematics, then French, and other things.

681. I mean if a boy goes into the sixth form of the school, that should be totally different from the sixth form in classics or mathematics, or anything else; it should be something depending on the aggregate of his proficiency independent of that?—I confess, though that may appear to hold water on paper, I think it would be impracticable.

682. (*Sir S. Northcote.*) You speak of the school as a small school: do you consider, supposing your chapel and acreage and everything else were doubled, you could without difficulty double the size of the school?—No; I should strongly object to that. I think three hundred boys as many as we, or, I will venture to say, any school ought to have. I mean by a small school one where all the best scholars will issue from the top, *i. e.*, that there shall be such a number that the boys will be carried through, and all the best scholars will issue out of the top, from the chimney as it were, and not have to make side openings. All the chief influences of the school are at the top. The Head Master's influence will be most effective in that way. He is at the top, and it is from the top his influence reaches below. The highest subjects of learning and the highest influences are there. The limit is this:—the school should be of such a magnitude that all the best scholars can get through it, and go out at the top, with a certain stamp. It is extremely important that a school should have a definite character, and should give one stamp to the boys that issue from it in that way.

683. You would say, speaking in the abstract, it is desirable that a public school should be a homogeneous school?—I should say so.

684. But it would be impossible to preserve that homogeneous character beyond a certain limit?—It would. For instance, suppose we got a great many more boys and a greater number of boarding houses, two consequences in my mind would follow; first, that the Head Master, instead of being the representative of that which the school most teaches,

instead of being most able to put his own stamp on the boys, would be master of the school in part only, so it would be a union of several schools, which might be ever so different from each other, instead of a single one, with a definite character. Secondly, many boys would be obliged to leave our school without ever reaching the top, *i. e.*, without coming within the higher influences. I consider the stamp a boy receives from a school of this kind to be extremely definite. I believe it is so with most public schools, but this school, I think, has a clearly defined stamp or mint mark. I know the general character of the boys who issue from the top of this school perfectly well.

685. Do you consider there ought to be any particular proportion between the number of prefects and the rest of the school with reference to the authority of the prefects?—It would be difficult to say in the abstract that there should be such a proportion; there certainly should not be too many, there certainly should not be too few; but what the precise number should be, is rather to be tried experimentally I think, than to be settled in any arbitrary manner.

686. Do you think the prefects should be necessarily a tenth of the school, or thereabouts?—I think not necessarily; they ought to be numerous enough to be able to support one another and have authority.

687. (*Lord Devon.*) Adverting for a moment to the subject of the preceding question, as to a plan which has been sometimes proposed, which is technically called bifurcation, *i. e.*, a division of the school into departments after a certain period; would it be your view that supposing a boy to have pursued his classical studies up to sixteen, and then to be allowed to branch off if he pleased into another department, which should be specially concerned in teaching, *e. g.*, modern history or mathematics, that boy should be allowed to entirely abandon his studies of Greek and Latin, or that he should still pursue those studies in a modified form, devoting less time to them?—My previous answer precludes that question, inasmuch as in a school of this kind and size, I doubt the practicability of bifurcation altogether.

688. I was rather referring to a school of such a magnitude as you think would admit of it?—I would rather not answer that as an abstract question.

689. There is a library in the College for the prefects, to which the commoner prefects also have access?—Yes; there is also a smaller library belonging to the commoner prefects only.

690. Question 22: "Is provision made for systematic instruction, elementary or advanced, in music, or drawing, or both?" You say, "We have no such provision in respect of music; occasionally one or two boys take lessons from teachers of music in the town." Is the service in the chapel occasionally choral or not?—Yes; we have an organist and singing men, and a choir complete; and on Sundays we have a choral service twice; on Saturday evenings we have a choral service, and also on saints' days.

691. That is a full service?—Yes; we have not a full service at our morning chapel. I am at the present moment intending to make an alteration. We have a chanted service, but only a portion of the service; I rather think it would be better to have service without chanting and to have a fuller service with the daily lessons.

692. Do you think that is likely to be as interesting to boys as a shorter service with chanting?—The present service leaves out the lessons and leaves out the psalms, and it appears to me to be a melancholy thing to leave out the lessons; the contents of these lessons are things which boys seldom know except from epitomes, and therefore I would rather have the whole service at morning chapel than have a portion of it chanted. It would take ten minutes more.

693. Does that rest with you, or with the Warden?—By the ordinance, it rests with the Warden with the sanction of the Visitor; but the Warden has left it to me to suggest what I think proper. The chapel altogether is in the hands of the Warden.

694. The Fellows are not bound to attend at chapel, we understand?—No.

695. With regard to the Sunday service, at one part of the day, I think the boys attend the cathedral?—Yes; when we are in full operation we have prayers at eight o'clock in the college chapel, at half past ten we go to the cathedral, where we have the litany, communion prayers, and a sermon, and we have prayers and a sermon in the chapel at five.

696. Question 23 is: "What means are adopted to promote the religious and moral training of the boys, and to enforce order and good conduct by the presence and personal influence of masters and tutors, by the help of monitors and prefects, or the co-operation in any other way of the boys themselves, by rewards and punishments, or otherwise?" In answer to that, you refer us to the pamphlet to which we have already referred?—Yes; I do not know that I can add anything to what is there stated upon this point.

697. Question 24 is as to the religious teaching or training of the boys; who instituted the sermon in the chapel?—There never was a sermon till Mr. Barter came; he undertook to do it every Sunday. When I came here he was very well pleased to get help, and during his wardenship I used to preach frequently. The present Warden has continued it. It was a point I was interested about, and at the election of the Warden I spoke to some of the Fellows about it, *i.e.*, that it should not be discontinued; and the present Warden has not only continued it, but has drawn up a cycle of preachers for the chapel.

698. As to the preparation for confirmation, you say that has been for the last 15 years in the hands of the Head Master; but with regard to the boarding-houses, you go on to say, "The tutors, will, however, prepare their own boarding pupils as far as private preparation is concerned." Practically, how would that be?—We have never had a confirmation since the boarding houses have been opened, therefore I was guarding myself there against the idea that I could with those boys undertake the minute preparation and management I do with my own. Since Bishop Wordsworth left us, which is about 17 years, I have taken it it into my own hands, both as to the scholars and commoners; but I do not propose to charge myself with the same preparation as to those boys, because they will be at a distance, and I should have a difficulty in summoning them in the evenings. Things of that kind, which I now can manage with my own boys very conveniently, would be very inconvenient with boys at other houses.

699. (*Lord Lyttelton.*) You have had those boarding-houses less than three years?—Yes; and we have a confirmation every two years.

700. You say you have not had a confirmation since the boarding-houses were opened?—Yes.

701. But Mr. Wickham's house has been opened three years and a half?—I probably have made a mistake in that.

702. You would still think it right to go on with that private work, except so far as relates to the boarding houses?—As far as lessons in school go, those boys will come to me as the others do, but all those private matters of preparation, such as conversation and the like, must be in the hands of the boarding tutors.

703. (*Lord Devon.*) As regards attendance at Holy Communion, that I apprehend is entirely voluntary?—Entirely voluntary.

704. Are the numbers considerable?—As I have stated in this pamphlet, the boys come in such very large numbers, that sometimes the doubt arises,—whether there are not too many. The other danger begins to appear, *i.e.*, whether it may not be possible, that out of so large a number, some come because it is the practice to come; but with respect to that matter the whole state of things is most encouraging.

705. What is the Sunday lesson?—Greek Testament.

706. Construed and explained?—Yes; we are

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constantly in the habit of going over the Greek Testament in the upper part of the school; and we have gone over the Gospels and the Acts of the Apostles in Greek continuously during the last 24 years. They gain a very considerable knowledge from that.

707. (*Lord Lyttelton.*) All this private work you speak of, which you are in the habit of doing with the boys preparing for communion, do you propose to make over from yourself to the boarding tutors?—Yes, I think so, as to those boys.

708. And to keep only the college boys and the boys in your own house?—Yes; I spoke just now of the school having a definite character, and giving one stamp to the boys that issue from it. I think that is one of the points which make that character so definite. From the complaints that the bishops make now of the young men who are candidates for orders, it would seem that such a preparation for confirmation and communion as we have is not common in schools. At the University of Oxford particularly, one of the points which distinguish our young men from our neighbours is a strongly marked religious character.

709. (*Lord Devon.*) Question 25 is, "Are the same "offences uniformly visited with the same punish- "ment"? Your answer is, "We have no such uniform "system." But I presume you have some proportionate relation of the punishment to the offence?—Yes; but it is no cast-iron system under which a boy who did so-and-so, would necessarily meet with this or that punishment; of course there is a little discretion in the administration and management of such a school.

710. You say, "Boys are occasionally flogged by "the two chief masters only. Other punishments "are, literary impositions, confinement, standing up "in school, and the like." What is "standing up in "school, and the like"?—I merely mean little things like this: a boy is inattentive, and instead of sitting down he is ordered to stand up. They always sit down to their lessons, and therefore, if a boy is doing anything wrong, he is made to stand up for a short time, or possibly for a whole hour. It is punishment to stand.

711. "Confinement." What is that?—Confinement we rarely have recourse to. It used to be the practice, but I do not like it. Instead of going out they are confined within the premises.

712. "Literary impositions." Is that learning by heart?—Sometimes learning by heart, sometimes writing out the lessons.

713. Ascending in the scale of punishments, we come to flogging: the second master and yourself are the only persons who have the power of flogging?—Yes.

714. Is any cane ever used?—No.

715. Where is the flogging administered; is it administered in public or in the presence of chosen witnesses?—Hitherto it has always been administered in the school.

716. In the presence of the whole school?—Yes. I do not like the publicity of it. I do not approve of it as administered. It is neither one thing nor the other. It is neither severe enough nor is it *nil*. You have seen a picture of the instrument used; it is not an ordinary rod at all; it consists of four strong twigs of an apple tree, about three feet long, at the end of a long handle; and there are a few inches of a boy's back bared, in the middle of the small of the back, so that it is a chance whether he is always hit. My impression is, that it is altogether a delusion. When I was here in my boy time, there was a very large number of boys flogged, and nobody cared about it. I think if there is to be such a punishment as flogging, it ought to be something which is serious.

717. How many floggings are there in the course of a month?—Not usually above one, or two. As I have said, there were a great number in former times; I suppose there were sometimes scores in a week. I have known 20 in a day, and all for slight offences. Sometimes boys did not answer to their names in time. Now we punish in this way very rarely, and to tell you the honest truth, I have rather broken through the tradition of the Winchester rod, particularly with my commoners. I have occasionally taken boys into another room, and flogged them with an ordinary birch rod. A severe flogging with our ordinary rod would be too severe. The difference is between stinging and bruising.

718. (*Mr. Vaughan.*) Does not the other bruise?—No.

719. (*Lord Devon.*) Do you inflict that punishment for literary as well as moral offences?—I cannot say I ever make rigid distinctions of that sort; I never do it unless I think there is a good ground for it. I should not do it with a boy who could not say his lessons unless it was the second or third offence, and I had warned the boy if it occurred again he would be severely punished in some way. I never should think of doing it simply for literary offences.

720. (*Mr. Vaughan.*) As to age, is any part of the school exempt from flogging?—Practically the prefects are exempt from it. I have flogged a prefect two or three times in 27 years, but it has been for some serious matter.

721. It is no fixed rule?—Practically it is a fixed rule unless it be for something considerable.

722. (*Lord Lyttelton.*) That does not apply to the whole number of the sixth book?—I should consider them exempt unless they did anything disgraceful. It would be a great disgrace for one of them to be flogged.

723. (*Lord Devon.*) Putting aside the last week, can you tell us what the average number of corporal punishments would be?—I have said there are from 10 to 20 in a year, perhaps in some years a few more.

724. (*Lord Lyttelton.*) Has the second master absolute power to flog without reference to you?—Yes.

725. (*Mr. Thompson.*) Do you include his list in the 10 or 20?—Yes.

726. (*Lord Lyttelton.*) With respect to the second master, the offences which come before him are those of the boys under his charge?—When the Head Master was allowed to take pupils and live out of the college and be at the head of the commoners, the second master became practically the master of the college boys. He lives within the walls, and therefore all matters relating to the college boys go, in the common course of things, except as to very important matters, to him.

727. But still matters of extreme gravity would come to you or to the Warden?—Yes.

728. Passing over the second master?—Any case would pass from the second master which involved the possibility of the boy being expelled.

729. (*Lord Devon.*) With reference to your relation on the subject of punishment with the Warden, does it ever occur or often occur that in case you should think it necessary to inflict a certain punishment upon a scholar you feel it necessary to consult the Warden first. I am speaking not of expulsion but of corporal punishment?—Yes; supposing such a case as a case of theft or something of that kind, it is a matter of grave consequence, and therefore important that the Warden should be aware of it first of all; it adds to the gravity of the occasion that it should be carried before him and notoriously carried before him. The probability would be that the Warden would direct that the boy should be punished, and it would be done; so that in cases of considerable gravity on the part of scholars they would certainly go before him.

730. That would be a matter in your discretion, would it?—I should think it would be a matter of indiscretion if I did not do it. For instance, we are strict about boys not being out without leave. If boys should be found going out into the town, I should probably bring them before the Warden.

731. What are your bounds?—Till recently they were rather rigid. The boys were excluded from the town absolutely, and had a very limited range of the country to which they could go. Within the last

two or three years we have enlarged the bounds. We still exclude them from the town, *i. e.*, they are not allowed to go there unless invited to a friend's house, and then they must have leave; but they have full and free range over the open country. They pass out of the college gates, along by the garden wall, and so on to the meadows. If we find any boys going into the town, or coming round by the meadows back again into it, we consider it a very great offence.

732. What leave have they between the schools?—The longest is on a Tuesday morning between eleven and one.

733. Two hours?—Yes, that is the longest.

734. Question 27, "What powers and duties in "maintaining the discipline of the school are assigned "to any of the boys themselves?"—I have stated a good deal about that in this pamphlet.

735. Are all the sixth form prefects, or only a portion?—In college the full prefects are 10. There are others who have partial authority in the chambers. Those who are really full prefects and so constituted are 10.

736. Are they selected by you?—No; they are the 10 seniors. Yet any one would be prevented who had done anything that would render him ineligible for it.

737. When you speak of ten college prefects, does that include the five special officers?—Yes, it includes those five. There are 10 altogether.

738. Is the prefect of the hall generally a colleger?—Yes, always.

739. He is the highest officer?—Yes. At this moment he is the tenth senior in the school.

740. (*Lord Lyttelton.*) He is selected?—Yes.

741. By yourself?—The Warden gives him authority, and takes my advice about it.

742. (*Lord Devon.*) Have the college prefects authority only over the scholars?—Only over the scholars, and it is a point upon which there is a little jealousy between the two parts of the school as to whether any authority should be exercised by one part over the other. I have found it necessary recently to determine that those five officers particularly, are officers over the whole, and the prefect of the hall is the chief officer under the masters of the school, and therefore he is to be attended to.

743. (*Lord Lyttelton.*) Over the commoners as well as the scholars?—Yes. At the same time his authority is looked upon with a little jealousy by the authorities on the other side.

744. Does it ever happen that he administers punishment to a commoner of his own authority?—Yes; in his own department. He has authority over them at such and such times, and if they do not do right he gives them punishment.

745. (*Lord Devon.*) Is the possession of superior physical power an essential element in the character of a prefect?—No.

746. Would a prefect who was a little boy be able to enforce obedience?—He would not be so potent a magistrate as one who had a strong pair of shoulders. But at the same time moral force is more effectual than physical.

747. (*Lord Lyttelton.*) The thrashing power is not exercised by a weak boy?—No; probably he would ask his neighbour to do it.

748. Do they carry sticks for the purpose of thrashing?—They have sticks; I do not think they always carry them about.

749. Are they the only boys who have sticks?—I do not think any other boys have them.

750. (*Mr. Vaughan.*) Is there any part of the school below the prefects which is exempt from the power of the prefects?—No.

751. The transition is immediate: is it from subjection to the exercise of power?—Yes. With a boy of the fifth form of course they deal with a good deal of leniency, as a sort of aristocracy rising to themselves.

752. Do they set impositions?—If they should choose to do so, the boys must obey; but it is regarded as a thing quite out of a boy's province.

753. (*Lord Devon.*) In answer to question 30, you say "you have known occasional instances where the "authority of prefects has been oppressively used;" but, upon the whole, you think the institution of prefects is a very valuable one for the school?—Yes, I think so, for many reasons, but particularly for the protection of the boys. The moment the prefects come in sight there is an end of all that irritating bullying, which is the hardest thing a boy has to bear. The physical power of the irresponsible dolts low down in the school is the chief source of bullying, and the instant a prefect comes in sight that stops.

754. Do you consider that institution has a valuable result in inculcating a sense of responsibility on the part of the boys?—Extremely so; I hardly know which is most useful, the habit of obedience which it requires from the lower boys or the exercise of authority on the part of the higher ones. It appears to me to be admirable on both sides.

755. The relation of the prefects to the junior boys is entirely independent of the power of fagging exercised by the seniors over the juniors?—No, the power of fagging is what I allude to. We have no fagging except for the prefects. There is no one else who has the power to fag. Within the last week I have been making a great noise about a matter which I had discovered. In some of the chambers one or two of the senior boys who were not prefects had been fagging the juniors. They said in their defence they only asked the boys to do so and so for them. I told them if I found any boy who was not a prefect exacting any kind of office from another we should regard it as a grave offence.

756. You spoke of the prefects commanding the boys' services at games; what other services can they command. To brush their clothes?—Yes, they brush their clothes; and in the chambers in college a good deal of work is done by the younger boys. The fag puts the kettle on and lights the fire to boil the boy's water to make his tea.

757. Do they black their shoes?—No; but I will not answer for it, always; sometimes there is an exceptional pair of shoes to be blacked, and they may require the boys to do it.

758. Do they clean the candlesticks?—I cannot say; I think it is against the law.

759. (*Lord Lyttelton.*) Fagging is confined to the scholars?—No; each of the commoner prefects, I believe, has got, perhaps, three or four juniors who are his valets.

760. Is there any limit to the number of boys a prefect may have in his service?—In college I can tell exactly what the traditions are; there are so many boys to each chamber; the juniors have certain offices to do, and they confine themselves very much to those. The junior calls them up in the morning; the second junior does such and such things.

761. Supposing a prefect bullies one of the boys dependent upon him and that boy complains to you, would the other prefects be against that little boy or against the prefect?—It would depend a great deal upon the nature of the case.

762. I am speaking of a wrong done?—I think, if it was a wrong done, the other prefects would go against it altogether, *i. e.* if they themselves thought it a wrong. I do not mean to say, if it was in itself a wrong; that might be a question, because the notions of the boys are apt to be mistaken sometimes; but if it was a thing they considered wrong among themselves they would be against it.

763. Could you depend upon them in punishing a case of bullying?—Yes; if they thought it as wrong as I did.

764. But not otherwise?—It would depend upon the nature of the case. If it was a case where their own traditional code might make it appear to be an usual thing, and therefore not to be objected to,

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they would support it. If it was a case of bullying or wrong they would be all against it.

765. (*Mr. Vaughan.*) You spoke of fagging boys at games; are the boys who are fagged at games the same as the boys who are fagged for the purpose of discipline?—Yes.

766. Are all the boys who do not fag at games fagged?—Yes.

767. (*Lord Lyttelton.*) Are they sent with messages?—Yes, within the bounds.

768. Cricket fagging is allowed?—Yes.

769. Does that comprise taking a part in the game or merely throwing the ball up?—Merely fagging out.

770. It does not promote a knowledge of the game?—That depends upon circumstances. If a boy is able to bowl he may be sent for to bowl to the prefects.

771. Are they obliged to take part in any other game than cricket?—Football.

772. (*Mr. Vaughan.*) Do they keep goal at football or take part in it?—Sometimes they do both.

773. You have not a football game going on with the smaller boys at the same time with the larger boys?—Yes, but it is a small game. That is one of the things I have been very much pleased with of late years. When I was a boy there was but one cricket game and one football game, and the little boys used to fag out; now there is a cricket game and a football game among the little boys.

774. Can they both be going on at the same time?—Yes.

775. (*Lord Devon.*) Is there not a division between the playground of the college and that of the commoners?—A wall divides the college playground from a field I have for the commoners. The meadow you were in yesterday belongs to the college boys, and the commoners are only visitors there; but the two parts of the school are now so blended into one, that the playground, I hope, will become as much the commoners' as the collegers'.

776. Is that line of demarcation still kept up?—There is a wall which at present divides the collegers' meadow from the commoners' field, and which I wish to have down for every consideration,—not only to unite the two parts of the school into one, but because it keeps off the south wind from the premises, and interferes very much with the full ventilation of our buildings; but it may perhaps be some time before the College will agree that the commoners have an equal right to the playground. They will give them full and kindly permission as neighbours to play there, but it will be only as neighbours.*

777. (*Lord Lyttelton.*) Do commoners not only play in that ground, but come there and practise?—Yes, they come and practise there. I have besides a field a quarter of a mile off for the commoners expressly.

778. In the valley?—Yes; about a quarter of a mile off.

779. Is it as good a ground as the other?—No, it is neither so large nor so level.

780. (*Mr. Vaughan.*) Are the commoners as good at cricket as the collegers, and *vice versâ*?—Yes, they are equal to them.

781. (*Sir S. Northcote.*) When you speak of an objection to take down the wall, do you mean on the part of the college boys?—No; I meant that there might probably be an objection on the part of the Warden and Fellows; the boys wish it down of all things. It would practically have the effect of giving the commoners a right to go into the college meadow. Everything that tends to blend the whole of the school into one is of great value. Now, the commoners are equally eligible for scholarships at New College, and anything which will get rid of the idea of our being two separate bodies, with different interests and feelings, and make us one body, is highly desirable. You saw the Fives Courts now in course of erection yesterday, in the commoners' meadow; they are the gift of one of the Fellows, the Rev. Charles Henry Ridding, and as they are situated within the commoners' premises, I hope they will have the effect of getting rid of that wall.

782. (*Mr. Vaughan.*) Do you consider the threefold division of the year as the best division for the prosecution of the studies of the place?—I think it is better than what we had before. We had only two before, and one was very long, five months and a half. I have been very anxious to have that a little broken, and now we get rather more than a fortnight at Easter. I think that break is very desirable.

783. Do you think, upon the whole, that three breaks in the year are required for rest?—Yes.

784. (*Lord Devon.*) Having regard to the interest of learning as well, as of the boys, with regard to the intercourse between them, has it occurred to you to be desirable that all public schools should have the same holidays?—Yes, and that other schools should do so as well, for the younger brothers of our boys are often at other schools. We are, more or less, restricted by our statutes. William of Wykeham has given this rule, that we are to have holidays between the Translation of St. Thomas the Martyr, which is the 7th July, and Michaelmas. In former times it used to be later; now we have put it at the earliest time after the 7th July.

785. (*Lord Devon.*) Question 33. "While the "boys are at school, what are the usual holidays "or half holidays during the week?" The answer is "Our system in this respect is very peculiar." What holidays have you during the week?—Our system is a very peculiar one, and one I find it extremely difficult to explain. We have holidays properly so called only on saints' days.

786. Are those whole holidays?—Yes.

787. What is done on those days?—We go to chapel in the morning, and there is no work of any kind.

788. No private tutor work?—Unless the private tutor chooses to propose it; there is no set work. Then we have what we call "remedies." Our "remedies," are a very peculiar institution. For instance to-day is a half remedy, and every Tuesday, Thursday, and Friday. On these we go into school until twelve. The masters do not go into school any further. The boys after dinner, (a little after two,) go out to St. Catherine's Hill. They are out there about an hour and a half; they then come back again, and at four, for about an hour, (at some times in the year a little more than an hour,) the commoners are shut up in their hall, and the college boys in the school without any master present, under the charge of their prefects; and are bound to be occupied busily in their preparation for the next day. Then the French lessons and the German lessons are going on. A good deal of collateral work is done in that time.

789. (*Lord Lyttelton.*) Compulsory work?—They are obliged to be at work.

790. (*Mr. Vaughan.*) What is their particular amusement during the hour at St. Catherine's Hill?—During this present time of year, we do not make them go up the hill much, so they are wandering amongst the meadows and bathing, fishing, jumping over brooks, and things of that kind; some of them gathering flowers, which they have taken to rather of late. At other times of the year, I cannot say they have any definite amusement. They sometimes have a game of football, and sometimes a game of cricket; but only the little boys; the others are taking a walk over the country or something of that sort.

791. (*Lord Devon.*) Do they gather flowers in that walk over the country?—Since we have enlarged the bounds they have begun to do that, and I am glad to see they have. It was impossible with our former constrained bounds.

792. (*Lord Lyttelton.*) You give prizes for wild flowers?—Yes; and very useful it has been. Several boys have taken to botany.

793. (*Lord Devon.*) You have a rifle corps here?—Yes.

* The wall has been pulled down, and the commoners are now freely admitted to the college meadow, Oct. 1862.—G.M.

794. Do you know how often they meet?—I am afraid I am not very familiar with the matter. They began with about 50 volunteers, and were drilling three times a week; then the number went off very much, and there was a fear it would all die away. It was then thought they should be allowed to shoot, and after that the corps became stronger. Now they have about 60, and they are allowed to go up on Fridays on the Downs where the soldiers practise, in two divisions, and, with their parents' permission, they practise rifle shooting.

795. Have they carbines from the Government?—They had in the first instance carbines from the Government; I am afraid I do not know what they are using now.

796. (*Lord Lyttelton.*) Have they a regular uniform?—Yes.

797. How are the expenses provided for?—The parents provide for them.

798. Have they a drill serjeant in the town?—Yes. We have not yet agreed upon their going to Wimbledon to contest with the other schools. To tell you the honest truth, I am not much in favour of the whole thing. I think it is rather an idle affair.

799. You have not observed any good effect from it?—No; I do not expect it will lead to much good.

800. You do not know whether it is popular with the boys?—I think for a time the shooting makes it popular; and if they go to Wimbledon in competition with other schools it will be very popular.

801. Who is the commanding officer?—One of the prefects.

802. (*Lord Devon.*) He is responsible for their conduct when they go to the practice ground?—Yes.

803. Do they come in contact with the soldiers?—There are soldiers where they are firing.

804. And their serjeant is with them?—Yes.

805. (*Mr. Thompson.*) That does not encourage idleness?—No.

806. (*Lord Devon.*) Independent of the rifle corps is there drilling?—Yes, I have for some years had a serjeant down, and if I see a boy round shouldered, or walking in a slovenly way, I sometimes tell him to go and join the drill class. I never make any charge for that to the parents.

807. Question 34, is as to the hours of dressing in the morning, and going to bed at night. The answer is, "Till the present half year the rule has been to "meet in morning chapel at 6 between Lady Day "and Michaelmas, and at a quarter before 7 during "the rest of the half year. In this half year we "have shifted the time to 7, and half past 7, and "I think it probable that we may continue this "or some such arrangement of hours." For how many hours are the boys in school on regular school days?—On Mondays and Wednesdays which are the only two very complete school days, they go into school at 7.30, for half an hour; they then go in at 9, and stay till 12. They again go into school at 2, and stay till 4.30. Then they go in from 5 to 6. That is seven hours. I have of that in a regular way about five hours. I go in for about half an hour before breakfast, then I go in at 9, and commonly come out at 11.30, and then I go in from 3 to 4.30, and from 5 to 6.

808. Question 36, "What is the acreage of the "ground allotted to the boys for their out-door "amusements and games?" You say, "The college "meadow is about four acres"?—I wish we had more ground; it is one of our greatest necessities, but we are bounded by rivers; there is a stream immediately behind the meadow wall, so that we cannot extend the ground an inch further in that direction.

809. Is there any plan in contemplation by which you can extend your ground?—No further than by taking down the wall I alluded to just now.

810. (*Mr. Vaughan.*) Is it your opinion that the having two distinct playgrounds, and two distinct controlling systems of supreme government, and two prefect systems, tends to destroy the unity of the school?—To a certain extent such a double system is inevitable. My boys live with me in my house, and must be governed there; and if there is to be an authority for the college boys, it must be an authority which will tell upon them where they are.

811. The question I wished to ask was whether the having two controlling systems and two playgrounds tends to destroy the unity of the school and college as one public school?—No doubt it does so in some degree, and everything that tends to blend the school into one will be for our good, *e. g.*, if that wall comes down or anything else happens which will tend to make us one. Now the commoners are eligible to New College, the sooner we are recognized as one school the better. The only difference is that some pay for their education and some do not. The sooner we are blended together with the exception of that difference the better.

812. (*Lord Devon.*) Question 41 is "What ath-"letic exercises are taught as a part of the educa-"tion?" The answer is "None"?—No.

813. (*Sir S. Northcote.*) There is no boating?—No; there is a poor stream here. They have been trying to get up boats, but I had a letter from the Navigation Commissioners saying that it injured the navigation.

814. (*Lord Devon.*) The water is deep enough to swim in?—Yes, we have a very good bathing place. There is nothing done by way of teaching swimming.

815. What are "hill-times" and "leave-out" times, mentioned in the answer to question 40?—At twelve o'clock upon a school-day the boys are out of school from twelve till one. The college boys go out into their meadow alone, but the commoners not having so much ground have leave out and may go to the meadows and their own field if they like, or may range about the country.

816. (*Lord Lyttelton.*) Has there ever been any accident to boys left to themselves to swim?—I have never known one drowned. I have known one or two in danger of being drowned, and I think it would be a good thing if we had a person to teach them to swim after the Eton fashion. Our streams are not very deep nor very wide.

817. (*Lord Devon.*) You say, as to public speeches, there are in the course of the year public speeches?—Yes; we have a number of curious arrangements which have not come out in the course of this examination. One is this,—our long or spring half-year is divided into three periods. The first, which we call "Common time," lasts about six weeks; the next is called "Easter time," which also lasts six weeks, and the remaining eleven weeks are called "Cloister time," which is the present time. During "Easter time" we have speaking; the greater part of the school is divided into six chambers, as we call them, and each chamber speaks upon its own Saturday morning. The masters come in and take their seats in the school, and from 20 to 25 boys speak speeches extracted from the works of the chief English poets.

818. In the presence of the whole school?—Yes.

819. Dialogues?—Sometimes. It is almost always Shakspeare or Milton. After that we have one day upon which there is a more considerable speaking. About 20 boys who speak best in the school speak separately, and then we invite the people in the town. There come about 20 or 30 gentlemen.

820. Is that on the occasion of the visit of the examiner?—No; it does not go beyond the neighbourhood. A few gentlemen come down, and in the last year or two we have had some ladies. At the election recitations there are two speeches for which medals are given. I think it very useful; they get a clearer utterance and articulation from it, and learn a good deal of the art of elocution.

821. (*Lord Lyttelton.*) And it takes away a good deal of their false shame?—Yes; which of itself is a great thing.

822. (*Sir S. Northcote.*) Do you think it would be possible to establish a uniform grammar for all the

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public schools?—If I may venture to answer that question indirectly, when we were anticipating these interviews with the Commissioners, six months ago, there was a meeting of the masters of public schools in London, to talk over some of these matters together; and I may say the Commission has done us a very great favour at the outset; it has begun by enumerating nine schools as public schools, so that the masters of those nine schools may meet together without any reflection upon their brethren. We rather propose to go on and take counsel together upon matters relating to us all in common. One of the things we should consider is whether it is not possible to get one grammar.

823. You have no doubt it would be possible?—I have no doubt it would be desirable. I am very doubtful whether it would be practicable. I think there would be the utmost diversity of opinion; and one very grave question would be, to whom would you apply to draw it up? For instance, Dr. Kennedy has published Greek and Latin grammars; and his grammars are very valuable. I do not know that the other masters have done so, but the grammars they use are various.

824. Does it occur to you the Commissioners' judgment could have any weight in the matter?—I think it would be the greatest thing for the classical education of England that we should have one grammar.

825. You think there is no doubt a recommendation contained in our report would have some weight?—Certainly.

826. Could you suggest any way in which we could give effect to such a recommendation? Would such a recommendation be attended with any consequence which the Head Masters could acquiesce in upon the subject?—I have no doubt a recommendation upon that point would be very useful, and have a very good effect. But I think the real difficulty would arise in a later stage, as to who was to draw up such a grammar, and when drawn up, whether it would be esteemed sufficiently good for all the schools to adopt it at once.

827. (*Lord Lyttelton.*) Though you think it would be attended with difficulty, you say some better and more useful grammar is wanted both for Greek and Latin?—It is not for me to suggest, but I should say not some better one but some uniform one.

828. (*Mr. Thompson.*) I think your classical pronunciation at Winchester used to differ from the pronunciation in vogue in the rest of the schools and at the universities also?—Yes.

829. You approach nearer to the continental system?—Yes, but only in the single vowel "a."

830. Would not that be a subject for your deliberations?—I am afraid we could not vary that; but that is another matter on which we might consult. I had a long talk last year with the late Provost of Eton on this subject; and we were considering whether it would not be possible to do something of that kind. I do not think it would be possible for this school by itself to do much in that way. Still I do not see why we should not try.

831. (*Lord Devon.*) Questions 43 and 44, and the answers thereto, have a general bearing upon each other; would you wish to add anything to your answers to those two questions? We shall be very glad to hear anything in the way of general observations?—I do not know that I can add much to those answers. They express, briefly, of course, what I wished to convey. If I am asked, "Are you satisfied with the results of the education at Winchester, and do they seem to you to be such as ought to be expected from a great school of this kind?" I would reply, that so far as I can judge of the results of our system by the success of our pupils in after life, I think those results are eminently satisfactory. If the school is to be judged simply by the amount of honours we have gained at the universities, I am quite prepared to be told that, as compared with two or three other public schools, we have not fought a successful or, perhaps, even a very creditable battle. We have not gained an equal number of high distinctions in various ways; I am aware of that, and I could wish it were otherwise. It may perhaps be accounted for in part by our peculiar connexion with New College. But I cannot consent to accept it as a fair, still less as a final test of the goodness of our training. While we should have been well pleased to have carried off higher honours at the universities, I will say this, that in the next stage of life, when our pupils have passed through the university, and are engaged in the active serious business of life as clergymen, lawyers, merchants, soldiers, members of Parliament, I can point to hundreds of my own boys who are discharging the duties of their positions in all the departments of life in such a manner as not only to do credit to themselves, but to reflect the highest honour on the school in which they were bred. So superior in some respects are they, that I am constantly in the habit of finding that if persons want young men as tutors, or curates, or in other such important positions, they are much pleased if they can get such as we recommend as having passed through our training. Every school of this size has a definite character, and gives a peculiar stamp to its pupils; and I could, with more or less distinctness, characterize the pupils of the public schools of England by the particular stamp or mint-mark they bear. That which distinguishes our Winchester boys is one which is recognized by those who are acquainted with our public schools as of a very distinct and valuable kind. I consider that those boys who issue from the top of the school, *i.e.*, those upon whom the highest influences of the school have been brought to bear, are boys who, if not of so high a standard of scholarship as some others, carry with them into life a stamp, not of a very showy kind, but distinguished by a self-reliance, a modesty, a practical good sense, and a strong religious feeling; that religious feeling being of a very moderate, traditional, and sober kind; which, in my judgment, is beyond all price. It seems to me, if that view be a just one, and it is borne out by the facts, this College has done a great deal of genuine good in the country. Our pupils are not essay writers; we do not train them to that. We do not set them to write essays upon subjects which are a great deal too high for boys, or lead them to theorise on the gravest subjects which can occupy the minds of men, before they have either knowledge or experience in any degree adequate to the task. I must add, I have a strong opinion as to the state of education in our universities and public schools. I think some of our public schools teach boys as if they were men, while our universities teach men as if they were boys. I want to teach our boys as boys until we send them to the university to be taught as men. I think, while they are at school, they should be taught purely as boys. I think it is a dangerous thing to lay before them the most serious problems of philosophy and politics, of which they can know nothing, and to accustom them to throw out views of their own, and to cultivate what is called "power," while their minds are in a perfectly crude state so far as regards knowledge. When they go to the university, I should like very much to see the indispensable classical examinations put as early as the Colleges might think proper to permit in certain cases, in order that young men of more special promise might put themselves under the direction of professors in the various sciences. I want to see *bifurcation* at the university, so that young men, after they have passed their *sine quibus non*, may branch off into other lines; but I do not want to introduce *bifurcation* here. I think you ought to treat boys at a public school as schoolboys, not only in discipline, but in what they are taught; and therefore that you ought to keep off *bifurcation* from the school course.

832. You are of opinion that your pupils possess those excellent qualities you mention in your anwers beyond the boys of other schools?—Of course it is not for me to compare this with other schools, but I

find that if people want a tutor, or want a curate, I find my former pupils are very highly prized, and very much sought after.

833. Question 44. You say there are certain things which in a new institution you would recommend in preference to those which you find existing here, but you do not wish to propose them to the Commissioners. I suppose that would be upon the ground, that if you thought it desirable and practicable, you could make such alterations and amendments without our aid?—Partly that and partly because, as I say, here is a very ancient and peculiar institution, having a large body of former pupils now busy in various departments of active life. It would be injurious to the school in many ways, that the old usages should be needlessly departed from, and the traditional feelings of Wykehamists rudely interfered with, for the sake of the problematical and probably slight benefits to be obtained by any considerable changes. I would rather work the system with such alterations as we can from time to time introduce, than forcibly alter it, though it is by no means the model I would myself adopt for a new establishmeut.

834. (*Lord Lyttelton.*) Does Table B. represent an actual state of things. Do you ever have boys so young as that?—No, they are not eligible into college till 10; I would not take a younger commoner. When I am asked about the age, I say, "Do not "send me a boy before 11, unless he is more than "usually advanced both in body and mind."

835. With reference to a previous question, I would ask whether the amount of original English prose, as done by the boys in the sixth form is not very ample?—To that I answer, I do not think it is of much value except the historical essay in the Christmas holidays, which is really very useful.

836. (*Mr. Thompson.*) I suppose they have a good deal of English to write in the way of answering questions. The language they use would be animadverted upon if slovenly or slipshod in an extraordinary degree?—Not so much as I could wish, perhaps. There comes up again that which is the original evil of our arrangement; we have too many boys at the top of the school under the Head Master; we want fewer there. If he had the first 20 or the first 30, all these things could be much more thoroughly done; but with his school time taken up by another large class, the result is, that at the upper part of the school, the top boys of all, the work is not so thorough as it ought to be; partly for the reason I mentioned in the early part of the day, that the interest a little goes off of the master's manner of teaching, from the boys remaining under him for several years, *i.e.*, for all the time that they are among the 80 seniors. In former days, no part of the upper school was liable to any change of places. There was no change in the position of a boy beyond the middle of the school, *i.e.*, that part of the school which a boy generally reaches at about 13 or 14 years old, and which is under the direction of the second master; and the final struggle at that point of the school depended mainly upon saying a great number of lines by heart. Sometimes I have known as many as 22,000 lines said in that way in the course of the trial week. I have known of a boy repeating a play of Sophocles without missing a word. The quantity learnt by heart was enormous. That was the last great struggle of the school; it practically decided everything. New College depended upon it. The consequence of that was, that when the boys issued from that trial and came into my own classes I found a great stagnation. Emulation seemed to be over; the boys were resting on their oars. With some difficulty (for new things have always been unpopular among us), I introduced about ten years since the system of changing places in my own lower class, and the result has been uniformly good. It is now the most lively, active, and improving class in the school. The consequence is, that the stagnation point has been shifted a little higher, and that when they pass to that, *i.e.*, the lower part of the sixth form, they begin to rest upon their oars again. That is the place where there is danger of that sort of stagnation. When they get higher they begin to have objects in view, elections for scholarships and exhibitions at Oxford, the Goddard scholarship particularly; still that is the place at which there is apt to be rather a calm.

837. (*Lord Lyttelton.*) You attach great importance to the power of expressing accurately written English by means of translation. Do you consider you have enough translation into English from Greek and Latin upon paper?—I do not think we have. I also wish to say this. Professor Thompson asked whether we do not animadvert upon careless expressions. We do not do that so much as I could wish, and I attribute that very much to the immense quantity of work the Head Master has to do from the number of boys. If I had but one class it would be different. I am quite certain of this, the thing we most want in the internal arrangement of the school is to confine the Head Master to one class.

838. I observe with reference to English writing, in the lower division of the fifth form, there is said to be "none"?—Yes.

839. (*Mr. Vaughan.*) There is an intermission of English papers?—Yes.

840. (*Lord Lyttelton.*) In the upper sixth form, there is no translation into English verse, or English prose?—Such a thing is done now and then.

841. (*Mr. Vaughan.*) Is there any particular reason for the omission of all Greek prose in the highest form, *i. e.*, construing Greek prose?—There is no such omission. We are always construing Thucydides.

842. There is no construing of Greek prose returned in Table C.?—Yes.

843. It is an accidental omission?—Yes. We have always got a book of Thucydides in hand.

844. (*Mr. Thompson.*) I see here only one play of Sophocles, and none of other authors?—Our common usage with respect to that is, that ordinarily the sixth book would do a whole play of Sophocles in the autumn half year, and a play of Æschylus, or one of those sets of Pindar's Odes in the other half year.

845. You begin with Æschylus?—No, we begin with Euripides, then we take Sophocles, and Æschylus last.

846. (*Mr. Vaughan.*) Is there any reason for there being no Latin or English verse or prose repetition in the upper sixth form, in fact in either part of the sixth form?—We have hardly any repetition in the sixth form; I wish we had more. We have, at a certain part of the year, a few lines from Sophocles. Every Saturday morning, before they do their Greek verses, I require a certain number of lines from Sophocles; but it is of no use to set a boy to learn 40 or 50 lines by heart and let him go away without saying the whole, and saying it perfectly.

847. You consider it an omission?—I do; one I lament; one I would supply if I had only a single class.

848. (*Mr. Thompson.*) The moral of it all is, that you want another master?—Yes. I do not know what the average of other schools is; I should like to know the number of boys they have to the number of masters.

849. (*Mr. Vaughan.*) Do you carry in your mind that Virgil is begun so low as the lowest form but one of the senior division of the fourth form, do you happen to know that?—No, I did not know that; I presume it is comparatively recent, for they always used to do Ovid. I should very much doubt whether it is so at this moment.

850. Could you tell us what is the nature, both as to subject, style, and matter, of the exercise you call a "vulgus?—It is a thing very peculiar to the school, except that Dr. Arnold introduced it, I believe, at Rugby. I set the subjects three times a week, and the boys produce next morning a sort of epigram, *i. e.* six lines in elegiac verse. Low down they are very bad sometimes; but still, if a boy has any sparkle about him, there is a good deal of epigrammatic cleverness shown. These things come up constantly, three times a week, in the morning.

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851. Is it not one consequence of your having to attend to such a number of boys that some of the lessons are very short, as from 7.30 to 8, and 11.30 to 12?—That is not so in my own experience; our lessons are not short by any means. From 7.30 to 8 every day we have the Greek Testament, we have therefore half an hour at that; and as we are continually reading it, we go into a considerable number of matters relating to the Greek Testament.

852. (*Lord Devon.*) I should like to ask why you did not extend the practice of taking places above the fifth form, considering the benefit which has attended its adoption there?—It is a very grave question, and one I am very glad to reply to. I have no doubt if we extended that measure, or a measure like it, to the top of the school, we should stimulate industry very much; and if my object were merely to send my boys as good scholars as they can be made to Oxford, I should do that; but my object is a higher one than that; I want to accustom them to work as a duty, not for the daily, hourly, stimulus of taking or losing places. They will have to do so well in order to get to the university, that that will be stimulus enough at that point of the school, and I am content to take the disadvantage of a somewhat lax exertion for the sake of giving them that most necessary moral lull.

853. (*Mr. Vaughan.*) Do you think you carry them over that temptation to stagnation successfully?—More or less I think so; not wholly certainly, but still more or less. I think it would operate much more seriously on a number of boys if it were not for that lull. We all know after a certain period of exertion, after a year's work, there must come a time of rest, especially when near the end, or a boy will be apt to shut up his books, you do not know for how long. When a boy, after having worked at a public school, goes to the university, at a period when he is becoming a man, and consequently more his own master, he is extremely apt to shut his books up. I think, therefore, we do a great good by not pressing that artificial stimulus further than we have hitherto done, though, perhaps, we might get more immediate fruit from it.

854. (*Lord Lyttelton.*) But is there not a much greater change as to stimulus between the school and the university; has he not a greater stimulus at the university?—Perhaps so, in some cases, but not of the same kind. This is a stimulus minute by minute.

855. (*Mr. Thompson.*) Do they take places while the class is being heard?—Yes.

856. Is that changing of places commonly done?—Yes.

857. (*Lord Devon.*) I understood you to say, the system of taking places had been introduced with advantage as far as the fifth form; what I wanted to ascertain was, why it stopped at that particular point?—For the reason I have stated.

858. Is it the case that in the sixth form the places are not re-adjusted during the term?—They are never re-adjusted except for New College.

859. (*Lord Lyttelton.*) About the hours: taking the Monday's work of the sixth form, a boy in the sixth form is employed seven hours on Monday?—The whole of the boys are.

860. You have one set portion for work?—Our general principle is, that every boy shall have an hour to learn a lesson in school, and an hour to say it.

861. That is on a regular school day?—Yes.

862. On such a day as that, what will be the greatest time a boy will be about his work; say, when he is about competing for a scholarship? How much work will he do out of school besides those hours?—It is very much in his own discretion. I am sorry to say they stay up at night more than they ought, and get up in the morning earlier that they ought.

863. Will a hard-working boy work as much as nine or ten hours a day sometimes?—Certainly, when there is any pressure upon him.

The witness withdrew.

Mr. O. C. Angoville.

Mr. O. C. Angoville examined.

864. (*Lord Devon.*) You are engaged in instructing the school in French?—Yes.

865. How long have you been so engaged?—Eighteen years.

866. Will you be kind enough to give the Commissioners some notion of the system you pursue. You have the whole of the school under your charge?—Not the whole. When I came there were two masters, but for the last ten years I have had the whole school. This last quarter, however, we have had an assistant master.

867. How many forms are under you?—Seven classes.

868. Seven classes in French?—Yes. I teach each class twice a week.

869. Seven classes of your own?—Yes.

870. Then your arrangement does not follow the school classification for other purposes. You make a classification of your own?—Yes.

871. How many hours a week do you devote to those classes?—Three-quarters of an hour to each class twice a week.

872. Will you give us a statement of what you do with each of those classes?—We read aloud in French, and afterwards translate, according to the form, sometimes "Molière," or "Gil Blas," or "Sedaine," or "Berquin," or "Recueil Choisi." The Sixth Book take down and translate the lessons from dictation. I do not dictate to the junior classes; they learn lessons by heart, grammar and vocabulary.

873. The boys translate to you orally, I suppose?—Yes.

874. Is that word by word, or sentence by sentence?—Word by word for the junior classes; the others translate free y into English.

875. Do they translate back again from English into French?—Yes. This will show you what they have done this half. (*Witness produces a small pamphlet entitled, "Winchester—French Examination, 1862."*) Those are the seven classes. This is what they have done this half year; and this is what I want them to prepare for the examination.

876. Do they practise repetition?—Yes.

877. Do they learn by heart?—Yes, every day.

878. Verse or prose?—Prose. I prefer prose for boys; prose is the spoken language.

879. In speaking to the boys, while you are teaching, do you generally speak in French?—Only to the Sixth Book.

880. (*Lord Lyttelton.*) Do they talk French to you?—Yes.

881. Do they talk it pretty well?—I cannot say "pretty well."

882. (*Mr. Thompson.*) Have you any boys in the school who speak reasonably well, with a good accent?—Yes, three or four. There are more in the school who talk, but their talking is not so good as that of those.

883. (*Lord Devon.*) Have you ever established any conversation classes?—Not in the college.

884. (*Mr. Vaughan.*) How many hours a week has each boy in French?—An hour and a half each class. I go for three-quarters of an hour twice a week to each class.

885. The lesson is always prepared before?—Yes.

886. How long do you consider a three-quarters of an hour lesson takes a boy to prepare properly?—It ought to take one hour, at least.

887. Do you give a lesson often such as would take them an hour to prepare?—Yes, at least an hour; it takes always a full hour to do it. I take the exercises home with me, and correct them at home. I have only 107 boys now.

888. What grammar do you make the basis of your

teaching?—My own grammar, which has been approved by the colleges in France.

889. (*Lord Lyttelton.*) Taking a boy in the upper part of the school, does he get about two hours of French teaching in a week?—No, three-quarters of an hour twice a week. If a boy works properly, his lessons would take him three hours and a half. What I give him requires at least one hour to prepare before I arrive.

890. He would get upwards of three hours in the week?—He ought to have that. Some boys in the fifth book are doing well. I could show you some French plays which they have translated freely.

891. (*Mr. Vaughan.*) Which is the most difficult book you read to translate?—Those French plays, perhaps.

892. Moliére?—Yes; and some of C. Delavigne, Romand, and Sedaine.

893. (*Lord Lyttelton.*) What is the size of each class?—About 22 or 24 boys. The new master takes 70.

894. (*Lord Devon.*) You have an assistant French master?—Yes; Monsieur Du Domaine. He comes twice a week.

895. (*Mr. Thompson.*) You reside in Winchester?—Yes.

896. The other gentleman comes from Southampton?—Yes.

897. Does he take the junior part?—Yes.

898. Is he a Frenchman?—Yes.

899. (*Lord Devon.*) Though the power of speaking French is not often acquired by boys here, as regards grammatical knowledge and the power of translating, are you satisfied with the progress your upper boys have made?—Yes; I would defy anybody to find them make a mistake in any verb.

900. (*Mr. Vaughan.*) In the irregular verbs? Have you any boys who are perfectly masters of the irregular and defective verbs?—Yes.

901. (*Lord Devon.*) Do you think that they could write a perfectly grammatical letter?—Not exactly grammatical; but give them a subject, what you call a theme, and they would write it.

902. They would write reasonably good French?—Certainly.

903. Have you any difficulty in preserving order in your classes?—Some time ago I had, but not now.

904. Have you any difficulty now?—Not so much now as I had 10 years ago.

905. (*Mr. Thompson.*) Do the boys behave better now?—Much better.

906. (*Lord Devon.*) If you appeal to the good feeling of the boys, do you generally find they respond?—Yes; they are very well now, in comparison.

907. (*Lord Lyttelton.*) What are your powers of punishing. You give impositions?—Yes; not only I give impositions, but we have three books which we send into the Head Master, and a fourth book into the Second master, and he gives another imposition, according to our report. There is Mr. Wickham's book. You will see Mr. Wickham crosses them when they are bad; he gives them another imposition.

908. (*Mr. Thompson.*) Do you think the study of French has advanced in Winchester school since 10 years ago?—I think so.

909. Do you think the boys are better behaved than they were then?—Yes, or than they were five years ago.

910. You think they are better than they used to be?—Certainly.

911. (*Lord Lyttelton.*) With regard to their pronunciation being good, do boys who leave the school pronounce well?—Yes.

912. A great number?—Yes; most of them.

913. And could translate a common French book into English fairly well?—Yes.

914. I thought you said just now they did not pronounce pretty well?—No; the question has not been put to me.

915. How does your assistant find them with regard to their knowledge or pronunciation of French when they first come to the school?—That depends upon whether they have learnt it. Some come without any knowledge of French whatever.

916. Do you find a great number of boys on arriving are able to pronounce French well?—No; many have not learnt it at all, so that it is very difficult to put them in a proper class.

917. You would be glad if more time could be given to French?—Yes.

918. But with the time allowed you are satisfied with the system as it is here?—Yes.

The witness withdrew.

The Rev. Godfrey B. Lee, M.A., further examined.

Rev. G. B. Lee.

919. (*Lord Devon.*) Will you allow me to call your attention to a point which has been raised by the writer of a letter which appeared in the "Times" newspaper, dated 7th May 1861. It refers to the Winchester College scholarships. It quotes an announcement which had been made on the 6th of May, in the "Times," as to the period when the annual elections of scholars is to take place place, viz., in the second week after the then following 15th of July. The gentleman who writes that letter, says that the notice is exceedingly inadequate in respect of the information which it gives, and that you might give a more full and detailed notice which would find its way to parties in various parts of England, so as to make it unnecessary for them to apply to the Warden for further information?—Of course it would be impossible to give any information which would save people the trouble of doing that. There must be correspondence on the subject.

920. Does it strike you that it would be practicable in such a notice to give more full information respecting the subjects of examination, and other particulars?—Yes, certainly. I think you have seen a circular which Mr. Walford sends round, that supplemental circular was drawn up by him at my suggestion two or three years ago. I said "You will have a good "many applications; you had better prepare a cir- "cular which will give more precise information."

921. I have not that circular before me now; does it state the number of vacancies?—No, for this reason—we are not yet able, and shall not be until we get fairly into the new groove, to state the number of vacancies. At an election for prospective vacancies it is impossible to state the number. For instance last year we had 108 candidates for college, 98 came to examination, and up to this moment there have only been 8 boys admitted; and there will probably be no more until the next election. Since the college has been thrown open to general competition, the average number of candidates has been 100; so that we have had no lack of candidates. The notice is sufficient, I believe, for those who are really concerned in the matter to avail themselves of it. I believe the writer of the letter is mistaken in supposing they do not know all about the election. He says we do not make the advantages of the scholarships sufficiently known, and that in consequence we suffer from a lack of candidates; which is certainly not the case. Of course if we were to do all he suggests, and we were to have a larger number of candidates, 200 instead of 100, we should be obliged to keep the whole number up here with their parents, or guardians, or schoolmasters, whichever they might be, probably a whole week instead of two days. Now we are enabled to release those whose case is hopeless very soon; which saves poor clergymen and others the expense of living here at hotels or in lodgings; for they leave instantly. If we kept them a week the number of vacancies

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would not be more, and the number of disappointed people would be greater. Still we are quite prepared to act upon any suggestion you may be pleased to make.

922. Would there be any objection to inserting the limit of age?—No.

923. Or the subjects of examination?—No.

924. And the value of the scholarships?—That is rather difficult. In the case of university scholarships nothing is more easy than to state the value in the briefest way possible; but here so many little things come in it is almost impossible to name the sum. You cannot say they are worth so much a year, as you can with the university scholarships.

925. They say for instance under the head "universities" in the newspapers, "eight scholarships at "Lincoln college, value such a sum, tenable by natives "of such counties; candidates must be of such and "such an age:"—would there be any difficulty in making such an announcement, except as regards the number of scholarships, here?—As I said before the advantages are made up of so many different things, board, lodging, and education, it would be difficult to name the sum. In the university scholarships you say at once "they will be 60*l.* a year" and so on. That is all the information you have as to university scholarships. Here there are so many other things.

926. (*Mr. Thompson.*) Could not you say "the "advantages are so great that the yearly bills of "Winchester scholars do not amount to more than "30*l.*"?—Yes, we might give that kind of information.

927. Do you think that if the public at large knew what a good thing it was it would deter inapt candidates from contending?—I did write a notice touching upon that point this year, but was persuaded not to publish it. Last year there was a similar letter in the "Times" to which the writer refers, and it produced an immense quantity of correspondence from all sorts of people, but none who would wish to avail themselves of this foundation; who were of a different class of life altogether, and who found on application the education was what they neither wished nor contemplated at all.

928. (*Lord Devon.*) If the heads of the examination were somewhat more fully stated it would probably render a correspondence less necessary?—Certainly. There was something I said yesterday about exhibitions I think may possibly lead you into a mistake. Lord Clarendon asked whether any boy ever had an exhibition without having been previously examined, and I said no. That is not strictly true, for sometimes boys have had an exhibition given them when they have been good boys, when they have not been good enough for a scholarship, and have left before the examination for New College. It has not often occurred, but there have been such cases. I think there is one upon the list now. His name will go off this year.

929. (*Mr. Vaughan.*) Can he get a scholarship afterwards?—No; he will never get anything more. His father is poor. He has an exhibition.

930. (*Lord Devon.*) It appears that in the original scheme of the Commissioners for issuing new ordinances for Winchester, it was proposed that three of these college fellowships should be dealt with with special reference to the excellence of candidates in one or more of the physical sciences, and that the three fellows elected to those fellowships should be bound to give lectures to the schoolboys in that department of knowledge; that scheme was brought under the notice of the Warden and Fellows here, and did not meet with their approval; in consequence of that the Commissioners suggested another scheme of an ordinance for Winchester college, and in communicating with the Warden on that subject they request to be informed by what means the Warden and Fellows would propose to secure competent instruction in the physical sciences, as the scheme which the Commissioners themselves had proposed was not accepted? And in answer to that letter the Warden replied by a letter dated Winchester, December 1856, in which he stated their readiness to engage from time to time the best lecturers of the day in the various branches of such science, who should come to Winchester and give four successive courses of lectures; and he stated the reasons why they thought that course a better one than the course suggested by the Commissioners. The Commissioners acceded to that, and ended their letter by saying "in reliance on the Col- "lege acting on this system, or on a system equally "efficient, they abstain from pressing their former "propositions in reference to this subject." Now, I believe at present, in consequence of these communications, what has been done is that each year a lecturer, in some branch of physical science, has been engaged to come down and deliver a certain number of lectures?—Yes.

931. At which, as we understand from Dr. Moberley, all the boys in the school are expected to attend?—Yes.

932. But it appears those lectures amount to only 12 in the course of the year?—I think 10, after the Easter holidays.

933. That being the case it has struck us rather forcibly that so small a number of lectures is hardly an adequate fulfilment of the intention entertained both by the Warden and Fellows and the Commissioners to give *bonâ fide* instruction in physical science. Will you tell us what you think about it? What are your views on the subject? There are lectures only for a small portion of the year; there are few lectures then; and there are, in truth, neither examinations nor prizes?—No, we should have another course in the short half-year. It appears to me we have no time for them in the long half year before Easter; but we should have one in the short half-year.

934. When is the short half year?—From the beginning of September until Christmas.

935. (*Mr. Vaughan.*) How many weeks is the other half year you speak of?—It used to be very nearly 23 weeks before it was divided. Now there is an Easter holiday.

936. In one of the terms you think it would not be advisable?—I meant in the Lent term.

937. How long is that?—That depends upon Easter.

938. (*Lord Devon.*) You see no objection to having other lectures delivered in one of the other terms?—No.

939. What would be your view as to instituting examinations for certain classes, and stimulating the study by prizes?—It would lead to the boys attending the lectures a little more eagerly.

940. Do not you think those things attending the courses would give a more effectual operation to the system?—Yes, I think so.

941. (*Mr. Thompson.*) In fact, you have no objection to the system being considerably extended, provided it met with the approbation of the Head Master?—No, I have no objection whatever.

942. What is at present the expense of what is done by the College?—The lecturer has 100 guineas for his course.

943. (*Lord Lyttelton.*) An extension would be an increase of expense *pro tanto*?—Yes.

944. And the College are able to do that without inconvenience?—As the four fellowships fall in we are to do certain things, and of course we shall have more means at our disposal.

945. (*Mr. Vaughan.*) In fact, was not this proposal a substitution for the proposal to devote three fellowships to this object?—Yes.

946. And the amount of those three fellowships, I suppose, would come to something near 2,000*l.* a year?—No.

947. £1,500 a year?—Yes.

948. (*Lord Devon.*) Were you one of the Fellows at the time of this proposal?—No.

949. (*Mr. Vaughan.*) So that, supposing you had to give 300*l.* a year for three courses of lectures, one for each term, it would still be only one-fifth part of what would fall in?—Yes.

950. (*Lord Lyttelton.*) That was the original proposal that was made?—So I am informed now.

951. Were you acquainted with this correspondence?—No, I had nothing to do with it; I have never seen it even.

952. (*Mr. Vaughan.*) Supposing the Warden and Fellows were willing to make a change of this description, should you anticipate any difficulty on the part of the Head Master. Do you think he would at all object?—I do not see any difficulty whatever; I think we are all disposed to make the system, if possible, what I may call more elastic. I cannot anticipate any difficulty.

953. (*Lord Lyttelton.*) The Warden and Fellows would not do it contrary to the opinion of the Head Master?—No; I do not think they would like to go counter to the opinion of the Head Master.

954. (*Mr. Vaughan.*) If an examination, making it a thorough examination, were to be supposed to trench too much on the time of the boys in any half year, do you think it would be practicable to make any arrangement for the scholars by which they could substitute that for some other part of the work?—You mean by the scholars the whole school, I presume?

955. I only speak to you of those immediately under your jurisdiction in college?—We never separate the two in our own minds. Of course the commoners at present get the advantage of these lectures. They do not have to pay for them.

956. Has there not recently been instituted by the Head Master an examination, which appears to succeed pretty well, in subjects outlying, to a certain extent, the education of the school; for instance, in French and in history, which are not taught in the school?—He has lately done so.

957. Has that been acted upon on one occasion?—Yes.

958. Do not you think it would be practicable, if you establish an examination, to give the boys an option, if they should approve of it, to substitute that examination in physical science, for part of that other examination, or the whole of it?—Yes, it might be done.

959. Do not you think that would be a practical way of introducing it into the school?—Yes; but the other is considered successful. It has not been tried very long. It would be a pity to do away with the other.

960. Do you think there are no parts of the other examination which stand so far in the same relation to the school teaching with physical science that you could substitute one for the other. Do you think it would be too great a sacrifice to substitute it for modern history or modern languages?—I think it would be bad for modern languages or modern history to get rid of either. I would rather add this than substitute it.

961. You think then it might be added?—I think so.

962. (*Mr. Thompson.*) Have you any idea what the feeling of the boys is with regard to these lectures. Do they take an interest in them?—I think like all these things, when they are voluntary, there are some who do take an interest in them, though there are a great number who would not pass a good examination.

963. Do they look forward to it with pleasure or repugnance?—I think with pleasure. The lecturer we had last, we had for the third time, and the manner in which he was greeted when he came was very striking.

964. The boys cheered him?—Yes. He gave us a very good lecture, very energetic, full of life and animation. He is lecturer at St. George's Hospital. We had another good lecturer, Dr. Odling, a very good man indeed. We had another they did not take to very much, a geological lecturer; he was the heaviest of the three; and he was not so well-educated a man.

965. (*Mr. Vaughan.*) May I ask whether you have ever conferred on the occasion of the visits of those gentlemen to the school, on the propriety or practicability of an examination?—No, I never have, certainly.

966. (*Lord Devon.*) With regard to the state of the college, as respects buildings, and with reference to health, are you satisfied with its present state?—I cannot say I am entirely satisfied. There has hardly been a week since I have been here that we have not been talking about improvements. I have been conferring with Mr. Rawlinson, an eminent engineer employed by the Board of Health. That was on my having recommended that some practical man should be asked to come down to give us estimates.

967. I was going to ask whether you think that the inhabitants of the town are doing anything for Winchester in this respect?—I do not think they are. Last autumn Mr. Rawlinson came down at the request of some of the most respectable of the inhabitants, to give us some statistics touching the advantages and expenses of the drainage of large towns, and of this town in particular. A public meeting was called by the mayor, at which there was a large assemblage; Mr. Rawlinson was present, and, although he had come down at the request of a large number of the ratepayers, he was refused a hearing. Still, it is a subject we have not lost sight of; it is one of primary importance, and one which makes me very anxious. Before Mr. Rawlinson's visit we consulted Mr. Haywood, an engineer of the Metropolitan Board of Works, and he came down and gave us an opinion.

968. From causes arising from the state of the drainage, has the school been broken up at any time? Last Christmas it was, about the time of the death of the Prince Consort, when there was a great deal of typhus fever about. But I have no right to attribute this to the drainage.

969. Did it break out here?—Not much in the college. I considered it was not likely to produce great alarm. There were some boys went to the sick-house. Two of those boys were never in bed; they were sent away for change of air; and came back. There was another boy who had kept his bed for two or three days; he was sent home, not to a very healthy atmosphere, had two or three attacks of typhus fever, and died. Those were the only cases of sickness in the College, and one of these was caused by a blow from a racquet ball. There were some cases on the other side of the wall.

970. (*Lord Devon.*) Passing from that to the accommodation you have, are you of opinion the sleeping accommodation for the school is quite satisfactory in respect of ventilation, space, and so on?—I do not think there is any want of ventilation; I have had more ventilators put in. I cannot say I am satisfied with the area of the chambers. I should be very glad if they could be enlarged.

971. Are they in the same state as when you were a boy here?—No, they are very much improved. There are more facilities for washing; they have sponging baths, and water let into the chambers. They are better kept on the whole. The chorister-boys used to look after them, now we have bed makers.

972. How many bed makers are there?—There are seven dormitories, and four bed makers, *i.e.*, two bed makers and two under bed makers.

973. Are they men or women?—They are all men.

974. I understand you wish to make some statement with reference to the course of education here; will you be kind enough to do so?—It seems quite unreasonable to expect us to make any great change in the *curriculum* of education so long as the university makes no change, because we educate for the university. We are connected specially with one college; our scholarships all belong to that college; and if we were to change our course of education so that our scholars should be unfitted for the highest university education, we should be depriving them of endowments in Oxford, not only at New College, but other colleges. Those endowments would become the prospective

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property or endowment of any school or any private tutor who might choose to give his pupils a high classical education. We should be cut off from them altogether. This college, it ought to be borne in mind, was founded principally for the priesthood, and so long as it is thought essential that the clergy should be a learned clergy, *i.e.*, that they should have what is commonly called a classical education, I do not see how it is possible for us, so long as we are able to keep it up, to lose sight of that classical element as the chief element in education. I do not see how men can be educated for the priesthood without a knowledge of Greek and Latin.

975. (*Mr. Thompson.*) Did you draw the inference from the questions of the Commissioners that they were unfriendly to a classical education?—No, not at all; but I had a long correspondence with Mr. ———, and certainly I heard from him that the inquiry was principally directed to the question whether a classical education, so-called, was the most beneficial education that could be given.

976. (*Lord Lyttelton.*) Referring to pages 10 and 11 of your answers, I should wish to understand whether the whole of the qualifications for a scholarship are embodied in that answer 15. Do I understand the sole qualifications now for scholarships are to be under 14, and not to be of that degree of wealth which in the opinion of the electors would disqualify for a scholarship?—They must be baptised members of the Church of England.

977. Is there no qualification as to health?—No.

978. Or moral conduct?—Yes; they must have testimonials of moral conduct. By clause 12 of the Ordinance "no person shall be ineligible by reason of "his having any bodily imperfection which might "operate as a disqualification for holy orders," and so on.

979. There is no such disqualification now?—No.

980. In this part of the Ordinance, those are the actual qualifications; they shall be not too rich and 14 years of age?—Yes.

981. (*Mr. Vaughan.*) I think poverty has been a qualification?—The Commissioners gave us a certain discretionary power about that.

982. Have you ever rejected a candidate on the ground of his not being a fit object by reason of wealth?—Never.

983. (*Lord Lyttelton.*) You are required to do so apparently: "The electors may refuse to admit as a "candidate any one whom they may deem to be not "in need of a scholarship"?—There is a column for persons to state any circumstances which may entitle them to more consideration than others. Of course if a man has a large family and a small income he takes care to put it down in that column; but if he is pretty well off he takes care to say nothing about it.

984. A peer's son would not be eligible?—I should think so.

985. (*Mr. Vaughan.*) Should you consider that a younger son of a country gentleman, with a landed estate, was one of those who was disqualified?—No; I should say not a younger son. Certainly I must say if we are to take wealth into consideration I think there is no one so poor as a poor gentleman. I am the son of a poor gentleman, and I could not have gone to the university unless I had had a scholarship given to me at this college.

986. If the candidates, in the opinion of the electors, are not disqualified on the ground of wealth, when you come to elect to the scholarship, do you decide between different degrees of wealth?—The admission of a boy to come as a candidate rests practically with myself and Dr. Moberly. The other electors come from Oxford; the papers are sent in previously, so that unless it is a very gross case it is very awkward to reject after that.

987. You still allow the question of wealth to influence the adjudication of the scholarships after they have been admitted as proper candidates?—Yes; it would be very difficult to reject them as candidates.

988. (*Lord Lyttelton.*) Have you ever acted on the *ceteris paribus* principle?—No; it has never come to that. The consequence is we get more intelligent boys. With respect to pecuniary circumstances, we have applications from retired tradesmen, *i. e.* men who have made their money in trade and retired. I very much doubt whether a poor gentleman is not very much poorer than a retired tradesman.

989. (*Mr. Vaughan.*) I only wish to know whether pecuniary circumstances are an element for consideration in the election to scholarships after they have been admitted as candidates?—I have only been present at one election. I should say not, so far as I know.

990. The expressions used in the ordinance are, "Those candidates shall be elected who after such "examination shall appear to the electors to be most "proficient and most fit to be scholars of the college." Independent of the question of wealth, have the most proficient been always considered the most fit?—I have no doubt they have invariably; I have never heard anything to the contrary.

991. Do you know why a stronger diet is provided for the senior boys than the junior boys in college?—No; except I fancy from a notion that persons of that age require rather more meat. A medical man will tell you a little boy does not require meat more than once a day.

992. Is it upon a medical opinion?—No; I do not think any medical man has been consulted. A man never thinks of giving a little child meat for breakfast; yet perhaps he eats it himself.

993. The question about commoners' diet does not come under your consideration?—No.

994. As a matter of fact do you know that the diet in college is different from commoners' diet?—I am not sure whether they have not some cold meat at supper.

995. (*Lord Lyttelton.*) Do I understand, with regard to the chapel sermon, it is practically a matter in your discretion who is to preach?—Yes; I consider so.

996. You say (24) "There are no regulations in "force by law relating to the preaching of sermons "in the college chapel."—"It seems very desirable "that it should be considered the duty of every "master to address the boys from time to time." It is competent to you to make such regulations?—The masters are not likely to object; I do not suppose I could compel the masters to come to the college to preach. A good many of the masters at Winchester are in holy orders.

997. Do they not do it?—The only one who ever has preached is one of the chaplains.

998. The masters in holy orders never have preached?—Yes, the two statutable masters constantly.

999. Have the others ever preached?—No, I think not.

1000. Only the Head Master and the under master preach?—Yes. The Fellows I have asked to preach when they have been here. The statutable masters, one of the chaplains, and occasionally one of the Fellows, have preached since I have been here. I think it is very desirable there should be a variety of preachers for a congregation like ours, which is a very difficult one to address. I feel that most keenly myself, never having been accustomed to such an audience; and I think the more preachers you have for a congregation so highly critical the better.

1001. By the eighth section of the ordinance "the "provisions respecting the residence of Fellows and "scholars, and the mode of granting leave of absence "from the college, contained in the existing statutes," are declared to be void; and "such regulations "respecting the residence of Fellows and scholars "within the college, and respecting the mode in which "and the conditions under which leave of absence "may be granted to any Fellow or scholar, as may be "expedient for the interests of the college as a place "of learning and education, shall be made with all "convenient speed by the Warden and Fellows."

In fact, no such new regulations have been made ?—No.

1002. Does the same answer apply to section 34 of of the ordinance, which appears to be precisely similar ? A number of other provisions are specifically made void ?—Those are as to the scholars.

1003. Particular provisions of the statutes are made void, and the Warden and Fellows are empowered to make fresh provisions on those subjects ?—Yes. I do not suppose we should be so particular with respect to drawing up formal regulations as to the dress and recreations of the scholars.

1004. That might be deemed unnecessary ?—Yes. I believe the reason the late Warden did not do it at all was this: He used to say, "I think, "as we have this ordinance before us, it is perfectly "easy to govern our college without drawing up new "regulations;" and he omitted to do so.

1005. (*Mr. Vaughan.*) I understand, from the mode in which you have explained the constitution of this college to us, that you consider the Warden and Fellows responsible for the subjects which are taught to the scholars ?—Oh, certainly.

1006. You consider the responsibility lies entirely with you ?—I do, certainly. Of course the Visitor might interfere.

1007. But you are the responsible persons ?—I consider so, certainly.

1008. With reference to the Bedminster exhibitions, and the Superannuates Fund, is there anything you wish to add ?—If the Commissioners will allow me I will hand in this paper; it contains an entry from a memorandum book of the late Warden Huntingford, and an extract from memoranda compiled by Mr. Blackstone, one of the Fellows.

The same was read as follows: —

Bedminster Exhibitions.

Extract from a Memorandum Book of the late Warden Huntingford (dated 1798).

"Substance of Mr. Bohun Foxe's benefaction. Mr. Bohun Foxe (who died in 1750) left the estate at Bedminster to the warden, master, and usher (*i.e.*, under master) in trust, to the intent that they should pay two exhibitions of 20*l.* to two superannuates who should not have succeeded to New College. If after the payment of two superannuates there should remain any surplus, such surplus is to be applied either to augmenting the number of exhibitions to the superannuates, or else for the benefit of clergymen's sons on the foundation of Winchester College; thus the matter stood originally. By a subsequent deed in 1778 the trustees are empowered to increase either the *number* or the *value* of exhibitions, at such time when they shall have received the whole of Bedminster estate free from the annuity payable to Mrs. Blagden (late Miss Hawkins)."

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Extract from Memoranda compiled by Rev. C. Blackstone, formerly Fellow of Winchester College, from authentic Records.

"Dr. John Burton, in conjunction with Bohun Foxe, gave a moiety of the prebend and parsonage of Bedminster, belonging to the cathedral church of Sarum, and the prebend and parsonage of Bedminster and Redcliffe, with all appurtenances in the city of Bristol, in reversion after the deaths of the said Bohun Foxe and his wife, and the death of the said John Burton. The design is to provide exhibitions in one of the universities for superannuated scholars of Winchester College who could not succeed to New College. The residue of the said rents and profits of the moiety of the said prebends to be disposed of to *any other* superannuates of Winchester College at the discretion of the trustees."

It will be remembered that the Bedminster estate is not *freehold*, but copyhold, on two old lives which the Ecclesiastical Commissioners will not renew; on the expiration of those lives the estate falls in to the Commissioners as stated in my answer to question 2, part I. (statement A, page 7.)

This is an Extract from the same Book compiled by the Rev. C. Blackstone.

"*Superannuates' Fund, instituted* 1729.—This truly laudable establishment was first set on foot by John Dobson, D.D., Warden of Winchester College, and Christopher Eyre, usher of the said college. The principle of it will appear from the preamble to the first subscription, which is as follows:

"Whereas the benefit of succession to New College in Oxford (ample as it is) cannot in its own nature be sufficient to provide for all the scholars who have been educated in the College of Winchester, and as it may be reasonably hoped that a greater number of deserving boys will be always found in Winchester College than can be received into New College; therefore as well for the farther encouragement of the studies and good behaviour of the *children* in general, as for the better support and maintenance in the University of such in particular, who shall be thought most to *need* and best to deserve assistance, we, whose names are underwritten, do subscribe and promise to contribute yearly the sums set against our respective names." (Then follows a long list of subscribers.)

Victoria Street, Monday, 15th December 1862.

PRESENT:

Earl of Clarendon.
Lord Lyttelton.
Sir Stafford Northcote, Bart.
Hon. Edward Twisleton.
H. Halford Vaughan, Esq.

The Earl of Clarendon in the Chair.

W. A. Fearon, Esq., called in and examined.

W. A. Fearon, Esq.
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1009. (*Lord Clarendon.*) I believe you were at Winchester College ?—Yes.

1010. You were on the foundation ?—Yes.

1011. How many years were you there ?—Seven and a half years.

1012. When did you leave ?—Three and a half years ago.

1013. You are now at New College, Oxford ?—Yes.

1014. You went from Winchester to New College ?—Yes; I was elected scholar from Winchester.

1015. (*Mr. Twisleton.*) I believe you were one of the first elected under the new system ?—Yes, I was actually the first.

1016. That is a system by which the scholarships are tenable for five years only ?—Yes.

1017. Was founder's kinship abolished when you were elected ?—Yes. The main difference is that we do not succeed to a fellowship.

1018. Had you gained prizes at Winchester ?—Yes.

1019. What prizes did you gain ?—The Goddard and the Duncan scholarships, two gold medals, and three Maltby prizes.

1020. (*Lord Clarendon.*) How long have you been at New College ?—Three and a half years. I came up last October three years.

1021. Will you have the goodness to tell us what was the relation of the collegers to the other boys at Winchester. Was there perfect equality ?—Yes. There was a good deal of rivalry between them in

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games and that sort of thing. They used to have matches every year, but they used to mix quite freely together.

1022. The social status was quite that of equality?—Yes.

1023. There was nothing of the Eton feeling there?—No; certainly one was not considered superior to the other.

1024. There was no social rivalry?—No.

1025. (*Lord Lyttelton.*) Was it considered that the boys on the foundation as a class were in poorer circumstances than the others?—No, and I do not think as a matter of fact that they were so.

1026. (*Lord Clarendon.*) They wear a gown?—Yes.

1027. And that was not disliked by the collegers?—No. It was found awkward sometimes, but it was not disliked as a badge.

1028. And on that account there was no desire to get rid of it?—No.

1029. (*Lord Lyttelton.*) Were they looked upon as a more distinguished class. Do you think it was reckoned a sort of privilege to be on the foundation?—I think the only difference was that those in college used to come more entirely from Wykehamical families—Winchester families; but this is not the case now.

1030. (*Mr. Vaughan.*) Do you know whether in the election for college the circumstances of a candidate are considered?—I only know from hearsay.

1031. Is it the general belief that it is a purely intellectual contest, or that the circumstances of the person are considered before awarding?—I do not think it is the opinion that they are much considered.

1032. Is it necessary that they should be at Winchester a certain time before they are admitted, or is it open to the competition of all the world?—It is open to the competition of all the world.

1033. Do you think Winchester boys on the average succeed more than others?—I do not think they succeed on the average more than others. I never heard any complaint.

1034. Are there any boys who were at Winchester, who were known to be clever boys, and who might succeed, yet who did not enter into the competition for College?—Yes; there are some that do not enter for the scholarships. The system of competition has not been instituted since I was there, but it has been increased very much.

1035. (*Lord Lyttelton.*) Do you think that the non-foundationers consider it an object of ambition to get on the foundation. Is there much competition among them to get into College?—I suppose when they are there they always say that part of the school is the best, in the same way that the others say the same thing.

1036. (*Mr. Vaughan.*) That is those who are unavoidably there and who cannot change, but before you come to the period when they are superannuated is there a feeling that it is very desirable to get into the College?—I think the boys themselves would just as soon be in College; those who are in commoners, especially if they have been there for a year or so, prefer staying there rather than changing.

1037. (*Lord Lyttelton.*) Are there as many who stand for College from the town boys as from outside?—No, I should not think there are as many because last year there were about 140 in all standing for College.

1038. (*Mr. Vaughan.*) Is it considered that they are going into as comfortable a berth by going into College in regard to their sleeping rooms, their eating, and so forth, as if they remained in the boarding house?—I cannot answer much for the boarding houses because I do not know anything of them. They have been established since I left, but certainly I think the College is always considered quite as comfortable.

1039. Do you think, for instance, that the places where they sleep and study in the College are as comfortable as those in the boarding houses?—I do not know about the boarding houses but I have always considered the sleeping rooms at Winchester, to be as comfortable as places could be.

1040. Did you not sleep and study in the same room?—Yes.

1041. And many together?—In small groups of 9 or 10. Those who sleep in the same room, study in the same room.

1042. Are not some rooms rather larger where they sleep and study?—The largest holds 13 and the smallest eight.

1043. Do you think that in the rooms which we saw, being at once the dormitories and studies of the collegers, the boys were comfortable and felt themselves to be comfortable?—They certainly used to think themselves as comfortable as they could wish to be. We used to enjoy those chambers very much indeed.

1044. (*Lord Clarendon.*) How many prefects are there at Winchester?—18 on the foundation and 12 in commoners.

1045. In what class of the school; is it always the upper sixth?—Yes; they always take the first 18, unless there is some special reason on account of very bad character.

1046. They are taken by seniority in the school?—Yes.

1047. You say unless there is some special reason?—I think I can recollect one exception during the $7\frac{1}{2}$ years.

1048. Where, on account of the boy's character, he was not allowed to be a prefect?—Yes.

1049. (*Lord Lyttelton.*) By the masters?—Yes.

1050. (*Lord Clarendon.*) Can you tell us what are the powers, duties, and responsibilities of the prefects?—Each prefect has a special fag of his own and he has to do pretty nearly what he tells him in the way of fair work; then all the top prefects have pupils in the lower parts of the school whose work they have to look over to a great extent. The top boys used to have seven or eight pupils, and some even more, and they had to look over a certain amount of work which the lower boys did.

1051. Was that their class work before they went into the school?—No, it was chiefly composition; composition before it was sent up to the composition tutor.

1052. (*Lord Lyttelton.*) Was not that looked upon as a burdensome thing to have to do?—It was always considered an advantage to have the pupils, because you had two guineas a year for each pupil.

1053. (*Mr. Twisleton.*) Was not there a feeling that to a certain extent it was a privilege?—It was certainly a great privilege to get pupils. The top boys of course had more pupils, and they were considered better tutors.

1054. (*Mr. Vaughan.*) Who selected the boy tutors?—Dr. Moberly, the Head Master.

1055. The boys did not select them for themselves?—No; but sometimes a parent knew a prefect well, and wished his son to be under him.

1056. Was the Head Master supposed to select the boys according to their trustworthiness and ability, or was it given by rotation?—It was given principally by trustworthiness and ability. The top boys used to have the most pupils, and generally those who were higher up in the school. A top boy generally had more pupils in the senior part of the fifth than any other lower boy.

1057. What was the highest point in the school at which a boy would be committed to the care of a boy tutor?—Till he got into the sixth form.

1058. Was that, in fact, till he became competent to take a pupil himself?—No; the last eight prefects do not have any pupils. As a general rule the first ten had pupils, but it depended partly on how long they had been prefects.

1059. Would a boy tutor be considered responsible for a boy pupil's composition; for instance, if a false quantity appeared in a verse, would the master who looked it over visit it in anyway on the boy tutor?—I do not think he would in each case; as a general

rule, he would be considered responsible for it, that is to say, if a boy was constantly sending up false quantities and that sort of thing, I think the master would speak to the tutor.

1060. In fact, the boy tutor would be a responsible person in the matter?—Certainly, he is generally responsible.

1061. Did he exercise any powers of chastisement over his pupil; if he found him very slovenly, how did he exercise authority which would enable him to carry out the system?—He could cane him or box his ears.

1062. (*Lord Lyttelton.*) Did the parents of the pupils pay the two guineas you mentioned?—Yes, it is put down in the college bills.

1063. Do you think these younger boys valued it and thought it useful to them, and that it got them on in school?—Certainly; especially when they first came there.

1064. (*Lord Clarendon.*) Did the tutor do a great deal of the exercise for the boy?—No, I do not think so. I think, especially when they first came, it was very useful to see that they kept themselves tidy; and a tutor was supposed really to look after a boy who was rather friendless.

1065. He did something more than look after his lessons?—Yes; if any of the masters thought he was getting into any harm, he used to send for his tutor.

1066. (*Mr. Vaughan.*) You, of course, had pupils yourself?—Yes, I had.

1067. How much did you reckon each of your pupils would tax your time in the day; do you remember?—It was different according to the different parts of the school; for instance, at one time of the year we did not do much with the boys in the upper fifth. When I got to the top of the school most of mine were in the upper fifth.

1068. Do you think it really had the effect on the upper part of the school of making them keep up or brush up the groundwork of their scholarship?—I do not think it had much effect in that way.

1069. In fact, do you think it had any effect at all on the scholarship of the upper part of the school?—I should not have thought it. I have heard people say that they think it does. I remember lately hearing some one say that they thought it was very beneficial in that way.

1070. But from your own experience what should you say?—I do not think it was of much service to the prefects in keeping up their scholarship.

1071. (*Mr. Twisleton.*) Would it not make them detect false quantities?—Yes, of course.

1072. (*Mr. Vaughan.*) Would a lower boy bring a hard passage to his boy tutor sometimes that he could not make out himself?—Yes.

1073. In that case how would a prefect feel if he could not make it pretty clear to him?—I suppose he would look foolish.

1074. If unable to construe it what would he do?—I should think he would try and give a construe, whether a good one or not.

1075. Could a boy say to a master when he was there for a construe of a particular kind, "My tutor assured me that that was the right way of construing it?"—I suppose he might say that.

1076. Was it the custom in the school for the boys to plead the tutor's construe?—No.

1077. Was it the custom for masters to inquire?—It was the custom that they should not inquire.

1078. (*Mr. Twisleton.*) Do you ever remember such a case?—I think I remember once a master sent for a tutor because his boy had given him a wrong construe and could not make out a passage; but I am not sure.

1079. But a boy did not always show his lessons to his tutor?—No, it was a very rare case.

1080. (*Lord Lyttelton.*) Did it not appear the feeling of the school, that so far as school-work was concerned, apart from general character, it was simply work which if these boy-tutors had not done the masters would have been obliged to do?—I think there was a good deal that the masters could not do; for instance, in play-hours.

1081. I mean simply as to the school work. It was work which was necessary to be done for the pupil, was it not, and if the boy-tutor system had not existed the master would have had to do it?—Yes.

1082. (*Mr. Vaughan.*) Do we understand from you that every boy in that part of the school had a boy-tutor, or were there only certain boys who were selected as special objects for boy tutorage?—I think I am right in saying that every boy below the sixth had a tutor.

1083. Of this sort?—Yes.

1084. Did the tutor look over every composition?—No, not every composition, only certain compositions.

1085. (*Lord Lyttelton.*) The parents of the younger boys had no option about it, had they?—No.

1086. (*Lord Clarendon.*) Upon the whole do you think the system worked well and was useful?—Yes, I think so.

1087. Both to the tutors and to their pupils?—Yes, I think so. It was especially useful to the younger boys.

1088. How many pupils had you?—I had eight.

1089. You did not find that interfere with your own work?—No.

1090. And you were able to fulfil your duties to your own satisfaction?—Yes, I think so.

1091. What authority had the prefects in the school generally; was it their duty to maintain order in the school?—Yes; there are different orders of prefects with different powers. There are 18 prefects, of whom the first 10 have power everywhere, and the last 8 have power in the inner quadrangle.

1092. At what o'clock does the power of the eight begin?—It does not depend on the time of day, it depends on the place. They only have power in the quadrangle where the sleeping rooms are. It comes practically to their having power after school hours when the boys come into the chambers in the evening.

1093. Would those upper prefects consider it their duty to take notice of a boy who was committing any offence?—Yes; the first five of the 10 had special power. They were called "officers," and one of the five was called "the Prefect of Hall," who was really almost the governor of the school among the boys.

1094. And the boys submitted willingly to his authority?—Yes.

1095. His authority was not disputed?—No.

1096. The system works with order and regularity?—Yes; it works very well.

1097. (*Mr. Twisleton.*) How far did fagging extend in the school?—It was a regular system. It was managed on the principle of boys fagging more the shorter time they had been at Winchester; they got off a certain amount of fagging the longer they were there.

1098. A boy would not be remitted because he was in the upper fifth?—No.

1099. In that respect it was a system different from that prevailing in commoners?—Yes. I am afraid it is rather difficult to make it clear. There were seven chambers, and the seven junior boys were fags generally to the whole chamber, and were chosen by the head prefects in each chamber. Then the next seven above them—three orders of sevens—were fags to the prefects; and after that there was no fagging in chambers at all, so that each prefect in the chamber had his own special fag, and there was a general fag as a sort of messenger.

1100. If a clever boy had been put in the senior part of the fifth, he would have had to fag like anybody else?—Yes.

1101. He might have been junior in the chamber?—Yes; I remember a case in which that was so.

1102. (*Mr. Vaughan.*) While subject to the power of fagging when you were an under boy, did you ever yourself experience, what you considered to be, ill-treatment on the part of the prefects?—I remember being bullied by some individual; perhaps by more than one individual.

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1103. (*Lord Lyttelton.*) They were prefects?—Yes; but I think it was quite an exceptional case, from the fact that every fag had his regular work to do every evening, and another prefect could not fag him.

1104. (*Mr. Vaughan.*) Did you ever suffer improperly from the disciplinary power of the prefect?—I never remember that being abused.

1105. (*Lord Clarendon.*) In the case of bullying or an abuse of power on the part of the prefect, is there a strong public opinion in the school which would be pronounced against it?—Certainly, I think so; and I think the other prefects would be a great check on it; for instance, for any great breach of discipline the prefect was almost obliged to cane a boy publicly before the whole school.

1106. (*Mr. Twisleton.*) What is the name of that?—Public tunding.

1107. (*Lord Clarendon.*) If a boy considered himself ill-used and oppressed by one of the upper prefects, who would he appeal to—one of the upper prefects or to a master?—If he thought he had been oppressed by the prefect of hall he would appeal to the master; if by one of the other prefects, he would appeal to the prefect of hall.

1108. While you were there was there much drinking or immorality of any kind at Winchester?—There was, I think, at one period.

1109. A tendency to drink?—Yes, I think there was.

1110. (*Mr. Twisleton.*) How many years ago was that?—That was, I suppose, about seven or eight years ago.

1111. (*Lord Clarendon.*) Was that the case with a large number of boys, or only with a particular set?—Only with a particular set. I do not think drinking was ever at all prevalent universally in college. There was so very little means for it, because in the evening all the lower boys had their work to do.

1112. (*Lord Lyttelton.*) How did they get drink—in the town?—Yes.

1113. (*Mr. Twisleton.*) But how did they get it from the town?—By staying out when they were going to Hills. The college certainly had not very much opportunity.

1114. (*Mr. Vaughan.*) Was the town out of bounds?—Yes, except one street.

1115. Was trespassing on the town really visited severely?—Yes.

1116. Was there a flogging?—A very severe flogging.

1117. (*Lord Clarendon.*) Was the public opinion of the school against the set that took to drinking?—I do not accurately remember the feeling at the time, but during the last two or three years that I was at Winchester there certainly was a very strong feeling against it.

1118. Your general impression is, that anything of that sort would be condemned by the opinion of the school?—Yes, I think so.

1119. And immorality of any other kind?—Yes.

1120. Would the prefects, particularly the upper prefects, consider it their duty to take notice of and to repress bad language, swearing, lying, drinking, or any acts of that sort?—Yes; they certainly would.

1121. The prefect would interfere in that?—Yes.

1122. If he was to hear boys making use of very bad language, would he caution them against it?—Yes, I should think he would. There would be exceptions, I suppose.

1123. If a boy was caught out in a deliberate lie, what would be the feeling of the other boys towards him, or what would the prefects do?—If it came under a prefect's notice, I think he would cane him.

1124. Then, on the whole, you would say that while you were at Winchester, the tone of the school was gentlemanlike and honorable?—Yes.

1125. (*Mr. Twisleton.*) Was there any special punishment for lying?—Yes, the head and second master, if they found a boy lying, especially in a very gross case, used to make him stand up under a nail, which was put into the wall, and he had to stand up there till the end of the school during which he told the lie, and then was flogged at the end of it.

1126. Was that punishment much dreaded?—Yes.

1127. (*Lord Lyttelton.*) You mean a lie told to a master?—If there was any excuse for the lie, I do not think it would be so, but if it was really a deliberate lie.

1128. To a master?—Yes.

1129. You think there was an improvement in your time as to the tone of the school?—I think there was.

1130. (*Mr. Vaughan.*) Under any euphemistic name, was there any taking of the property of boys one from another?—There was no special name.

1131. I mean their knives and their books, and little things of that sort?—I think a certain amount of that went on.

1132. What was the name for it?—There was a name which perhaps would be applied to it; "jockeying," but that was more often applied to cricket. To jockey an innings meant to go in first if you could. It was not necessarily a bad term. It meant simply getting anything you could, taking the best.

1133. If a little boy went to school furnished with articles of that description would he be in danger of losing them; would the other boys take them from him if they found them lying about?—Certainly, if it was done to any great extent I think it would come to a prefect's knowledge, and then it would be stopped at once.

1134. (*Lord Clarendon.*) Was there any fagging at games?—Yes.

1135. At cricket?—Yes; a boy might be required to watch out at cricket for two hours, and not more, during the day.

1136. Was that taken in rotation?—Yes; it was all conducted according to the time that the boys had been there. No senior boy was supposed to watch out at cricket while any of his juniors were not watching out. If a boy was wanted to watch out at cricket they would take the one who had been there the shortest time. All the boys knew exactly how many juniors they had got, so if anyone was not watching out they would say, "So and so is not watching out, you go and send him."

1137. (*Lord Lyttelton.*) Is that still the case?—I believe so.

1138. (*Lord Clarendon.*) There is compulsory fagging for football?—There is a little of that; not so much now; because they have got up a large piece of canvas and posts, which keeps the ball in. There are two or three boys who stand behind the canvas and put the ball in when it goes over, but they do not want very many now.

1139. That is a system of fagging at games which is not unpopular, is it?—No; I think a boy who watched out well used to like it, because if he made a good catch the prefects used to like him the better for it. A boy who made a good catch, for instance, might get off an hour's fagging.

1140. (*Mr. Vaughan.*) Was there any limitation as to the number of times in the day or week a boy would be taken?—I think the only two limitations were, the watching out not more than two hours a day and the juniority; I think those were the only two.

1141. (*Mr. Twisleton.*) In commoners the system of fagging depends upon juniority, not upon length of standing in the school, does it?—I believe it does.

1142. So that a junior boy who had been in commoners might have fagging there as a junior, and then, supposing he was high in the school and came to college, he might have fagging again as having been a short time in college?—Yes, he would certainly begin over again.

1143. (*Mr. Vaughan.*) Was it simply a time qualification that exempted a person from fagging in college?—Simply a time qualification.

1144. Do you think that a good one, or do you

think that precedence in the school is better?—I think the time qualification is best, because under the other system if a boy comes and at once is put into the upper fifth, he does not get any fagging.

1145. On the other hand, is it something of a stimulus to boys to gain their privileges, something of a stimulus in their school work?—I suppose it might act in that way; but still, if a boy gets into the sixth he has no fagging; in fact he has fags under him.

1146. (*Mr. Twisleton.*) Might it not act upon a commoner to deter him from standing for college if, after having had his fagging in commoners, he should have to go through fagging again if he was in the senior part of the fifth in college?—I suppose so.

1147. (*Lord Clarendon.*) There are very few single rooms at Winchester, are there?—There are none.

1148. Do the boys consider themselves comfortable there?—Yes, they always look back to it with pleasure. In the evening when lighted up we burnt wood fires; and then we were very comfortable.

1149. Those were in the dormitories?—Yes.

1150. Did the boys like that?—Very much indeed I think. I think it acts wonderfully well for the discipline of the school, because there are two prefects in every chamber and three in some, and something like eight or nine other boys. If you slept in the same room with a boy and were with him all the evening you got to know the boys in your chamber very well, especially as the prefects at the top of the school very often have the same boys in their chamber for a year or more. They choose the boys, and sometimes they have the same boys in their chamber for some time. Some boys were in my chamber a year and a half.

1151. (*Lord Lyttelton.*) Did you ever hear boys express a wish to have single rooms?—I never heard it.

1152. (*Lord Clarendon.*) When so many were together did it not interfere with private prayers. Did boys say their prayers?—Do you mean regular evening prayers?

1153. No, I mean the boys saying prayers to themselves before they went to bed?—That was always done. Prayers were always said at nine o'clock in the evening, and the prefects took it in turn every week to be responsible. It was called being "in course," and the prefect in course made every boy kneel down and kept silence for five minutes or so. Every boy was required to kneel down; of course you could not make a boy kneel down longer than he liked.

1154. Of course you could not make him say his prayers when he knelt down, but he had an opportunity of doing it, and he was not laughed at for doing so?—No, everyone was expected to kneel down, and I think in every well ordered chamber silence was kept; of course there were one or two prefects in the room. The prefects did not say their prayers then.

1155. (*Mr. Vaughan.*) Were there any menial services that had to be performed in the bedroom, such as cleaning shoes or brushing clothes?—No cleaning shoes. There is no doubt, I suppose, that a prefect might have required his fag to brush his clothes. I do not think it was as a general rule.

1156. What was the nature of that bullying which you yourself experienced?—I think that was simple cruelty as far as I remember.

1157. Cruelty under the name of fagging?—No.

1158. (*Mr. Twisleton.*) You must have been very young when you went?—Yes, I was 11.

1159. (*Lord Clarendon.*) Were you satisfied with the quantity and quality of the meals which you got there?—Yes, I think they were very good.

1160. Always good were they?—Yes.

1161. You had meat at supper had you not?—We had meat three times a week at supper.

1162. (*Lord Lyttelton.*) Every day at dinner?—Yes. We had meat I think four days a week and cheese the other three for supper. Shortly after I went there the bursar put it to the vote of the school whether they wished to have cheese or meat, and they decided to have cheese three days a week and meat four.

1163. (*Lord Clarendon.*) If you wanted meat for breakfast were you allowed to get it for yourselves?—No. Boys had ham sometimes sent them from home, and that sort of thing. Any parcel from home or from friends was allowed, but they were not allowed to send to the town.

1164. (*Mr. Twisleton.*) They might have eggs?—Yes.

1165. (*Lord Clarendon.*) What was the breakfast?—Bread and butter and tea.

1166. In sufficient quantity?—Yes.

1167. How was the Sunday spent?—There was a chapel service in the morning at eight o'clock which lasts till about a quarter to nine or nine, and then there is breakfast at nine and cathedral service at half past 10, a service at which there is the litany, the communion service, and a sermon, and the whole school went to that cathedral service.

1168. In places of their own?—Yes, they all sat on forms in one special part of the cathedral. They got back about twelve, dined at a quarter past one, and had all the rest of the time on their hands till four o'clock, when there was a school.

1169. How was that time generally employed?—I think generally in walking about, either reading or walking about. Those boys who were fond of reading used to read, but boys used to walk about a great deal in the afternoon.

1170. There was no immorality on that day, no going out into the country to public-houses, was there?—No, I do not think so.

1171. Then there was a school at four o'clock?—Yes, for three quarters of an hour.

1172. What was that school, religious instruction?—Yes; the upper parts of the school did Greek Testament.

1173. And the lower?—In fact through a large part of the school they had the New Testament. In the fourth they had to learn the collect and the gospel of the day by heart in English, and I think understand to some extent what it meant.

1174. Was there any expounding of the gospel by the masters?—Yes.

1175. Were questions asked the boys on the Greek Testament?—Yes, certainly.

1176. With reference to the subject of the chapter or to the Greek?—With reference to the subject, very little I think with respect to the Greek.

1177. Did that constitute the whole of the religious instruction at Winchester?—No; every Monday morning Dr. Moberly used to have up all the boys who had not been confirmed, and examine them in the catechism, that is to say, make them say the catechism through.

1178. And I suppose put them on in the catechism?—Yes.

1179. He called up one and then another?—Yes, and then afterwards he used to go through some part of the church service. The school lasted for half an hour. He used to go through the catechism in about ten minutes or a quarter of an hour, and the other quarter of an hour he used to spend in talking about some part of the church service.

1180. In fact expounding it?—Yes; expounding the Lord's prayer, or the Creed, or something of that kind. Besides that every morning besides Monday for the first school before breakfast there was a short school for half an hour, at which the sixth form and the upper fifth used to do Greek Testament; they used to go through one gospel very carefully every half-year.

1181. Was great care taken in preparing for confirmation?—Yes, great care.

1182. Who was that done by?—Dr. Moberly used to see every boy. I think he used to have public lectures for a month or six weeks before confirmation for all of them together, when they were expected to take notes.

1183. Was there any private examination?—He

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used to see every boy privately twice for a quarter of an hour or twenty minutes, and some he saw three times.

1184. According as he found it necessary?—Yes.

1185. In short he took great pains in preparing the boys?—Yes.

1186. After the confirmation, did all the boys who had been confirmed receive the sacrament?—Yes; the confirmation used always to be on the Friday before Advent Sunday, and I think on Advent Sunday they all used to take the sacrament.

1187. There was no compulsion in the matter?—No; I would not be sure whether it was expected that a boy who was going to be confirmed should be there. There was certainly no compulsion as a general rule.

1188. (*Lord Lyttelton.*) Would a master think the worse of a boy if he declined to come to the sacrament; would he suffer in the estimation of the master?—I suppose he would suffer in the estimation of the master.

1189. They always did come in fact?—No; there were a certain number who did not come. Boys used to stay away occasionally.

1190. (*Lord Clarendon.*) Immediately after confirmation?—No, I think not immediately after. The Sunday after confirmation all those who had been confirmed used to come; in fact I am not sure that it was not expected.

1191. (*Lord Lyttelton.*) Would they perceive it?—Do you mean if he stayed away from the communion immediately after confirmation?

1192. No; but as a habit afterwards?—If he did it once or twice, or was in the habit of doing it, Dr. Moberly would have sent for him.

1193. Do you believe that there was ever a feeling in the school that the examination by the master into those subjects—into the religion of the boys—was at all inquisitorial or disagreeable?—No; I do not think there was.

1194. (*Lord Clarendon.*) They were all of the Church of England, were they not?—Yes; I think that some, perhaps, used to feel that they were examined rather minutely. Certainly no boy was obliged to answer anything he did not like.

1195. Do the masters take private pupils there?—They used not to take private pupils when I was there, but I think now one or two of the masters have some private pupils.

1196. Are they boys who are either very backward or who are very desirous to make progress, and whose parents wish them to have this additional assistance?—It is possible now to get a tutor. It was not, I think, when I was there, except for the last two years; during which time one of the present tutors of New College was down as special tutor to the sixth form.

1197. Was it for the sixth form to prepare for examinations?—No; he was at Winchester for two years to take private pupils in the sixth form. Any boy in the sixth form was allowed to go to him as a private tutor, and we found that immensely useful.

1198. He was not a regular master?—No.

1199. He came there simply to take private pupils?—Yes.

1200. About how many went to him?—About 20 each half year.

1201. (*Mr. Twisleton.*) What was he paid?—It was 5*l.* for each pupil for the half year; 10*l.* a year.

1202. (*Lord Clarendon.*) Who had to pay that; had the College boys to pay it?—Yes.

1203. It was optional to go to him?—Quite optional.

1204. Did the majority go?—The majority of the head boys certainly. No one, I think, was allowed to go to him who was not in the sixth form. There were 35 at that time in the sixth form, and about 20 of those went to him.

1205. Do you know what they read with him, was it exclusively classics?—Yes.

1206. They did no mathematics or history?—No.

1207. That is the only system of private tuition which exists at Winchester that you know of?—Yes. That tutor came away from Winchester when I left, and for a short time they were left without any means of having private tutor's at all; but now two of the masters, I think, have private pupils.

1208. There is no person now there expressly for the purpose?—No. Perhaps I ought to say that it was certainly the feeling of those who were under that special tutor that it was of immense benefit. We all looked back upon it as an immense advantage.

1209. Did he prepare the boys for working in the school, or was it general reading with them?—Merely general reading.

1210. Suppose a boy wished to read Thucydides although Thucydides was not being read in his class, would the tutor have taken him in that subject?—Yes, certainly.

1211. A boy might ask for that assistance in any subject he liked?—Yes. I read Æschylus with him one half year, quite extra to the school-work. I read the Agamemnon with him.

1212. (*Mr. Vaughan.*) In those cases where he took the same book that they were reading in school, was it never complained of by the other boys who had no private tutor?—I do not think that in any case he took the regular class work. He never took a work which boys took up for class. In some instances he took up work that boys were going to take up for examination.

1213. Which other boys would have to take up for examination without a tutor?—Yes.

1214. How was that regarded?—The other boys felt that those who had the tutor had the advantage, but then I suppose they were all at liberty to do so.

1215. By paying the money?—Yes.

1216. (*Mr. Twisleton.*) That would entirely depend on the wealth of the father?—Yes.

1217. If the father was poor he could not afford it?—I suppose not, if he was very poor.

1218. (*Mr. Vaughan.*) What time was allowed for this special work in addition to the school-work. Did he give any special time to it?—No, they took it just as they could.

1219. Did he look over their exercises?—Yes.

1220. School exercises?—I think one half-year he looked over some school exercises, but as a general rule not the regular school work. In some instances Dr. Moberly allowed a remission from some of the lessons on the plea that they were doing some extra work with him.

1221. Was this tutorial work an advantage to the pupil?—Yes.

1222. From its exceptional character, in not embracing all the boys, and excusing perhaps to a certain degree lessons, was it not rather a disturbance of the general system?—No. I think it was only the head boys, those who were working harder than the rest.

1223. Should you think it the proper arrangement, that if the tutorial system were to exist at all in the school, it should exist in that exceptional manner, or that it should be extended to all boys?—I should have thought that the sixth form were those who wanted it principally. The lower boys having a boy-tutor, I should have thought that they would not require a master.

1224. You do not quite apprehend my question, I am speaking of its exceptional character, not as not extending to the whole school, but as not extending to all the boys in that part of the school that might take advantage of it?—Of the boys in the sixth form, those who worked hardest would have the tutor.

1225. Then, in point of fact, you think that the distinction between those who had the advantage of the tutor and those who had not, was rather a distinction of working and non-working boys, than a distinction of rich boys and poorer boys?—I think it was more that.

1226. (*Mr. Twisleton.*) Was it not the case, when you were in the sixth form, at Winchester, that you

really had a great deal of time to yourself in regard to the ordinary work of the school?—Certainly. It depended pretty much upon how you did the other lessons. Those who worked very hard, did not have so much time.

1227. In college it was not the practice of the boys, was it, to construe their lessons to any one, before they went before the master?—No.

1228. Do you think that a good or a bad system?—I think it is a good one.

1229. If a class had to construe it to the tutor beforehand, do you think that would have a tendency to weaken the application of the boys to the lessons?—Yes, I think it might. Then, I do not suppose you would really get so fair a test as to what the boy's abilities were, because, if he could find it all out from the tutor beforehand, he might be above his place in in the school.

1230. (*Lord Clarendon.*) Was there a good deal of independent work done; a good deal of private reading besides the work of the school?—In the sixth form there was a good deal of independent work in the way of preparing for an extra examination.

1231. Did the boys read much for their own amusement?—Some did, I think, but those who were high up, and who were contending for many prizes, I think, found their time pretty well occupied. There were two principal examinations every year, one in the summer for New College scholarships, which has lately been made a real examination, but which used at one time to be almost a farce, and besides that there is another examination at Christmas for a scholarship, called the Goddard scholarship, and for which some boys used to work very hard indeed.

1232. (*Mr. Twisleton.*) If there were a sufficient number of masters, would there, in your opinion, be any reason why there should be private tutors for the sixth form?—I think we felt that it was an advantage to have a young man coming down from Oxford and being more in the position of a friend than a master.

1233. And he knew what was going on at Oxford, and what was advantageous for obtaining honours there?—Yes, we used to go out for walks with him. I am sure that the presence of that tutor was valued immensely.

1234. Do you think that the tutors, who now take his place to a certain extent, and take private pupils, are as well looked upon?—The present tutors are rather in a different position, they are regular masters, so I suppose they cannot be considered as in the same position.

1235. Those other tutors that came down from Oxford were a real stimulus to the sixth form?—I think so, certainly.

1236. (*Mr. Vaughan.*) Had they any capacity but that of tutor?—No.

1237. No work but their tutorial work to do?—No. They might, perhaps, take a form for a few days if the master was ill; but certainly they had no regular work.

1238. (*Lord Clarendon.*) What should you say was the great stimulus to work at Winchester. The desire to rise in the school or fear of punishment?—I suppose both.

1239. (*Lord Lyttelton.*) A clever boy would feel a stimulus to rise?—Some boys would feel anxious to get on and others would fear the punishment.

1240. (*Lord Clarendon.*) Would a boy who got on very well in the school be looked up to or be regarded as a sap?—I think he would be looked up to.

1241. And the other boys would take an interest in the success of such a boy?—Yes.

1242. (*Mr. Twisleton.*) The tone of the school is not antagonistic to reading?—No; I think it is less so now than it was when I first went there. When I first went there there used to be some little difficulty in reading in play hours.

1243. (*Lord Lyttelton.*) Do the whole school take an interest in the scholarships?—Yes.

1244. (*Mr. Vaughan.*) Was there any system of examination in the school to determine the place boys were to have in their form or in their promotion to the next form?—No; it was generally all managed by the half year's work.

1245. Therefore always decided by the master who heard the form?—Yes; the sixth form did not change places.

1246. I am speaking of the lower forms?—I think the places were entirely decided in that way, except at the end of the long half, when there was a great deal of repetition, what was called standing up; a very large number of lines of either poetry or prose (principally poetry) were learned by heart and were construed, and a large number of marks used to depend on that, so that the boys' places in the form might be materially altered by that.

1247. (*Mr. Twisleton.*) How many lines have you known a boy in the middle part of the fifth to say for standing up at the end of the long half year?—They used to calculate it in this way—the standard used to be Virgil. An ordinary line of Virgil was considered one line, but two lines of Cicero was considered three lines, and a line of Greek was considered double; so that altogether, it used to be a very exceptional case, but I think some boys might have taken up 7,000 lines.

1248. While you were at Winchester did any boys say the whole of the Æneid?—No; I do not remember any. I am sure no one did.

1249. (*Mr. Vaughan.*) Were the merits of the boys measured by the form master by any book that he used to keep, or from a general impression?—From a book. They were marked at the end of a lesson. They marked them up from the bottom. The lowest boy was marked 1, the second 2, the third 3, and so on; so that if there were 30 boys the top boy would get 30 marks. A book was kept called the Classicus paper, and at the end of the week the marks of the week were added up, and the same at the end of the month.

1250. Would it come to this, that supposing a boy was at the head of the form and was not called up and tested, that at the end of each lesson at which he remained at the head of the form he would have 30 marks, and a boy who was at the bottom would only have one?—Yes.

1251. Does not that strike you as rather an insufficient system as conceding high marks to a boy not actually tried?—I ought to say that I think the boy at the top would be set on every lesson. The top boy would be set on very much more than the lower boys. I do not think any boy ever stayed at the top of the form without having a right to be there. The only real difficulty was, when good boys were at the bottom and not able to get up. I think a boy would never be at the top of the form two or three days without having a right to be there. Sometimes if a boy lost down to the bottom and no question was passed down from the top, he has not a chance of rising again at once.

1252. Take the case of a boy not quite at the head, we will say, who was third, and has been put on a lesson and does it extremely well, for that particular performance in that lesson, as far as I understand your system, he would get no marks at all which he would not have got although not called up?—If he was third and had not lost any place, and there were 30 boys in the place, he would be marked 28. They were not marked for their performances in the lesson.

1253. That boy would have exactly the same marks as the boy who was called upon and did so extremely well and did not lose a single place?—Yes; but certainly there would have been a very strong feeling if a boy at the top of the form had not been set on. I do not mean that it was a necessary thing that he should be set on every time, but I should think every boy in the first ten was set on once in three or four lessons; I think the top boy would probably be set on every lesson.

1254. Do you or do you not think that the system

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of periodical examinations in the work of the year would be a good accompaniment and corrective to the deficiencies of the other system?—I think some system of examination might be useful.

1255. (*Lord Lyttelton.*) You mean in addition to the other?—Yes.

1256. Is it your opinion that the system of marking was a stimulus to the boys in the lessons?—Yes; perhaps I ought to say as well that besides being set on, a great number of questions were asked, and the master asked any one he liked; so probably the top boy had to answer 20 questions in one lesson.

1257. (*Mr. Vaughan.*) Do you think the system preserved a good deal of life in the form?—Yes.

1258. (*Mr. Twisleton.*) Places are taken in the form while the lesson is going on?—Yes.

1259. (*Mr. Vaughan.*) Are there not at Winchester certain exhibitions that are given away?—Yes, in commoners.

1260. Are those exhibitions given away upon examination, or are they given away upon any other system?—They are given away by examination; but I do not know very much about them. I know they are given away by examination. The examination is held at the same time as the examination for entrance into College.

1261. How long has that system been in existence?—Since 1857.

1262. Were you at the school at the time that the examination commenced?—The examination was held at the end of the half year, after the school had gone home generally, but I was still a school boy while the examinations were being held.

1263. I wish to know whether you speak from personal recollection of the school, or whether you are merely speaking from hearsay of what is taking place now?—I was at the school at the time the examinations were held, but as it was in commoners I did not know so much about it.

1264. Do you know whether it was the general notion of the school that they were given away for the results of the examination?—Certainly.

1265. (*Lord Clarendon.*) Did the boys see much of the Head Master; were there any intimate relations between the Head Master and the boys?—The lower parts of the school did not, I suppose, see very much of him. I suppose the commoners saw a great deal of him, but in the college, in matters of discipline, the master who is called the second master was manager; that is to say, the Head Master is not responsible for the discipline in college. I suppose he would be responsible to a great extent, but he does not live in the college; he lives in the commoners; the second master's house is over the rooms in the college, and he really is more nearly responsible for the discipline.

1266. (*Lord Lyttelton.*) Does the Warden look more to the second master than to the Head Master for the character of the collegers?—Yes.

1267. The Warden would, of course, be responsible?—Yes; the second master would be responsible simply in matters of discipline. The second master's house is in the quadrangle where the college chambers are, so that he is close to them, and he sometimes comes round in the evening to see whether anything is amiss.

1268. (*Lord Clarendon.*) Did you learn any modern languages at Winchester?—Yes; I was pupil to a French master at one time, and to a German master.

1269. (*Mr. Twisleton.*) How many hours a week had you lessons?—I think twice a week for three-quarters of an hour.

1270. (*Lord Clarendon.*) Both French and German?—No; every boy was obliged to learn either German or French; he had his choice. They did not like letting the junior boys learn German; the masters preferred their learning French. I learnt French for the first three and a half years and German for the last four.

1271. Did you know any French when you went to Winchester?—Yes; I do not think I knew so much when I came away.

1272. What was that owing to: you were, you say, obliged to attend the master?—I do not think the boys cared very much about it. Very large classes used to go in at the same time to the French master and they were rather unmanageable.

1273. (*Lord Lyttelton.*) Did it affect their progress in the school at all?—Yes; I think some of the marks are added in, but I am not sure.

1274. (*Lord Clarendon.*) It was not so in your time?—Personally I never had any marks for French or German, my position in school was never influenced at all by it. I feel pretty sure now that some account is taken of the French and German.

1275. German is dealt with in the same way as French?—Yes.

1276. (*Mr. Twisleton.*) Could you read an ordinary French book when you left Winchester?—No.

1277. Could you read an ordinary German book when you left Winchester?—Not without difficulty.

1278. (*Lord Clarendon.*) Could you have done so when you went to Winchester?—I could have read more French; I knew nothing of German. I could certainly have read more French when I went to Winchester than when I went away.

1279. (*Mr. Twisleton.*) Could you read German with a dictionary when you left?—Yes; a tolerably easy book.

1280. (*Lord Clarendon.*) Did you learn any modern history and geography at Winchester?—We had no special lessons in them. In the examinations for the Goddard scholarship there was always a portion of English history set, 100 years or so, and that was one of four papers that were set, so that boys got up that period very carefully. A boy who was in the sixth form for three or four years probably had to get up for examination as many as 300 or 400 years of English history, but it was all private reading.

1281. (*Lord Lyttelton.*) Geography was taught in combination with other things?—Yes, to a certain extent. Through the lower parts of the school there was a map traced every Saturday which boys used to take a great deal of pains with. I do not think it was much good.

1282. But in reading through books would the masters take notice incidentally of any geographical matters which might arise in them?—Dr. Moberly used certainly very often to talk a good deal about geography.

1283. (*Lord Clarendon.*) How far did you yourself go in mathematics at Winchester?—As far as the end of conic sections; we had not begun the calculus.

1284. Mathematics was part of the regular curriculum?—Yes, there was a prize given.

1285. And places in the school marked?—Yes.

1286. Had you ample time to prepare yourself for lessons, either in modern languages or mathematics or history, if you had chosen to study them?—As an extra?

1287. Yes; had you time to prepare for them?—I think, in the sixth form especially, you could make pretty well what time you liked, because a large portion of your time was taken up with your reading for examinations, and it entirely depended upon how far you chose to read for them as to the time you had at your disposal.

1288. (*Mr. Twisleton.*) So that there was considerable scope for the indulgence of individual tastes in study?—Yes. I think as a matter of fact the course of reading used to be pretty uniform.

1289. (*Lord Lyttelton.*) How much time would a hard-working boy give in a day on an average in the sixth form?—I suppose as a general rule he might work seven hours a day. Before an examination he would probably work very hard indeed; nine or ten hours.

1290. How long would a boy, distinguished in composition, take for writing an exercise?—I suppose between two and three hours. That was what was called a task. There were shorter pieces of composition.

1291. (*Lord Clarendon.*) Was there any time given or attention paid to natural science?—Yes, there was a course of lectures every summer half year on some portion of natural science. I think there were two courses while I was at Winchester—one on chemistry, and the other on geology.

1292. Who were those lectures given by?—The first was given by Dr. Odling, the second by Mr. Rupert Jones.

1293. Who came down for the purpose?—Yes.

1294. And lectured during the half year?—Yes, he lectured for one hour every week, every Saturday, for ten Saturdays. He gave ten lectures. He used to come down on the Friday night or Saturday morning, and stay till Saturday afternoon, and if any boy wanted to go to him in the afternoon, to talk over anything that he had done, both those lecturers were very willing to assist him.

1295. And the attendance on those lectures was voluntary?—I think it was supposed not to be voluntary. I mean, as a general rule, boys were expected to attend.

1296. Boys had to pay for them, had they not?—No; there was no payment. Dr. Moberly announced that he wished the whole school to attend.

1297. That was not an extra?—No.

1298. Was the attendance given willingly, do you think?—I think some boys did not go at all.

1299. Had not they to account for their not going?—The names were not looked over in any way, and with a large hall, of course, individuals might be away without being discovered.

1300. Those lecturers came down during the last two years you were there?—I am not sure whether it was two or three years; there were only two courses of lectures that I ever heard, but I think one year there were no lectures.

1301. And nothing of the kind before that?—No.

1302. That would be about the year 1857?—1857 or 1858.

1303. (*Lord Lyttelton.*) Did you ever know any boy go to speak to the lecturer afterwards?—Yes, certainly; with Dr. Odling several boys used to go in the afternoon to ask him about different experiments that he tried.

1304. (*Lord Clarendon.*) Was an interest taken in the geological lectures?—I do not think so much as in the chemical lectures.

1305. Did the chemical lecturer make experiments. Was it a practical lecture?—Yes.

1306. Was there a debating society at Winchester?—There was no regular debating society. We used sometimes to get up a debating society for a short time.

1307. Where did they meet?—In any rooms they could find. We had a debating society the last half year I was at Winchester.

1308. What subjects were debated?—We used to debate upon all sorts of political and other subjects.

1309. Subjects of the day?—Yes.

1310. Did you debate on historical subjects?—We had a debate once on Oliver Cromwell; but I think we found it went more lively when we had a debate on the state of the school. Once there was a reform bill brought in—a reform in dress—as to different articles of dress that were not allowed. That was the last half year I was at Winchester.

1311. How much time is given to cricket in the season?—It depends on the day of the week; in the summer there are two whole school days, as they are called, and one day in which the masters do not take any work at all. It is not exactly a whole holiday, be cause every body is obliged to be in school: and there are two days which are half holidays. On a whole school day there would be something like two hours between breakfast and tea, and there would be time before breakfast, because when I was at Winchester there used to be chapel service at six o'clock. Of course, very little cricket was played at that time in the morning. On the day on which there was less school work cricket matches used to go on for six or seven hours.

1312. (*Mr. Vaughan.*) About the play, were any studious boys also good cricketers?—Some really good cricketers were very hard-working boys too.

1313. They must necessarily have given a good many hours a day to study?—Yes.

1314. What they gave to cricket was simply what remained?—Yes.

1315. Do you think it was possible that any of those boys who were good cricketers and at the same time studious boys, would have given as much as three hours a day every day in the week to cricket?—Not every day in the week, certainly not.

1316. On the average?—On the average I should think they would; because if there was a match once a week, which in the very hot weather there used to be, he probably was either playing cricket or looking on for five or six hours.

1317. Should you say that the very idle boys were, on the whole, the best cricket players?—I do not think they were on the whole; for instance, the last half year I was at Winchester, the first ten prefects with a bowler given played the rest of the school at cricket and beat them.

1318. They represented the intellect of the school, I suppose?—Yes, in that case they certainly did. In that case six of those who were at the top of the school were in the eleven at cricket. That was, perhaps, a stronger instance than was likely to be at all usual.

1319. Did the boys who excelled in cricket get any recognised status in the school amongst the other boys?—They were looked up to to a certain extent. Those who were in the eleven were certainly looked up to.

1320. Did they gain any authority in the discipline of the school thereby, or did the masters look up to them to preserve the discipline of the school above other boys?—No; there was a rule—I am not sure whether it was acknowledged by the masters—but there was a rule that if the boy who was captain of the eleven at cricket was in the sixth form he might have one boy to watch out for him.

1321. When you were at Winchester did you play any cricket match against Eton?—I never played myself.

1322. I mean the school?—Yes.

1323. Do you recollect with what results—which won?—It varied different years.

1324. Do you think it was as often on the side of Winchester as Eton?—For the last 12 years it certainly has been. The last two years I was at Winchester we beat both years. The three years before that we were beaten; and for five years before that I think we beat them.

1325. Do you recollect whether when the boys who played cricket best were studious Winchester was beaten more in those years?—Certainly the two years I was alluding to when the boys at the top of the school were such good cricketers we beat Eton both years.

1326. (*Lord Clarendon.*) Flogging has diminished at Winchester, has it not?—Yes.

1327. During your time?—Yes.

1328. What was about the average number of floggings in the school time in a week?—I should think now it is certainly not so much as once a week.

1329. Do you think that the effect of the diminution of flogging has been good?—I think it was certainly excessive at one time.

1330. Do you think that the moral effect of the diminution of that which was thought at the school to be excessive, has been good?—I think so.

1331. And that flogging is now a more important, a more grave thing than it used to be?—Yes. There were different kinds of flogging. There were two kinds of public flogging, which were called "bibling" and "scrubbing." I think the scrubbing has been abolished. Scrubbing was four cuts and bibling was six. That was the ordinary flogging. Besides that there was another description of flogging which it called sixth chambering, which only takes place for very severe offences indeed. It is a very exceptional

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thing; it is the heaviest punishment, next to expulsion, in the school.

1332. Is that public?—No; it is not before the whole school. There were always representatives of the school there; always, at least, two prefects present. It depends partly on the offence. There are two prefects and two other boys.

1333. Is the flogging always administered by the Head Master?—No; by the Head Master or the second master; one or the other.

1334. (*Mr. Twisleton.*) Did commoners ever receive flogging in sixth chamber?—No; they have something which is analogous to it. They are flogged in the prefect's library.

1335. (*Mr. Vaughan.*) I apprehended the Head Master to say that the flogging as it was administered at Winchester sometimes hardly took effect at all; that the mode in which it was administered and the instrument itself were such that it sometimes hardly struck the naked body of the boy?—I think the master would do it very badly then. There was a narrow space: it was always on the back. They pulled up the shirt.

1336. (*Lord Clarendon.*) What other punishments were imposed at Winchester?—Impositions.

1337. To write out?—To write out, and to repeat.

1338. Which were the most usual?—In the lower parts of the school, to write out, certainly.

1339. And in the upper?—Dr. Moberly hardly used to give the sixth form boys anything to write out; he nearly always used to make them learn it by heart, and generally the other masters did so too.

1340. What would be the amount of lines that he would give a boy to write out as a severe imposition?—A tolerably severe imposition, I suppose, would be about 100 lines.

1341. Of what?—Of Horace's *Ars poetica*, or something of that kind, or Virgil; there was very seldom anything heavier than 100 lines; that was very severe.

1342. That is about the utmost that would be given in the lower school?—Yes; I think there would be much less to learn by heart.

1343. Did the boys write it out very quickly; do you think it spoiled their handwriting?—It was not written out neatly, certainly.

1344. Was care taken about its being written, or did not the masters care about it?—I do not think it was looked over very carefully; it was only just glanced at.

1345. To see the number of lines?—Yes.

1346. (*Mr. Twisleton.*) Which system do the boys prefer, that of flogging, or impositions?—The boys at the top of the school, those of any age, I do not think would like to be flogged.

1347. But below senior part the fifth?—I think in the lower parts of the school if a boy was tolerably hard hearted he would not mind being flogged.

1348. Did you find that your state of scholarship when you went up to New College was equal to that of industrious men, your contemporaries, coming from other schools and places?—I have so very little means of judging. At New College nearly all the men come from Winchester, so that one is really not pitted against the other men, except when one goes through the university examination.

1349. You have been through the university examination?—Yes.

1350. You took honours in moderations, did you?—Yes.

1351. What honours?—Double first.

1352. In mathematics and classics?—Yes.

1353. (*Mr. Vaughan.*) As to the Greek composition particularly; did you think, judging from university examinations, that you stood upon a level as to the Greek composition with the best men of the best other public schools when you first went up to the university?—I have no means of comparing myself with other men, but certainly there was very little Greek prose, in fact, hardly any, done at that time at Winchester.

1354. (*Mr. Twisleton.*) How often had you to do Greek verse?—I think once a week as a regular thing; then twice a week you were allowed to choose a piece for translation into either Latin or Greek.

1355. How many Greek iambics did you have to write, for example, each week?—A boy at the top of school, I think, would have to write 10 or 12 as a necessary thing; but I think now there is more Greek composition done, because I know that during last year there has been a prize given for Greek prose translation, so that I should suppose that some more means were taken for preparing boys for that.

1356. The boys go to St. Catherine's Hill, do they not; what is the custom, now, with regard to boys going to Hills?—I think now boys are not required to go to the top of the hill at all; I am not sure about that.

1357. When you were there what was the custom?—Every boy was obliged to go up except prefects, and one boy whom the prefect liked to take off. He was allowed to take a boy off into the country anywhere within bounds.

1358. But all except prefects and those who went with the prefects were bound to go up and play there?—Yes, as a matter of fact, the prefects very often took the boys off when they did not go with them. If two prefects were going out for a walk each allowed a friend to come off to them, and then the two smaller boys went together, and the two prefects went together. Perhaps I ought to say, with regard to the composition, that I think there was very much more original composition than translation done at Winchester. There was a very large amount of original composition done, especially in verse; and I think a great deal of it was done, perhaps, rather slovenly, from the fact that there was a very large amount of it.

1359. (*Lord Clarendon.*) You think in that an improvement might be made?—Yes.

1360. (*Mr. Twisleton.*) If there was a larger proportion of translation into Latin verse and Latin verse into Greek prose and Greek verse, that would be better than a similar amount of original composition?—Yes, there was an idea that there was, altogether, too much composition.

1361. (*Mr. Vaughan.*) Exclusive of translation?—There was very little translation done. It was felt that there was altogether too much original composition done. There were two principal pieces of composition done every week—one prose and one verse. As a general rule, those at the top of the school did about 40 lines each.

1362. (*Mr. Twisleton.*) And at last that was done with great facility—a boy often really did not exercise his mind?—No.

1363. (*Lord Clarendon.*) Is that the only improvement that you could suggest as useful to the school?—There are many points on which the exact training at Winchester does not lead to any immediate fruits at Oxford; but I can hardly appreciate how far it is useful for training the mind generally. For instance, there was no translation from classical authors into English done on paper, or hardly any. There was a great deal of public translation—a great deal of public construing. I have not heard complaints at Oxford, particularly of Winchester men not translating well. They had a great deal of practice in it *viva voce*, but they had hardly any on paper. I do not know how far it is done now, but the last half year I was at Winchester there was more done than before, but there was still very little.

1364. (*Mr. Twisleton.*) Do you deem it desirable that boys should give written translations of passages?—I should have thought to a certain extent it was desirable.

1365. (*Lord Clarendon.*) With those exceptions do you look back with satisfaction to the period that you passed at Winchester, and do you think that upon the whole your time was employed in the manner which was the most useful to you?—Yes; I think as a general rule it was so. I do not know any general way in which it could be improved.

The witness withdrew.

J. H. Thresher, Esq., called in and examined.

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1366. (*Lord Clarendon.*) How many years were you at Winchester?—Five and a quarter.

1367. You are now at New College?—Yes.

1368. How long have you been at New College?—Two years.

1369. You went straight from Winchester there?—Yes.

1370. You were in commoners?—Yes.

1371. What do you consider to be the social relations between the commoners and those on the foundation of Winchester?—They are very friendly now.

1372. Were they not so formerly?—When first I went there they were not, certainly, on such a friendly footing as they are now.

1373. Which thought the other inferior?—I should say each thought the other, in a certain way, inferior; but neither regarded the other as holding an inferior "status" in the school. When first I went to Winchester the college had not that superiority in scholarship generally which it has now. They were admitted then by nomination, not by examination.

1374. It is considered that the collegers have now an undoubted superiority, is it not?—Yes, generally, in scholarship.

1375. However, as far as you now know, their relations are friendly?—Quite so; very much so indeed.

1376. Mixing in games and in all other matters of that sort?—Yes.

1377. There was a kindly social feeling between them?—I think so, certainly.

1378. The collegers did not object to the gown, that you know of, did they?—Not at all, I think.

1379. There is no feeling about them on that account on the part of the commoners?—No; I never heard that.

1380. Do you consider that the authority of the prefect, which is very great there, is popular in the school, and that it is cheerfully submitted to?—I think so, certainly.

1381. And is exercised in a fair manner?—Yes; I think so, generally.

1382. The head prefect of Hall has very great power, has he not?—Yes, he has.

1383. You do not think that creates, in general, a disposition to abuse it?—I think not; I never remember a case of that sort.

1384. During the time you were there did you consider that public opinion was of a sound and wholesome character in the school?—Yes, I think so.

1385. And that it would have manifested itself strongly against anything ungentlemanlike or low?—I think so, certainly.

1386. You think that neither swearing, drinking, gambling, nor bullying, would have found anything else than reprobation in the school?—I think not, generally, certainly.

1387. Was there much drinking while you were there?—I think very little; of course cases were discovered every now and then.

1388. I mean there was nothing as a general rule?—No.

1389. (*Lord Lyttelton.*) Could the boys go into public-houses in town?—Sometimes; by going out of bounds they could.

1390. (*Lord Clarendon.*) Would a prefect who saw a boy come out of a public-house anywhere consider it his duty to notice it?—Yes, certainly.

1391. And to punish it?—Yes.

1392. If he heard a boy using very gross language, or swearing, would he punish him?—That would depend. It would not be so strictly considered a matter of duty. I should think it would depend more on the personal tastes and habits of the prefect.

1393. Was there much bullying when you were at Winchester?—Very little indeed. I hardly remember any case of flagrant bullying all the time I was there. I think it was perhaps rather decreasing. There was much less reason for saying there was any latterly, than when I first went there. I think perhaps there might have been a little ground for saying so then.

1394. What sort of bullying was it. Was it by chaffing, by one boy annoying another, or acts of force?—I think the latter, usually.

1395. Knocking him about?—Yes.

1396. (*Lord Lyttelton.*) Was it a tradition in your time, that there had been in any former time a good deal of bullying?—I do not think there was such a tradition in the school. I have heard it stated but I should not say it was a general opinion.

1397. (*Lord Clarendon.*) The fagging is not objected to is it?—Not at all.

1398. Do you think that the manner in which fagging is exercised there is beneficial rather than otherwise, both to the fagger and to the faggee?—I should think so.

1399. Do you think that the master, the fagger, has a kindly feeling towards the boy he fags, and would protect him?—Yes; I think so generally with his own fags and boys immediately around him.

1400. The upper prefects have a special fag of their own?—Yes; that was more the case in the College than in commoners.

1401. In commoners what boys had the power of fagging?—Only the prefects.

1402. The fifth form could not fag?—No.

1403. And the fifth form was not fagged?—No.

1404. You are not aware of any abuse of the power of fagging?—No; not in a general way. Very much the reverse. Of course there were one or two cases during the five years I was there when it was brought forward.

1405. Before the prefects?—Yes.

1406. By the boy himself?—It was reported to the Head Master, I think, in both cases. In one case it was taken up by the prefect, and in the other case the boy went straight to the master.

1407. It was an abuse of power?—Yes.

1408. Did the Master consider that the boy had made a just complaint?—Yes, in one case; and I think in the other not.

1409. Was there any wish for single rooms during your time?—No; I never heard it expressed. I do not know what might have been the feeling.

1410. Had you a single room?—Yes; but there was only one single room—which belonged to the senior prefect in commoners. As senior prefect, I occupied this single room for two years. Our bedrooms were not used at all as sitting rooms. It would not have made any difference in the way of living if they had been single.

1411. About how many used to sleep in the rooms together?—About five or six in a room. There were three galleries of such rooms which would hold from four to six beds, and two larger rooms which I think held about 12 each. Those had sub-divisions, but were not walled off. They were large open galleries.

1412. That was not thought inconvenient and was not disliked, was it?—No.

1413. (*Mr. Vaughan.*) In commoners you had a playground to yourselves, had you not?—Yes, we had.

1414. Considering that you took your meals in separate houses and that you had a playground to yourselves, and that you had different usages in many respects from those in college, was not it an effect of all this that your friendships and associations were chiefly in commoners?—Yes, I think so; until the boys were quite at the top of the school.

1415. Was it the effect of that again that whatever feelings might be entertained towards each other by the different parts of the school, the commoners and the college did constitute different sections?—Yes, usually, certainly.

1416. Did the distinction at all approach to being anything like that between two different schools?—No, I do not think one can say that, because the

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classes were all mixed up together and our work was done in the same place.

1417. But out of school I mean?—No, I do not think so.

1418. (*Mr. Twisleton.*) When they went to Hills they would mix?—Yes. This playground that belonged to the commoners was a small piece of ground, separated by a wall from the College Meads. This wall has been taken down since I left Winchester. The commoners also had a field at some distance from the school; this was accessible to us for an hour, per diem, on schooldays, and for two or three hours on holidays. For all the large games, whether for football or cricket, we used to join in the large college meadow. We mixed together in the school games; cricket matches, &c.

1419. (*Lord Clarendon.*) Were you satisfied with the quantity and quality of the meals you had while you were there?—I think the quantity was always very good; I think the quality was sometimes rather inferior.

1420. Inferior meat?—I do not think the meat was bad, but it was served in an uncomfortable manner when first I went to Winchester. That has been very much corrected. Before I left it was much more comfortable in a great many ways.

1421. Were you in a master's house?—No; I was in the old commoner building. There was only one tutor's house set up before I left the school.

1422. The meals were served in an uncomfortable way?—It was so at first, but I should not say now that the boys would consider so generally. It was much ameliorated before I went, and I believe it has been since.

1423. Did you have meat at supper?—No; the prefects used to have a piece of cold meat.

1424. Were you allowed to get meat for yourselves at breakfast?—Not to order it.

1425. If it was sent to you from home?—Yes. The prefects were allowed to order meat occasionally.

1426. (*Mr. Twisleton.*) The general system in the commoners was that of meat once a day?—Yes.

1427. Is that found to be injurious to the health of the boys having meat only once a day?—I should think not, but at one time when I was at Winchester in the lower school I thought our dinners were disagreeable, and we used to have hardly any meat in the course of the day, which of course was injurious. I do not know whether that is the case now at all.

1428. (*Mr. Vaughan.*) Do you think that the collegers who had meat twice in the day were stronger and better at the games of the school, and otherwise stronger than the commoners?—No, I think not. They were for the last two years I was at Winchester. I think that was owing chiefly to the fact that the collegers were allowed to stay on for a year older. It was at the time of the alteration, and about a dozen big boys stayed till they were 19 instead of 18.

1429. (*Mr. Twisleton.*) There was no difference from their having meat more than once a day?—No.

1430. (*Lord Clarendon.*) We have just heard about how the Sunday was spent; I suppose it is spent the same way as in the college. There is a chapel and a school in the middle of the day, and so on?—Yes.

1431. The same amount of religious instruction is given to the commoners as to the collegers?—Yes.

1432. And the same care is taken in preparing them for confirmation?—Yes.

1433. Did you attend lectures preparatory for confirmation given by the Head Master, who afterwards sent for individual boys two or three times according as he might think it necessary to examine them; was that the system?—Yes.

1434. In short it was precisely the same with both collegers and commoners?—Yes.

1435. Do you consider that the system of the boy-tutors works well at Winchester; the prefects taking boys?—We have not that system in commoners at all.

1436. I suppose you are aware of the manner in which it worked among the collegers?—Yes, I think it was almost always for good.

1437. Was there no desire to adopt anything of the kind among the commoners?—No, I think not among the boys. We had a smaller number of prefects, and a larger number of junior boys; only 12 prefects in commoners.

1438. What amount of private tuition could the commoners have?—We had two tutors who looked after the boys generally, with whom all the boys did composition.

1439. The tutors who were there for the purpose of private tuition?—Yes.

1440. They were there only for the commoners?—Only for the commoners.

1441. Did a boy go regularly to them?—Yes.

1442. At stated hours?—No; the main work which they did with them was composition, which was looked over by them. In fact I think that was the only actual work they did with them. They did not go for an hour together to study.

1443. Was it independent composition or composition for the class?—Composition for the class.

1444. (*Mr. Twisleton.*) They are to look over the exercises and correct them before they are seen by the Head Master or second master?—Yes.

1445. (*Lord Clarendon.*) In short, to prepare the school work?—Yes.

1446. Did they ever hear them their lessons?—No; not in the way of preparation for the school lessons at all.

1447. They were, in fact, assistants to the masters?—Yes.

1448. Did the boys pay extra for them?—No; the tutors in commoners were part of the regular system. They looked after the boys generally. They were always about the place, and all reference was made to them before the Head Master in a general way. They called names on all occasions almost, at dinner time and at prayers, and came round and saw the boys in bed.

1449. They were a sort of prefects, then?—Of course they were above the prefects altogether; they were regular masters, in fact. They simply did not take a regular class.

1450. There was no private work of any kind done by the masters?—No.

1451. They were entirely for school work?—Yes.

1452. And a master knew nothing of a boy out of school?—No, certainly not, as the system was then. Of course with the houses it was more so. All that fell to the tutors.

1453. The master had nothing to do with that. He dealt with a boy in class and nothing more?—No; except in the case of the sixth form, who were under the Head Master in every way. Their composition was not prepared by the tutor.

1454. Was any serious or habitual idleness severely punished there?—Yes; if it came under the master's notice in any flagrant way.

1455. But it might come under his notice by a boy never being properly prepared with his lessons in class?—Yes, that is what I meant.

1456. (*Mr. Twisleton.*) Were the lessons in any case construed to the tutors before they were construed to the masters of the form?—No.

1457. It was simply a system in which the boys prepared their lessons for the master in school?—Yes.

1458. (*Mr. Vaughan.*) What prizes or rewards could the commoners look forward to that would stimulate them in their work, which the collegers could not look forward to?—I do not think there were any.

1459. Was there anything in the nature of exhibitions to the universities that were devoted to them?—No.

1460. None to the commoners?—No, I think not. Yet at the time I was there there were several devoted to the collegers.

1461. Are the exhibitions to Oxford now open to the collegers as well as to the commoners?—I think

this time last year was the first occasion of their being awarded to any commoners.

1462. But I fancy that we understood from the gentleman who was examined last that formerly in his time the exhibitions were open to the commoners only?—No; to the collegers only. There were, no doubt, certain exhibitions which were held by the commoners exclusively. These were competed for by boys under the age of 15, and were tenable by them as long as they remained in commoners. These, of course, are quite distinct from the University exhibitions.

1463. I am speaking of the university exhibitions?—The exhibitions of the university, as long as the regular old system continued, were entirely given to the college boys, and chiefly to the college boys who had not got New College or anything equally good—superannuated boys who had behaved well in the school. Now they are given to both, I believe. I do not know that they were before last year; but last year, certainly, there was an exhibition offered to the senior boy, who happened to be a commoner.

1464. Of course you cannot say, then, how those exhibitions act upon the commoners as a stimulus, the system only having been applied for one year to them?—No, I do not know; but certainly at present there has not been the case of one of those exhibitions being given to a commoner, unless he had got New College. I do not think that in an ordinary way a commoner, leaving the school, and going to any college in Oxford, would have an exhibition given to him.

1465. Do you know whether since New College has been opened to the commoners as well as to the collegers, the commoners have taken their equal share of New College scholarships?—Yes; I think so quite, for these two years.

1466. You think upon the whole in the competition that they have done as well, in fact, as the college?—I think they have so far.

1467. According to their numbers?—Yes.

1468. That system has been in existence since the year 1857?—1858, I should think. I am not quite certain.

1469. Are you aware whether that competition has had the effect of improving the industry and the scholarship of the boys who are in commoners?—I should think it had; at least in the case of the boys in the higher parts of the school.

1470. (*Lord Clarendon.*) The commoners were obliged, the same as the collegers, to attend the French and German masters, were they not?—Yes; exactly the same.

1471. That was compulsory?—Yes.

1472. Do you consider that you learnt much French or German at Winchester?—No; very little indeed.

1473. What was that owing to. You were obliged to attend one or the other of them during five years. You attended, I suppose, the French first?—I attended the French all through.

1474. And not the German?—No.

1475. In five years you were obliged to attend three times a week, were you not?—Twice a week. I am not quite certain, but I think it was twice a week.

1476. Why do you consider that you did not learn anything in that time?—I think that generally very little attention was paid to modern languages. I do not think the master had any great influence over the boys.

1477. He did not make the study attractive?—It seemed to be an exceptional thing.

1478. (*Mr. Twisleton.*) Could you read a common French book when you left?—I do not think I could, not to read it as I would an English one.

1479. (*Lord Clarendon.*) Did you know any French when you went there?—Very little.

1480. (*Sir S. Northcote.*) Had it no effect on your place in the school, or your general character in the school?—Very little indeed, except as regarded the conduct of the French lessons.

1481. (*Lord Clarendon.*) That was not the case with mathematics. You did get marks for them, and they did influence your place in the school?—Yes.

1482. Did you learn any modern history or geography at Winchester?—Occasionally, but it was not one of the regular fixed lessons. Occasionally the Head Master put on a history lecture for half an hour in the morning, or something of that sort, but it was not in the regular scheme of the lessons.

1483. Were any prizes given for it, or did it earn marks?—When the lecture was introduced I think marks were given.

1484. It was a lecture given by the master?—It was rather reading, and perhaps an examination at the end of the half. It did not materially affect the place in the school; it was not like a regular lesson.

1485. A boy was not put on in it at all?—No.

1486. Would the Head Master take some period of English history?—Yes.

1487. He would take some period of English history and deliver a course of lectures upon it?—Yes.

1488. Was it generally remote history, or what you call modern history; was it always before the French Revolution?—Yes; I never did any later than that.

1489. (*Sir S. Northcote.*) Did you do anything later than the English Revolution in 1688?—I do not think we did. In the work for the scholarship which was given once a year, there was always a period of modern history which we prepared. That was the great occasion on which we prepared history. For the Goddard scholarship, which was given once a year, as well as a Greek book and a Latin book, there was a period of English history. The most modern of these periods extended, as far as I can recollect, over William IV.'s reign.

1490. What time had a boy for preparation in anything that he wished to acquire. Supposing he desired to become a proficient in French or German, he would have had time enough to prepare himself for it, would he not. There was a good deal of time at the boy's disposal?—I think there would have been plenty of time for the preparation, but not much opportunity for putting it into execution.

1491. The boy had a good deal of time that he might employ in reading, if that was his disposition?—Yes; I think so.

1492. (*Lord Lyttelton.*) Were the prizes in French valued. Prizes were given, were they not?—I think in my time hardly any were given, and if they were it was at a sort of private examination with the French master; and there were hardly any competitors.

1493. (*Lord Clarendon.*) Was there much private reading of general literature at Winchester?—I should think not very much, certainly.

1494. What would you say was the average number of hours a week given to study at Winchester, taking one day with another?—I suppose about 30 for actual school work.

1495. (*Lord Lyttelton.*) You mean in the school?—Yes, that was the actual school work.

1496. You would not include the time occupied in doing composition?—No; there was ample time for that in the afternoons of the half-holidays, and the evenings.

1497. (*Sir S. Northcote.*) It was the system to do a good deal of work in school, was it not?—Yes.

1498. And that you include in the 30 hours?—Yes.

1499. (*Lord Clarendon.*) About how much time was there, taking one day with another, for play and recreation?—Every day, between the hours of 12 and 1, there was an hour, and three days in the week there was a sort of half-holiday, in which there was always an hour given to regular play, and two hours were taken up by what we called Hills.

1500. (*Lord Lyttelton.*) How much time would the captain of the eleven, give in a week in the summer half to cricket, taking one day with another?—He would have an opportunity perhaps of about five hours on each of those days, *i.e.*, the half-holidays; on the others, only about one.

1501. (*Mr. Vaughan.*) He would have the opportunity, but to what extent would he avail himself of

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it?—It was subject to one restriction; for a cricket match we had to get leave to stay off our Hills; that is, going to St. Catherine's Hill. On every half-holiday it was a fixed thing that immediately after dinner, from two to four, we should go to St. Catherine's Hill, and then there was leave given for cricket usually, unless there was something against it; sometimes it was not given. I believe that custom has been quite discontinued within the last year.

1502. (*Lord Clarendon.*) Was not flogging a good deal diminished during your time?—Yes; very much indeed.

1503. It was very frequent when you first went there, was it not?—No, it was not very frequent at any time I was there.

1504. It was not considered excessive?—No. I think the system of flogging to any great extent had quite gone out when first I went there. There was, perhaps, more the first year than afterwards.

1505. But do you consider that flogging has been very much diminished since you first went to Winchester?—Not so much since I first went, as since about two years before I was there.

1506. Do you think the effect of that has been good?—Yes; I think so, certainly.

1507. More importance is attached to the punishment now, and it is considered a graver event than it used to be?—Yes.

1508. (*Sir S. Northcote.*) Has there been any alteration in the way of administering it?—I believe not.

1509. Is it in public now?—It is always, in a general way, public; but I think, perhaps, there were more instances of private punishment by the Head Master in the last year I was there, than I remembered before; but I do not think it was considered then at all a regular thing.

1510. (*Lord Clarendon.*) As far as you have been able to ascertain at Oxford, are the Winchester men considered to be good scholars and well grounded in what they have learnt?—Yes, I think fairly, as a rule.

1511. Do you think that Winchester has a fair reputation for scholarship at Oxford?—Yes, I think it has.

1512. I am not talking merely of New College, because there has not been the same means of comparing them, but how do you think Winchester scholarship stands at Oxford?—I should not think it was by any means the first, but it is not deficient at all; of course it has been getting better ever since the system of competition at Winchester began.

1513. That is considered the result which is already to be observed?—I think so.

1514. (*Mr. Twisleton.*) Some scholarships of New College are thrown open this year to general competion?—Yes.

1515. What was the reason of that?—I am afraid I hardly know what the real reason was.

1516. Were there a sufficiently good number of men from Winchester?—It was considered not, certainly.

1517. That would be the reason, would it not?—Yes, I suppose that was the reason.

1518. How many were thrown open?—Two, this year.

1519. So that only four others came up to New College from Winchester?—Yes.

1520. Do you consider that the number of six usually is not too great, or is it too great?—I should think it was too great for first-rate scholarships.

1521. And for their present numbers?—For the present numbers at Winchester I should think so, certainly.

1522. (*Lord Clarendon.*) From your experience of Winchester, reflecting upon the time that you passed there, is there anything which it occurs to you might be beneficially changed in the system, in the course of instruction, or in the mode of study?—I should think it would be better, perhaps, if the composition were put more in the form of translations.

1523. Should you say that you felt the want of that at Oxford. If there had been less original composition and more translation, and if you had devoted more time to it at Winchester, do you think you would have felt the advantage of it now at Oxford?—I think so, very much.

1524. In what way do you think you feel the disadvantage?—Mainly in the university scholarship examinations, which I think principally consist of translating.

1525. You think you might have acquired a greater facility than you possess?—I think so, certainly.

1526. (*Mr. Vaughan.*) With regard to original composition, do you think that the Winchester men, in consequence of its being cultivated more at school, obtain more of the university prizes of various kinds for original composition, or not?—I suppose that must be so. One cannot tell what it would be if they did not do so much.

1527. You can tell us, perhaps, whether Winchester carries off at Oxford, in proportion to its numbers, a greater number of prizes than other schools?—I think not.

1528. You think it does not tell?—I think not.

1529. Do you not think that in fact a practice of that sort may be overdone so as to defeat its own object, by its degenerating into a routine, and so destroying the interest which might be otherwise felt in it?—I think so, very much indeed.

1530. (*Sir S. Northcote.*) Does it seem to you more might be done at Winchester without interfering with the classical work, or with the boys' playtime, in the way of modern languages, or physical science, or other branches of instruction, by better arrangement?—I should think there might, certainly.

1531. Are there any changes which you would suggest in order to get more done?—Some alteration, I should think, might be made in the arrangement with regard to the time that is now given to modern languages. If that were better employed, of course all that time might be made gain, instead of which it is almost a regular loss.

1532. (*Lord Clarendon.*) It might be employed in learning the modern languages?—Yes.

1533. (*Sir S. Northcote.*) Do you think more would be done if the classical masters undertook the teaching of modern languages?—I do not know, I am sure.

1534. (*Mr. Twisleton.*) The system of fagging with you in commoners is that the junior boys are fagged, is it not?—Yes.

1535. The fagging does not depend on the length of time that a boy has been in the school?—No.

1536. In college the system is different, we have been told?—Yes.

1537. Do you think it desirable that there should be two different systems of fagging—one in college and one in commoners—or that both should be the same?—I do not think that they interfere much with one another, but still I thought on the whole that ours was the better.

1538. Take the case of a boy in the middle part of the fifth, who has gone through his regular system of fagging, do you think it might not deter him from standing for college to know that when he went there he would be junior in college and have to go through the whole system of fagging again?—I think it might, certainly.

1539. And in the lower form, according to the returns for 1861, the very old boys in the junior part of the fourth and middle part of the fourth in commoners, there were five boys above 14 in the junior part of the fourth, and there were 11 boys above 14 in the middle part of the fourth. Were the numbers at all in proportion to that, do you think, when you were there?—No, not so large as that, certainly. The school has increased about 50 since I left.

1540. You are not aware that big boys were in the lower forms of the school when you were there?—Not so generally.

1541. Not in that proportion?—No, not so much.

1542. Do you think it an advantage or an evil that

boys of an advanced age should be in those lower forms?—I should think it must be an evil.

1543. Is it not a disadvantage to little boys to be in the same form with those very old boys?—I should think it was in many ways.

1544. Do you think it would be an advantage or a disadvantage if boys were not allowed to be in the lower form if they were above a certain age?—I should certainly think it would be an advantage to the other boys, and a great advantage to the master. I do not know whether that would counterbalance the greater disadvantage which it would be to the boy himself.

WINCHESTER.

J. H. Thresher, Esq.

15 Dec. 1862.

Victoria Street, Saturday, 14th February 1863.

PRESENT:

Lord Lyttelton.	Rev. W. H. Thompson.
Hon. Edward Twisleton.	H. Halford Vaughan, Esq.
Sir Stafford Northcote, Bart.	

LORD LYTTELTON IN THE CHAIR.

A Junior in Winchester College called in and examined.

A Junior in Winchester College.

14 Feb. 1863.

1545. (*Lord Lyttelton.*) I believe you are on the foundation of Winchester?—Yes.

1546. How old are you?—I was 14 last November.

1547. When did you go to Winchester?—At the beginning of last September.

1548. Then you were on the foundation immediately?—Yes.

1549. (*Mr. Twisleton.*) You came into college through open competition?—Yes.

1550. (*Mr. Vaughan.*) Not having been in the school before?—No.

1551. How many competitors were there at the time?—137.

1552. How many vacancies?—Seven.

1553. (*Lord Lyttelton.*) You came in one of seven out of 137?—Yes.

1554. Whereabouts did you come?—I was senior.

1555. What part of the school are you in?—I was put into the middle part of the fifth. I have been moved into the senior part this half.

1556. Is that part of the school liable to fagging?—Yes, all parts of the school are except prefects, except the senior division of the sixth. The more juniors they have the less they fag.

1557. Are you about the middle of the school?—Yes, I am rather higher.

1558. How long shall you, in the regular course, have to be a fag?—I must be so for a year and a half more. I could not be made a prefect before that.

1559. You have had the experience of one school time at Winchester?—Yes.

1560. We want to know about the fagging at Winchester, and exactly what it is the fags have to do. Take Monday, for instance, and tell us exactly how that day is spent as to fagging. When do you begin in the morning?—We get up at about six o'clock and get the prefects' basins and things ready for them to get up.

1561. Do you belong to one prefect in particular, or do you fag for the whole body?—We fag for the whole chamber we are in.

1562. How many prefects are there in that chamber?—There are some with three, and some with two.

1563. When you get up at six o'clock in the morning, who calls you?—A man comes round.

1564. One of the servants calls you?—Yes.

1565. How many are there in the chamber besides the prefects?—In the largest chamber there are fourteen, and in the smallest eight.

1566. Who are they besides the prefect?—There is the candle keeper.

1567. Besides the prefects are all the others fags?—All the others but two are.

1568. What are those two?—One is a candle keeper, and the other is the senior in chambers.

1569. What has the candle keeper got to do. Is it not a sort of fagging?—He cannot be fagged himself, but he cannot fag anybody else.

1570. Why is he called candle keeper. Has he nothing to do?—No; I do not know what the origin of it is.

1571. Is the senior in chambers the same. Can he neither fag nor be fagged?—He may be fagged, but he is not generally.

1572. How many fags are there in the room who practically have to fag?—If there are three prefects there are three valets; if not, only two valets and a junior, who has to do the greatest part of the fagging.

1573. What have the valets to do?—Each prefect has a valet of his own, who has to make his mess every night, and take his books out and do everything he wants.

1574. Then the prefects, besides the general fag, have each a valet to themselves?—Yes. There is only one general fag in each chamber.

1575. Which are you?—I am valet now. I have just become so, because a new boy has just got in.

1576. All last school time were you a general fag?—Yes.

1577. Tell us what you had to do last term when you were a general fag. You were called at six o'clock?—Yes.

1578. What had you to do when you were up?—I had to call the boys all round twice before the bell rang for chapel, and they generally got up when the bell began to ring.

1579. When did the bell begin to ring?—At about a quarter to seven, and then they got up.

1580. You got up at six yourself?—Yes.

1581. When had you to call the prefect?—I had to call the prefect once at a quarter-past six, and again at about half-past six.

1582. Was that to make sure of his getting up?—Yes.

1583. Did he ever get up at a quarter-past six?—No.

1584. You always called him twice, and at about half-past six he got up?—Yes.

1585. What had you to do; had you to get the basins and things ready?—Yes.

1586. What have you next to do as a fag?—I have to call out when the prefect of chapel goes into chapel, so that they may know.

1587. That is at a quarter before seven?—Yes.

1588. Do you call that out in the room?—Yes; and when the bell has done.

1589. How long does the bell ring?—About a quarter of an hour.

1590. What have you to do next?—Then we go into chapel.

1591. I want to know what you do as a fag; what fag work have you to do after seven o'clock?—Between half-past eight and nine, after breakfast, we have to go down, or to watch out at any games.

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1592. What had you to do after you were up yourself; had you anything to do before going to chapel besides this calling?—No.

1593. Then you went into chapel at a quarter before seven?—Yes.

1594. When did you come out of chapel?—Generally at about half-past seven, and then there was half an hour's school till eight.

1595. What did you do at eight?—At eight there was breakfast; we might stay till a quarter to nine, but we generally went down about half-past eight.

1596. Had you anything to eat or drink before going to chapel?—No.

1597. At eight o'clock you got your own breakfast; but had you not something to do for the upper boys at breakfast?—No, the choristers did that.

1598. All the breakfast work is done by some other boys or servants?—Yes.

1599. So you had plenty of time for your own breakfast?—Yes.

1600. (*Mr. Thompson.*) How long did they give you for it?—Three-quarters of an hour.

1601. (*Lord Lyttelton.*) What did you do at a quarter before nine?—There is generally some game going on, and we go down and watch out.

1602. You had to help in the game?—Yes.

1603. Suppose it were cricket, what would be the cricket fagging?—Merely fielding.

1604. Not taking a part in the game?—No.

1605. What was it at football?—At football you had to play yourself most days, and other days you had to put the ball in again when it was kicked out.

1606. Were you obliged to play whether you wished it or not?—Yes.

1607. Did all the boys wish to play, do you suppose?—A great many did not.

1608. That began at about a quarter before nine?—Yes.

1609. How long did it go on?—It only went on till nine, but we generally began between half-past eight and a quarter to nine.

1610. What happened at nine o'clock?—There was school till twelve.

1611. What was there after twelve?—Between twelve and one the same at games.

1612. You were obliged to go both those times?—Yes.

1613. What did you do at one o'clock?—At a a quarter past one there was dinner; we were supposed to prepare for dinner between one and a quarter past.

1614. Had you anything to do with fagging in preparation for dinner?—No.

1615. How long did the dinner take?—Till about a quarter to two.

1616. What was there next?—There is never much fagging between quarter to two and two.

1617. What fagging might there be?—There might be a game of some kind.

1618. At two o'clock what was there?—There was school till four o'clock.

1619. At four o'clock what was there?—From four to five a game, perhaps.

1620. Then you had to watch out again?—Yes.

1621. They always expected you to be present, and to fag in the games?—Yes.

1622. What was done at five o'clock?—There was school till six o'clock.

1623. At six o'clock what was there?—Tea.

1624. Had you any fagging at tea?—Yes, some.

1625. What had you to do?—We had to toast bread, if we were told to.

1626. Had you to make the tea?—No.

1627. You had not to bring up the kettle?—No.

1628. Was that done by the servants?—Yes.

1629. You had to toast the bread of the prefect whose particular fag you were?—Each prefect has a fag to do that for him.

1630. What does the general fag do?—He does not do anything in particular.

1631. Is he liable to be sent to get things?—He might be.

1632. What had you yourself to do during that half-year?—I had only to toast the bread of the prefect whose fag I was.

1633. But you were a general fag, were you not?—Yes; but I was the special fag of a prefect in hall.

1634. That was six o'clock tea?—Yes.

1635. How long time was allowed for it?—Till half-past six.

1636. What happened then?—From half-past six to half-past seven, I had to get the chambers tidy.

1637. Will you describe that; what chambers do you mean?—The seven dormitories that are called chambers. The general fag has to put everything away that is tumbled about, and to send out for everything that the prefects may want for mess.

1638. For supper?—Yes; and if he is wanted to help the valets.

1639. (*Mr. Thompson.*) How do you mean sent out?—To send out two men.

1640. (*Lord Lyttelton.*) That is an hour; was that hour pretty fully taken up with that work?—Yes.

1641. It took up about the whole time, did it?—Yes.

1642. Had you to lay the things for supper?—No, the valets did that.

1643. Did the servants do anything in putting the room in order?—No.

1644. That is about half-past seven, what was done then?—At from half-past seven to a quarter to nine, you had your work to do.

1645. Were you interfered with during that time?—No, except that at half-past eight you might be told to put some wood on the fire, that was all.

1646. (*Mr. Thompson.*) Were you in the same room with your master?—No; only the two prefects. We slept there.

1647. (*Mr. Twisleton.*) You were in the same room with the master of your chamber?—Yes.

1648. (*Lord Lyttelton.*) You had that time for your work, from half-past seven to a quarter to nine?—Yes.

1649. If you did not want it for your work, did you do anything else you liked?—Yes.

1650. What did you do at a quarter before nine?—There was chapel till nine, and we were supposed to be in bed by a quarter-past nine.

1651. Could you be called up at night by the prefects?—No, not when you are once in bed.

1652. Not till you were called yourself, at six o'clock?—No.

1653. That is a regular day, is it. Are all the days much like that?—Yes; except that Tuesday, Thursday, and Friday were what we call "half remedies," when we went to Hills, between a quarter-past two and half-past three; and then when we came back there was nothing much to do the rest of the day. We were liable to games all the rest of the afternoon.

1654. But you all went to Hills together?—Yes; we were all obliged to.

1655. You could not be fagged in that time of Hills?—In the foot-ball half, we were obliged to play foot-ball in a certain place.

1656. (*Mr. Thompson.*) You have games on the Hills, have you?—Yes.

1657. (*Lord Lyttelton.*) What did you do on the Sunday. What difference was there then; might you be fag on a Sunday?—We could have been, I suppose, but there was never much; chapel was not till eight o'clock in the morning.

1658. Were you called at the same time on Sunday?—No; we were called about seven.

1659. And then had you to do the same, calling the prefects, and getting ready for them?—Yes.

1660. And the same fagging at tea?—Yes.

1661. Were you ever sent with messages on a Sunday?—No.

1662. Then you had much less fagging on Sunday than on other days?—Yes.

1663. Had not you to make the chambers tidy on the Sunday ?—Yes.

1664. At the same time ?—Yes.

1665. What time in the evening ?—After hall; between half-past six and half-past seven.

1666. You had to get them ready for mess ?—Yes.

1667. How many prefects were there ?—In some chambers there were three, in some there were two—eighteen altogether.

1668. What you have told us is, the fagging you had to do for your own seniors, and the work of these chambers; but besides that you had three prefects in your room ?—Two prefects.

1669. Then there were sixteen other prefects besides ?—Yes.

1670. Could you, as belonging to that chamber, be fagged at any time to send a message by any of these sixteen ?—Yes.

1671. They have a general power of fagging ?—Yes.

1672. Were you often sent by the others ?—Yes; by any of them.

1673. What did they do when they wanted a fag; what did they call out ?—If they wanted you to come to a game, they say, "Come down to cricket," "Come" and watch out at cricket."

1674. That you always have to do; but do not these prefects send messages sometimes ?—No.

1675. Is there no general fagging. Suppose a prefect wants a book from a shop, for instance ?—We are not allowed to go out of college.

1676. Or if he sent a message to another prefect ?—Yes; he could send you to another prefect.

1677. I mean, would they catch the first boy they could, or call out ?—They would catch the first they saw. If they were in school they would call "Junior." Then we should have all to run, and the first that came would be taken.

1678. That is any time in the day ?—Yes.

1679. (*Mr. Twisleton.*) "Junior" would be the cry ?—Yes.

1680. (*Lord Lyttelton.*) Besides school work, all the time you have to yourself is about an hour and a quarter in the evening ?—Yes.

1681. Is that time respected by the prefects. They do not fag boys during that time ?—No.

1682. Because they know they have something to do ?—Yes.

1683. (*Mr. Twisleton.*) In school it would not be easy for them to fag ?—No.

1684. How many hours in school altogether are you in the day ?—There is half-an-hour before breakfast, three hours in the morning, three hours in the afternoon, and then there is an hour and a quarter in the evening.

1685. (*Lord Lyttelton.*) That is private work, is it not ?—Yes.

1686. Are you obliged to be in school all that time, if you get your work done sooner ?—We are obliged to be in school; we must not go out without putting up a roll to the master.

1687. Are you allowed to go out, if you have done your work, sooner ?—No.

1688. Had you full time for the work you had to do ?—Yes; generally. Sometimes we had not when the work was harder.

1689. May there be a time when you might want to be doing work instead of going to play at games ?—Yes.

1690. But you could not do that; you would be obliged to go to games ?—Yes, unless your prefect tutor gave you leave to stop in and work.

1691. (*Mr. Vaughan.*) With regard to going to games, whenever there was a game going on, was it considered that you were obliged to go down, whether you were summoned by a particular prefect or not ?—Yes; especially if any who got into college before you were there, you were obliged to take them off, being their junior.

1692. You were obliged to go down whenever a game was going on ?—Yes.

1693. Supposing that a game was going on, and directly you knew it was going on you did not present yourself there, would you be found fault with ?—Yes.

1694. (*Mr. Twisleton.*) The senior, who was obliged to remain till you went there, would complain ?—Yes, because I did not go to take him off.

1695. (*Mr. Vaughan.*) Was it only necessary then that one person should attend at the game ?—All the juniors, those who got into college latest.

1696. In case they were not there, then were those who got into college senior obliged to be there ?—Yes; and then, of course, they would complain of the others.

1697. But supposing there was an attendance of some juniors, would those who got into college senior be expected to remain then or not ?—Yes; before the older boys—before those who had been in college longer.

1698. Was it understood that there should always be a given number attending at the game ?—No; but as many as might be required.

1699. How did a boy know how many would be required ?—He could not tell any certain number, but as many as the prefects chose.

1700. You would have to guess that ?—Yes; or they would say, "We do not want any more"; those who got last into college have to go down most, because they have no juniors—they are expected to take their seniors off at games.

1701. A person who was actually in the position you were in would be obliged to go every day, and at every time when games were going on ?—Yes.

1702. In the foot-ball half, all boys are forced to play foot-ball, except candle-keepers. They get off, do they ?—They get off everything.

1703. (*Sir S. Northcote.*) How does a boy get to be candle-keeper ?—By having so many juniors—by so many more getting into college under him.

1704. (*Lord Lyttelton.*) You go to foot-ball in the winter, at the different times you have named—three times a day ?—Yes.

1705. (*Sir S. Northcote.*) Do candle-keepers come immediately next to prefects ?—Yes.

1706. (*Lord Lyttelton.*) How many were there ?—Seven.

1707. (*Sir S. Northcote.*) Next to the candle-keepers are all juniors ?—Yes.

1708. There is nothing between ?—There are seven seniors in chambers, but they may be fags—they very seldom are—they have to play foot-ball, and that is all.

1709. (*Mr. Vaughan.*) Was there exemption for candle keepers by daylight as well as what would have been by candle-light in old times ?—Yes.

1710. (*Sir S. Northcote.*) There is a candle-keeper and a senior in chambers—in each chamber ?—Yes.

1711. May it happen that the candle-keeper in one chamber has been longer in school than a junior in another chamber ?—Yes.

1712. So that a boy who is lower in the school may get off fagging sooner by happening to be the highest in his own chamber ?—Yes.

1713. With regard to this putting to rights, did each junior or general fag put to rights his own chamber ?—Yes.

1714. So that there would be seven boys putting to rights seven chambers ?—Yes.

1715. How did it take so long as an hour. What had you to do in chambers ?—The time was not all occupied, but we might be called to do anything at any moment.

1716. (*Lord Lyttelton.*) You were obliged to be at hand ?—Yes.

1717. (*Sir S. Northcote.*) It was not that you were sent to put everything straight and then go away ?—It was our regular duty, and we were obliged to do it and then be ready for any other work.

1718. You could be reading or doing anything to amuse yourself while you were not actually at work there ?—Yes.

1719. (*Lord Lyttelton.*) What did you do while

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you were not setting the things to rights?—I could never settle to anything.

1720. (*Sir S. Northcote.*) I should like to know exactly what you mean by setting things to rights, was it taking the books that were lying about and putting them into shelves?—Yes; putting all the things in a line—putting the basins on a shelf and sweeping up the room.

1721. You had not to clean the grate or anything of that sort?—No.

1722. (*Mr. Twisleton.*) Had you to make the fire?—Yes, to put the wood on and to light the fire; we had no coal, only wood.

1723. (*Lord Lyttelton.*) And you kept them up?—We do not keep them up, we put on a half-faggot whenever the prefect likes, it burns out soon and they do not have another on for about an hour.

1724. (*Sir S. Northcote.*) Are there other boys in the room while you are doing this?—Yes.

1725. Are you liable to be called by them to do other jobs during the course of that hour?—Only liable to be called by prefects.

1726. (*Mr. Vaughan.*) Do you say the fires are not constantly kept up?—They are not constantly kept up.

1727. Had you an allowance of so much wood?—We have so many faggots, three or four allowed to us of an evening.

1728. In fact, you have an insufficient quantity of faggots allowed you to keep up the fire?—I suppose it has always been so.

1729. You have a certain number of faggots which will not last the evening?—No; we put on one about every hour.

1730. What do you consider to be the use of the fires, then?—They have a half faggot on to cook their mess with, and then we have one to make the water boil for whoever is going to have the bath. Then we have to keep some over for the next morning when they are dressing for chapel to heat their water.

1731. In the winter—in November, for instance, would there be no fire in those rooms at all for the purpose of warming yourselves?—There would in the course of the evening.

1732. Yes, at these times when it was wanted for the meals and hot water; but I mean for the mere purpose of keeping you warm?—Yes; when the prefects thought we were cold they would order a half faggot on.

1733. How long would a faggot last?—They only put on half a one at a time, and that would last about a quarter of an hour.

1734. (*Mr. Thompson.*) What is a faggot?—A small faggot of brushwood or other wood, which we had to untie and divide into two lots.

1735. Had you no coals?—No.

1736. (*Mr. Vaughan.*) Did your allowance vary with the length of the daylight?—No; this winter they allowed us four faggots; generally there are only three—last winter there were only three.

1737. In fact, that would provide for about an hour and a half's fire altogether for the night and morning?—Yes; we are supposed to have wood on twice in the course of the evening, and then while we are in bed the prefects have some on, and then in the morning to warm their water with; but we are supposed to have the benefit of it—we can go to it if we like.

1738. Do you suppose that those who were sitting at their work in the winter felt cold at all?—No; I think not this winter.

1739. But suppose the winter to be a tolerably severe winter, in February, for instance, and November, and the end of January, do the boys feel starved?—If they did they would ask to have some wood on, and the prefects would give leave.

1740. But this wood may be exhausted. They cannot have it for more than a certain length of time during the whole evening?—No.

1741. (*Mr. Thompson.*) In a hard winter would more faggots be allowed?—I should think so.

1742. I mean by the school authorities?—I should think so.

1743. (*Mr. Twisleton.*) As a matter of fact, have you felt disagreeably cold?—I have not.

1744. (*Mr. Vaughan.*) But then you were moving about, attending on the other boys, which would help to keep you warm?—Yes; I have not heard of any others feeling so; but if they did they asked the prefect, and he let them stand by the fire.

1745. When the fire was lighted?—Yes.

1746. How long are you altogether in that room in a winter's evening; how many hours before you go to bed?—From half-past six till a quarter to nine, and then we go out for prayers, and then we go to bed between nine and a quarter-past, or we were supposed to.

1747. (*Mr. Thompson.*) Prefects and all?—Prefects sat up generally.

1748. (*Mr. Vaughan.*) Are you locked in those rooms?—There is a key to the door. We have to lock it at a quarter-past nine; then when the master comes round he sees that everything is right. He generally comes round between nine and ten.

1749. But between six and half-past and the chapel time, have you freedom to go anywhere about the college?—More than two may not be out of the chamber at a time; they must put up rolls to the prefect.

1750. More than two juniors?—Yes.

1751. (*Sir S. Northcote.*) How do you mean "may not." Is that a rule of the boys?—If the master came round during that time and found more than two were out, they might get blamed for it.

1752. It is a rule of the master's?—It is a rule of the college.

1753. (*Mr. Vaughan.*) Are those two supposed to be out with messages?—Yes; or else doing something for themselves.

1754. I suppose the prefects are allowed to be out?—I do not think they are; at all events there must be one prefect in chamber.

1755. I do not know whether you have been long enough in the school to be able to say whether the theory of the thing is, that all are confined to that particular room during the time you have mentioned, but that on account of the possibility of their being sent on messages two juniors are allowed to be out?—Two are allowed to be out at a time. No fixed two, but any two. Perhaps it may be only one. One of the prefects may go and do his work with some other prefect, provided there be one prefect left in chamber; or if they both go out, they must have one from some other chamber to keep the chamber.

1756. (*Mr. Twisleton.*) The rule is, that one prefect must be in every chamber at night?—Yes.

1757. (*Mr. Vaughan.*) Have you any personal service to do to the boys, such as brushing their clothes?—No.

1758. Has any boy?—The valets generally brush their clothes in the morning. Some do, and others do not require it. On Sunday morning they generally have their hats brushed.

1759. (*Lord Lyttelton.*) The general fag may not also be a valet?—No.

1760. (*Mr. Vaughan.*) I understand a man comes round to call you in the morning?—Yes.

1761. How does he avoid calling the prefects at the same time?—If they wake they must, that is all. He raps on the door with the iron handle, and that wakes the junior; but if the prefects wake that cannot be helped.

1762. (*Mr. Twisleton.*) I suppose the other boys know it does not concern them?—Yes.

1763. (*Mr. Vaughan.*) The noise would be sufficient of itself to wake the prefect?—Yes, unless he is accustomed to it.

1764. He is accustomed to neglect it?—Yes.

1765. (*Mr. Twisleton.*) It would be like an alarum to one of the prefects who was not in the habit of attending to it?—Yes.

1766. (*Mr. Vaughan.*) Was it at six in the morning?—Yes.

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1767. How soon after that did you call them?—At about a quarter-past, and then at about half-past.

1768. The bell began to ring—when?—At a quarter to seven.

1768. And it was then, generally, that the prefect got up?—He gets up about twenty minutes to seven, generally.

1770. (*Lord Lyttelton.*) When does chapel begin?—It begins at seven o'clock, nominally.

1771. (*Mr. Thompson.*) There is nothing done before chapel?—No.

1772. (*Lord Lyttelton.*) Except this hour and a quarter in the evening, you have no other time in the day to yourself?—No, except school time.

1773. (*Mr. Vaughan.*) You have given us an account of six and a half hours in the school. How much of that time was supposed to be spent in preparation, and how much in saying lessons?—About half in preparation.

1774. Did you generally find that it took you about as much time to prepare the lesson as it took the form to say the lesson when it was up?—No; I generally found I could prepare more than was said.

1775. You had more than sufficient time to prepare your lessons?—Yes; I do not know whether it was the case with all. I found it so.

1776. Could you or could you not speak as to what others felt on the subject?—I think that they found it only just enough.

1777. (*Lord Lyttelton.*) Supposing you wanted to write a letter home on the week day, what time of day would you write it?—In school time.

1778. You were allowed to write it in school time?—I do not know that the master would like it, if he saw it.

1779. You might bring in your paper and write it?—Yes; you have your desk in school.

1780. On Sunday, could the lower boys walk about together if they had a mind?—Yes, between twelve and one, and between two and three, and were allowed to go out in bounds.

1781. In the week day they had no time for that?—No; they might go out between twelve and one; but only prefects and candle-keepers do. The rest dare not go out.

1782. (*Sir S. Northcote.*) Is fagging in college thought harder than among the commoners?—I do not know anything about it.

1783. (*Mr. Vaughan.*) With regard to the time in the evening. What were you preparing, if you had these six hours in school, and half of that time was given to preparation and half to saying. What were you preparing in the evening hour?—Composition.

1784. Were you preparing also for the first lesson in the morning?—No; we never did anything but composition at night, generally.

1785. Was the evening hour generally sufficient for you to prepare your whole composition for the whole week?—Yes, generally. If it was not, I generally took some out of my other school time which I had over.

1786. (*Sir S. Northcote.*) Do boys often get punished for not fagging, or for failures in fagging?—They never get hurt much; they only get their ears boxed, generally. Prefects have any power.

1787. For what sort of offence are they punished?—For not obeying them.

1788. (*Mr. Vaughan.*) About the basins. What had you to do with the basins that you were speaking of?—You have to take them from the shelf and fill them with water, and put them on the prefect's washing stool for him to use, and in the evening you have to put them on the shelf again.

1789. Had you to wipe them?—Yes, and to empty them.

1790. (*Mr. Thompson.*) Where did you empty them?—We had conduits in the room.

1791. In fact, a sort of sink?—Yes, where the inferiors wash.

1792. (*Mr. Vaughan.*) Were the rooms always sweet?—Yes; the men did that after we had left.

1793. Were those sinks always sweet?—Yes.

1794. You felt no annoyance from them?—No.

1795. You say that besides being general fag to the chamber, you were special fag to one of the prefects. What were your duties as special fag?—Merely to perform anything he might require at his meals.

1796. Was that in your own chamber?—No; to any prefect who might choose you.

1797. Is it the case, that each prefect has a separate fag?—Yes; each prefect has one or two.

1798. How do they arrange that. Do they choose them?—Yes; on the first week of the half-year there is a roll made out of them.

1799. They choose them without reference to whether they are in their chamber or not?—Yes.

1800. If a prefect wants the services of a special fag at the time when the boys are in chamber, can he get at him?—No; he cannot use him for anything except in hall; he is called breakfast fag.

1801. What has he to do at breakfast?—It is only at tea; but, if he requires it, he toasts his bread and gets his tea; or, if the prefect has a party with other prefects, he has to help to make toasted cheese, or something of that sort.

1802. (*Lord Lyttelton.*) Is he not the same as the valet?—No; he may be out of the prefect's chamber.

1803. How do they choose their special fags?—They all come together to one chamber, and there is a special roll made out, and each chooses his own.

1804. In fact, it is only at tea that the special fag has anything to do?—Yes.

1805. (*Mr. Twisleton.*) Between half-past six and half-past seven, when you are setting to rights and are not able to do anything, what are the other boys doing?—If the prefect has a mess the valet has to prepare it and serve it, and if he has not, then the valet has the time for his own leisure.

1806. What would the candle-keeper be doing?—Anything he liked; he need not be in chambers during that time; he might be in any other chamber besides his own.

1807. He is not confined to his own chamber. May he be running about the quadrangle?—Yes, till half-past seven.

1808. It is, in fact, an hour of play?—Yes.

1809. What do those who are not in chambers play at during that hour?—I do not know; nothing regular; they walk about; I do not think they play at anything.

1810. A studious boy may read, and an idle boy may do nothing?—Yes, if he has nothing to do.

1811. So it is, in fact, an hour at the disposal of the junior?—Yes.

1812. Will you explain more particularly all about the mess and the supper. Go through what you do in your own chamber first?—I have to make it this half. I have only just begun. There is generally coffee, or something of that sort, and bread and jam; there is very seldom anything to cook, but you are expected to have it ready by seven o'clock; it is served between seven and half-past, and at half-past they are supposed to have finished, and you have time for your work.

1813. But they have had tea at six, have they not?—Yes; that is between seven and half-past; but some prefects do not have mess; then their valets have nothing to do.

1814. Is it usual for the prefects to require mess so soon after tea?—Yes; they are only allowed that time to have it. Some prefects have it after chapel, after nine, and then their valets have to sit up and make it; because, if they were caught, they would have an imposition or something. Some do, but they do not in my chamber.

1815. Does every boy have mess after his tea?—No; all prefects do not.

1816. Some prefects want nothing more, and work in the evening, and go to bed without it?—Yes.

1817. In each case the mess consists of coffee or tea?—Coffee and tea and some drink.

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1818. With jam?—Jam or honey, or anything they order in; they can send out by men servants into the town for anything they require.

1819. Have they ever meat?—No; they have never had meat except it has been sent them from home.

1820. (*Mr. Vaughan.*) Is any part of mess provided by the college?—Nothing.

1821. (*Mr. Twisleton.*) The expense of mess is paid for by the prefects themselves?—Yes.

1822. Do the other boys, who are not prefects, have mess—the candle-keepers, for instance?—Yes, they might, if they have it with the prefects, but not unless; he could not by himself, because he could not have a valet.

1823. Do the candle-keepers in your room have mess of an evening?—No.

1824. Do the seniors in chambers?—Yes, he does, because he has mess with the prefect of another chamber; but nobody below senior in chamber may.

1825. Did you yourself have any mess after tea?—You are allowed to have some of the remains, if you wish for it, when you have cleared away.

1826. As a matter of fact, used you to have mess?—No; you might have what was left.

1827. You did have what was left, you did take something?—Yes, generally.

1828. Did you feel the want of it. To satisfy your appetite did you want anything after tea?—No, never, except when I had to make toast and had no time to eat anything in hall.

1829. (*Mr. Vaughan.*) Sometimes that happened?—Yes.

1830. Would that often happen?—Not very often, about once in three weeks.

1831. But do you mean that the person for whom you made toast required less one evening than another?—Perhaps he would not come up into hall till tea was nearly over, so that I should have to keep the toast hot.

1832. (*Lord Lyttelton.*) Did you sometimes lose your tea altogether in that way?—Not altogether, I think, more than once.

1833. (*Mr. Vaughan.*) Sometimes you had less than you liked?—Yes.

1834. (*Mr. Thompson.*) Had you butter as well as bread for tea?—Yes, we had a regular allowance.

1835. (*Mr. Twisleton.*) And the tea of an evening was furnished by the college?—Yes.

1836. In fact, if the prefects were supplied with toast in some other way, there need be no fagging for tea, any other than there is for breakfast?—No; they make parties for toasted cheese and fried potatoes, and those who are the breakfast fags for the prefects in the party have to make it; but I have never been one of those parties.

1837. They have that in the morning also?—Only in the evening.

1838. (*Lord Lyttelton.*) Is there no fagging at breakfast at all?—No.

1839. (*Mr. Vaughan.*) Did the fagging fall at all lighter on you, or was any favour shown to you because you had been so high in the examination?—No; there may be one reason why it was lighter, because I have a relation in college, at least a distant connection who is one of the prefects, but that is all. He has not taken any unfair share of it from me.

1840. I suppose the boys in the school knew you would come in head at your election?—Yes.

1841. Do you think the senior boys would be inclined to make the work lighter for you because they knew you distinguished yourself?—No; how much work you do is just in proportion to as many juniors as you have; my juniors consist of those who got in this year.

1842. (*Mr. Twisleton.*) What do you have for breakfast?—Bread and butter and tea.

1843. In the evening you are allowed bread and butter and tea?—Yes.

1844. How is it that in the evening the prefects require toast and do not require it in the morning?—They do require it, but they have it made by the choristers. The choristers do not attend in the evening.

1845. If there was some provision or other in the evening similar to the provision in the morning, there would be no need of fagging at tea, would there?—I suppose not.

1846. (*Lord Lyttelton.*) How long were you general fag; the whole of the school time?—The whole of last half. I have only just begun to be valet.

1847. (*Mr. Twisleton.*) You use the expression "making preparation for whoever may be having a bath." Is there a bath in each room?—Yes; all the boys take it in turns every night in the week. Every boy has it one night in the week; and if there are more boys than nights in the week, then one has the foot bath and the other a big bath.

1848. It is warm water, is it?—Yes.

1849. (*Sir S. Northcote.*) With regard to punishment, is there any regular system of punishment?—Do you mean by the prefects or by the school?

1850. By the prefects?—No.

1851. How are boys punished, do the prefects carry canes?—No; they generally box their ears if they do not do exactly what they have told them, or if they do not obey them at all perhaps they will give them cuts with a stick.

1852. (*Lord Lyttelton.*) They have sticks?—They can get sticks, but they do not carry them about. They get one out of the faggots.

1853. (*Mr. Twisleton.*) Did you often have a caning?—Not often.

1854. How often?—I have only had it twice, I believe.

1855. A caning?—Not a regular caning, only about five cuts.

1856. (*Mr. Vaughan.*) Five cuts at a time do you mean?—Yes.

1857. (*Mr. Thompson.*) Across your arms and back or legs?—Across my legs.

1858. (*Mr. Twisleton.*) What was that for?—Once I spilt a boiler, and once I went out of chambers without putting up a roll.

1859. (*Lord Lyttelton.*) What is that roll you put up?—A certain piece of paper with words on it.

1860. (*Mr. Twisleton.*) Give the words?—You put your own name and "*veniam exeundi petit.*"

1861. (*Lord Lyttelton.*) Where did you get that piece of paper?—Anywhere; you had to write it.

1862. Did you carry it about with you always?—No; that is only in chambers.

1863. (*Mr. Twisleton.*) Is that the roll—the slip of paper?—Yes.

1864. Where did you put it up?—On the prefect's washing stool.

1865. When you omitted to put it up had you forgotten it?—Yes.

1866. Had you your ears boxed during the half-year?—I forget. I do not think so. I have seen it, that is all.

1867. (*Mr. Vaughan.*) Was that the first time you spilt the boiler?—Yes; I never spilt one before.

1868. (*Mr. Twisleton.*) How came you to spill the boiler?—I knocked it over in putting some wood on the fire.

1869. So that the only corporal punishment you had as a junior was, that you were caned twice last half-year?—Yes; then I might be liable to it much more—some juniors are.

1870. You were in dread of it?—Yes, I knew I might be.

1871. (*Mr. Vaughan.*) Have you ever seen a flogging administered in school?—Yes, but not by the prefects.

1872. Which was the most severe, the kind of flogging which you got with a stick, or the flogging in school?—I do not know; I do not think there would be any difference.

1873. (*Mr. Twisleton.*) Would you just as soon have the one as the other?—Yes; I have never been flogged in school, so I cannot tell.

1874. (*Sir S. Northcote.*) Were there any other

punishments besides caning and boxing the ears?—No.

1875. (*Lord Lyttelton.*) No punishment with any name to it?—No.

1876. (*Mr. Vaughan.*) Would a kick on the shins be thought improper?—No; they might do that if they chose; they might invent any punishment—there is none fixed; they have full power to punish in any way they think right.

1877. (*Mr. Thompson.*) They may kick?—Yes.

1878. Do they ever cut you across the hand?—No.

1879. Do they ever take a cap and hit you on the back of the hand with the edge of it?—No; I have never seen it.

1880. (*Sir S. Northcote.*) Have you ever seen a boy much hurt with punishment?—No.

1881. (*Mr. Vaughan.*) Did you ever receive any protection from boys who had the power of fagging from other boys?—No.

1882. They never had occasion to interfere, or never did interfere to protect you from any boys lower in the school?—No; the boys lower in the school cannot thrash you—only prefects.

1883. They cannot legally; but I wish to know whether a boy might not be tyrannical or unkind to you?—He might.

1884. Would a prefect think himself bound to interfere if a lower boy were to bully you?—Some prefects might, but others might like it.

1885. How do you mean?—They might think it was fun, they might be amused at it; and some might think it was not right.

1886. (*A Commissioner.*) Some might think that the punishment was deserved?—Some might think that the boy had no business to do so, and would interfere; but others would take amusement in it.

1887. (*Mr. Vaughan.*) Do you mean that there was that sort of spirit in the school, and amongst the prefects, that you could not be quite sure that an act of bullying would be very much disapproved of by them?—You could not be sure if you did not know what prefect it was, because some are good and others are the reverse.

1888. So that from the mere fact of a boy being a prefect you would not infer necessarily that he would interfere with bullying, or that he would like to do so?—No, not with all of them.

1889. (*Sir S. Northcote.*) Supposing the prefect himself was a bully, do you think the other prefects would interfere to stop him at all?—They could not prevent him.

1890. (*Mr. Thompson.*) Do the prefects ever act in common. Do they summon a boy before them who has been guilty of any offence, and try him?—Never since I have been there.

1891. They do not agree on a punishment in common?—No.

1892. (*Mr. Vaughan.*) Have you been kindly treated during the time you have been there, generally, by the boys?—Yes.

1893. (*Mr. Thompson.*) Were you ever at any other school besides Winchester?—No.

1894. You went from home?—Yes.

1895. And you did not think it was very hard work at first?—No; I expected it would be harder.

1896. You had heard beforehand of fagging at a public school?—I had read of it I suppose. I had not heard anything about it.

1897. You rather funked when you went?—Yes.

1898. You found your fears were unfounded to a great extent?—Yes; I found it different to what I had expected. I thought it would be fagging of a different sort, that anyone might fag you.

1899. So that it is no very great hardship?—No; I do not think so, the worst part is going down.

1900. (*Mr. Twisleton.*) What do you mean by that?—At games.

1901. You make a distinction as to that being the worst, should you make any distinction between cricket and foot-ball?—Yes.

1902. Which is the hardest?—Cricket. We dislike cricket most.

1903. (*Lord Lyttelton.*) You say you expected you might be fagged by every one; as I understand, all the prefects can fag every one in a certain sense?—Yes.

1904. But they cannot fag at breakfast and at tea?—No, they do not fag them at breakfast and dinner.

1905. But at tea?—Only their own fags.

1906. (*Sir S. Northcote.*) Supposing a boy were to bully you, should you go to your own master and speak about it?—No, they never say anything about it.

1907. It is not the custom for the masters to look after their own fags, and take care that they are not bullied by anybody else?—No, they do not.

1908. Is there any fighting in the school?—No, there has never been any since I have been there, and there never is now—the prefects will not allow it.

1909. (*Mr. Thompson.*) Do they allow you to fight with the gloves. Do the prefects themselves?—No; I have never seen it.

1910. Do they ever fight with single stick?—I have not seen them, but I have seen single sticks about.

1911. Are they ever taught single stick or fencing?—No. There is a rifle corps.

1912. (*Mr. Vaughan.*) In fact you have never seen a stand-up fight since you have been at school?—No; I believe there are fights in commoners, but we never have them in college.

1913. (*Sir S. Northcote.*) It is understood that it is not allowed?—Yes.

1914. (*Mr. Twisleton.*) Even among the smaller boys?—Yes.

1915. (*Mr. Thompson.*) Do you mix much with the commoners?—No, we have nothing to do with them except in school.

1916. Do they look down on you, or do you look down on them?—I suppose it is mutual.

1917. (*Mr. Twisleton.*) Each looks down on the other, do you mean?—Yes.

1918. (*Lord Lyttelton.*) Do you play games together?—Only matches against one another. We have different playgrounds.

1919. (*Mr. Twisleton.*) When you go to Hills, do you not play together?—No, we keep separate. We go to Hills separately, and I do not think we ever play with them.

1920. Do you go to Hills at the same time?—Yes; but we never go with commoners on Hills.

1921. At the top of Hills is there a foot-ball match for college boys and for commoners separately?—No, they walk all about unless they are told to fag for anything.

1922. Are no games played at the top of Hills now?—There were last half, but there are not this half.

1923. In these games, was there one set of games for college boys and another for commoners?—No; we never knew what the commoners had at all; commoners never were fagged on Hills.

1924. Did they not play games on Hills?—I do not think so; never with college boys, at all events.

1925. (*Sir S. Northcote.*) Do you know all the commoners by sight and by name?—Most of them.

1926. Do you know them to speak to?—No; I have never spoken to many of them.

1927. (*Mr. Twisleton.*) Why should a college boy look down on a commoner?—Because we think we are a cleverer set.

1928. (*Mr. Vaughan.*) How do the commoners feel towards the collegers. On what point can they *pique* themselves above the collegers?—Because in the matches they generally beat us; they are double our number, and they have the stronger men.

1929. (*Lord Lyttelton.*) Does not the cricket eleven consist of both?—Yes, and they practise together; but I have not been there in cricket half yet.

1930. (*Mr. Vaughan.*) Are blows never struck in college by the boys?—No, I have never seen any.

1931. (*Mr. Thompson.*) Except with the cane?—Except by prefects.

WINCHESTER.

A Junior in Winchester College.

14 Feb. 1863.

1932. (*Mr. Twisleton.*) When boys quarrel what do they do?—They never fight, they call each other names.

1933. (*Mr. Thompson.*) And chaff?—Yes.

1934. Do they cut each other?—No, but they might fight if a prefect was to set them on to it, not without; there are very few who will do it.

1935. (*Mr. Twisleton.*) Among those who competed with you for college, were there many boys from commoners?—Yes, there were some.

1936. Do you know how many?—I do not know at all.

1937. The system of fagging is different in commoners—a boy is fagged according to his place in school, not according as he entered the school?—Yes.

1938. If you, at present, were in commoners, you would have no fagging whatever?—Not the least.

1939. You would be out of fagging?—Yes.

1940. Have you any reason to believe that has or has not any influence in preventing boys in commoners from standing for college?—I do not know at all. I do not think so. I know boys are glad when they stay in commoners, and do not get into college; at least they pretend to be, but I do not know whether they are.

1941. You have not heard any expression as to the effect of the system of fagging being different?—No, except from the college boys wishing it was the same in college.

1942. You have heard college boys wish it was the same in college as in commoners?—Yes.

1943. (*Mr. Thompson.*) Do you mean prefects?—No, juniors.

1944. (*Sir S. Northcote.*) Do you think the junior boys find the system disagreeable?—They think it is so.

1945. (*Mr. Thompson.*) How long does it last, one year or two?—Till you become prefect or candle-keeper. You get very little to do as senior in chambers; but till you get about forty juniors you have to fag; you begin to fag less when you have twenty-seven. I have only got seven.

1946. (*Mr. Vaughan.*) How long do you look forward to its lasting with you?—Till I become a prefect, which I cannot be for nearly two years now.

1947. Will the fagging which you have described become less and less?—No; because I should not get more juniors till next Midsummer. Then, perhaps, I should only get seven more, and that would only be 14.

1948. (*Mr. Thompson.*) Are you allowed in any way to fag your own juniors?—Not till you have got about 20 or 25, and then, if the prefect tells you to get him anything, you may send one of your juniors.

1949. He is obliged to obey you?—Yes.

1950. (*Mr. Vaughan.*) Do you juniors play any game of your own, at cricket, and take the bat, and have the best part of the game?—Some boys do who have got enough juniors.

1951. But before you have more juniors?—No.

1952. Then, in fact, a boy before he gets into a higher position never plays the game in the proper sense of the word as he would like to play it?—No.

1953. (*Lord Lyttelton.*) Does not he play at football?—We are forced to play at football just the same as the others.

1954. (*Mr. Twisleton.*) So that from next Midsummer it will be probably two years before you become a prefect?—From now.

1955. And when you become a prefect you will at once, instead of being a fag, fag others, and instead of being compelled to watch out at cricket for others, you will compel other boys to watch out for you?—That is if I choose to play.

1956. Are you not fond of cricket, then?—No.

1957. Did you not play it before you came to Winchester?—No.

1958. You never played it before then?—No, I do not think I did.

1959. (*Mr. Thompson.*) Were you taught at home?—Yes.

1960. (*Sir S. Northcote.*) If the going out to games was put an end to, do you think the boys would dislike the other part of the fagging?—Not at all; they would not care much.

1961. (*Mr. Thompson.*) You said that the boys out of college were glad when they did not get in. Supposing you had the opportunity of being a commoner next week, would you embrace it or not?—No, I should not care to be there.

1962. I mean, independent of your prospects at the University?—No; there are so many things worse in commoners; the prefects do not keep things down; they do not prevent things they ought to.

1963. You think there is less discipline in commoners?—Yes.

1964. It is an easier life, but it is worse discipline?—Yes. The only thing I should care to get in for would be to get off the fagging.

1965. (*Lord Lyttelton.*) Do you mean there is much less fagging in commoners?—There is about as much fagging for those who are under a certain position in the school.

1966. The fagging ceases at an earlier time in the school?—Yes.

1967. (*Mr. Thompson.*) How old may a boy be in college and yet be a fag?—He may have been in college three years.

1968. No age protects you?—No.

1969. Does any standing in school protect you short of being a prefect?—No.

1970. Being a prefect means being in the sixth form?—Being in the senior division.

1971. (*Mr. Vaughan.*) Bowling is a part of the fagging, is it not?—Yes, but we never have to bowl; we generally have only to field.

1972. Because you cannot bowl well enough to give good practice?—Yes.

1973. But the higher boys have to bowl as fags?—They might have to.

1974. Is it not the case that they have two or three bowling to them at the same time?—Yes; I think they sometimes have two.

1975. How many would one prefect have attending to him altogether at his game?—He might have seven or eight, or he might have only four; as many as he could get, or as many as he wanted.

1976. It would amount at the outside to how many?—He could not have more than eight very well, because all the prefects generally play, and they all want some juniors.

1977. There would not be enough for all of them?—No.

1978. (*Mr. Twisleton.*) Have you had lectures in the school on the physical sciences this year?—We had one lecture last Saturday.

1979. What was that on?—On light.

1980. Did all the boys attend it?—Only the college boys, and the exhibitioners in commoners properly; but they are going to allow some commoners to attend if they choose to subscribe.

1981. But the others are not allowed to attend?—No.

WINCHESTER.

ANALYSIS OF THE EVIDENCE.

[**** The Names of the Witnesses are in Alphabetical Order. The Figures refer to the Numbers of the Questions in the Minutes of Evidence.]

ANGOVILLE, Mr. O. C., page 362.

Has been for the last 18 years engaged in teaching French at Winchester; 864–866. Has seven classes of 22 or 24 boys each, to whom he gives lessons twice a week; his Assistant Master takes about 70 boys. Every boy has an hour and a half's French instruction in a week besides the preparation of the lessons. The books used are "Molière," "Gil Blas," "Sedaine," "Berquin," and "Recueil Choisi." Thinks that the study of French at Winchester has advanced during the last 10 years. The boys behave better than formerly. Impositions for misconduct. Most of the boys who leave pronounce well, some speak French well, others not so well, the upper boys would not make a mistake in the irregular verbs. Is satisfied with the system of learning French as it is; but would like more time to be devoted to it. The boys translate and re-translate; also translate orally; 867–918.

FEARON, W. A., Esq., page 367.

Was on the foundation of Winchester College for 7¾ years; left 3¾ years ago; was elected from Winchester a scholar of New College, Oxford; and is there now; 1009–1014. Was the first elected under the new system; the scholarships are tenable for only 5 years; had gained several prizes at Winchester; 1015–1020. College boys and scholars on perfect equality; there was rivalry in the games, &c.; the collegers' gown was not disliked; formerly college boys nearly all of Winchester families; 1021–1029. Circumstances of the candidates for scholarships not much considered; does not think that Winchester boys succeed more than others; 1039–1034. The College is considered quite as comfortable as the boarding houses, sleeping rooms included; 1035–1043. There are 18 prefects on the foundation and 12 in commoners; generally chosen with regard to their seniority in the school; one boy was not permitted to become a prefect in consequence of bad character; 1044–1049. The prefects had each 7 or 8 pupils whose composition they had to look over and correct before sending it up to the Composition Master; the prefects had two guineas a year for each pupil; the Head Master selects the boy tutors; a pupil could be under a boy tutor till he reached the Sixth Form; only the first 10 boys had pupils; the boy tutor is responsible for his pupils' work; prefects have the power of caning the boys, &c.; younger boys like the system of boy-tutors very much; 1050–1067. The system of boy-tutors makes the Masters' work easier; the system useful; the first five of the 10 prefects are called officers; one of these is the Prefect of Hall, who is really almost the governor of the School; his authority is undisputed; 1068–1096. Extent of fagging at Winchester; 1097–1107. Fagging at cricket and games; 1134–1146, and 1155–1158. Seven or eight years ago there was a tendency to drink; the punishment for visiting the town was a severe flogging; prefects' duty to check bad language and immorality of any kind; 1108–1123. The tone and character of the School gentlemanlike and honorable; 1124. Punishments for lying; 1125–1129. Knives, or little things of that sort, might be sometimes taken by one boy from another; but if this were carried to a great extent, and it came to a prefect's ears, it would be stopped directly; 1130–1136. Never heard boys express a wish for single sleeping rooms; they are very comfortable in the dormitories; 1147–1151. The boys required to kneel down in silence before bed; prayers read to the whole School at 9; 1153, 1154. Diet good; 1159–1166. Sundays (*See* evidence of Dr. Moberley; 690–704); Greek Testament done by senior boys; juniors learn Collect and Gospel in English; religious instruction; 1167–1180. Great care taken in preparing the boys for Confirmation, on the Friday before Advent; and on Advent Sunday all the boys confirmed take the Sacrament; no compulsion however; boys occasionally stay away; 1181–1192. The examination in religious subjects by the Master not inquisitorial or disagreeable; all the boys are Church of England boys; are not obliged to answer questions they do not like; 1193, 1194. No general system of private tuition now; but for about two years a tutor came down from Oxford as special private tutor for the Sixth Form; each pupil paid him 10*l.* per annum; two-thirds of Sixth Form went to him; he instructed in classics only; 1195–1206. Details as to private teaching and examinations; 1207–1237. Some boys desire to rise, and study hard, others only study through fear of punishment; a boy who gets on well in school is looked up to; the tone of the School is not antagonistic to reading; formerly a difficulty about reading during playhours; the School take an interest in the Scholarships; 1238–1243. A great number of lines of poetry learned by each boy, and his place in the form materially altered by it; has known boys in the middle of the Fifth Form say

FEARON, W. A., Esq.—*cont.*

7,000 lines by heart; 1244–1248. System of marks; 1249–1253. A periodical examination in the work would be a good accompaniment and corrective of the deficiencies in the other system; marking a stimulus; 1254–1258. Exhibitions in commoners given by examination; 1260–1264. Second Master responsible for the discipline of the College; the Head Master's house in commoners; Warden looks to the Second Master for the character of the collegers; 1265–1267. French and German not deemed of so much importance formerly as at present; 1268–1279. For the Goddard scholarship examinations portions of English History had to be got up; 1280. Lower part of the School used to trace a map every Saturday and take much pains with it; Dr. Moberly often talked a good deal about geography; 1281, 1282. Prize for Mathematics; went through conic sections, but did not commence the calculus; 1283–1288. A hard working boy would work about 7 hours a day, and just before the examinations 9 or 10; 1289. A boy distinguished for composition would take about two or three hours to do an exercise; but there were shorter pieces of composition; 1290. Natural science lectures (*See also* on this Evidence of Rev. Godfrey B. Lee and Rev. G. Moberly); 1209–1305. Debating Society established; had debates on political subjects; one on Oliver Cromwell; a reform bill relating to college clothing, &c.; 1306–1310. Cricket; 1311–1325. Punishments by flogging, impositions, &c.; 1326–1347. Nearly all the men at New College, Oxford, come from Winchester; himself passed the Moderations examination; took double first honours in Mathematics and Classics; 1348–1352. Enough Greek prose is not taught at Winchester; prize for Greek prose translation; thinks more translation of Latin verse into Greek prose, &c. should be done; boys at the top of the School used to do about 40 lines of poetry and 40 lines of prose a week; 1353–1362. Never heard complaint of Winchester men not translating well; considers that the time he spent at Winchester was usefully and advantageously employed; 1363–1365.

JUNIOR, A. in Winchester College, page 381.

Is on the foundation of Winchester College; was 14 last November; went to Winchester at the beginning of last September; entered the College through open competition; was one out of 137 candidates, seven of whom obtained scholarships; was placed the middle of the Fifth Form, which is a little higher than the middle of the School; 1545–1556. Gives evidence as to fagging, school duties, discipline, punishments, &c.; does not see any special objection to the fagging system as carried on in the school, except the going out to games; no fighting takes place; 1557, 1981.

LEE, Rev. GODFREY B., M.A., page 323.

Is warden of Winchester College; has been in residence 14 months, but has been elected longer; was a tutor for 21 years; 1–3. No material changes made in the letting and management of the school property during the last 50 years; 4. Fines taken more fully than formerly; two years ago the fines were raised from 1¾ years' improved value to 2¼ years', and it is intended to renew no leases in future for less than 2½ years improved value, calculated on the 6 per cent. tables; the plan found to answer at New College, Oxford; has the burden of fighting for the fines, and also the correspondence and odium; proposes to let some leases run out every year till all are discontinued; we have declined to renew three leases this year; 5–11. Has a steward and land-agent, who would give evidence as to alteration in the value of the property; 12–14. In 1860 the receipts were 17,622*l.* 5*s.* 5*d.*, the expenditure 20,098*l.* 6*s.* 7*d.*; 15, 16. Sold to Her Majesty for 18,000*l.* an estate near Osborne, and the purchase money is to be invested in other land at Hambledon; 17 and 31–35. The College authorities have laid by a portion of the revenue of the College in good years, so that if they have a bad year they may have it to fall back upon; had a balance in hand from the year 1859, with which the surplus expenditure of 1860 was paid; 18–20. Warden and Fellows have absolute discretion as to the giving of livings; most of them are given to Fellows; gives a few instances of a contrary practice; 21–28. Ten Fellows of the College; to be reduced to six; 29, 30. The Bedminster trust amounts to 15,600*l.*, and produces 468*l.* per annum; amount is to be given in exhibitions to boys who do not succeed in getting to New College, to help them to obtain a University education; exhibitions are not given upon examination, but the boys are selected by the Warden, Head Master, and Under Master, and consist of such as are poor and have a good moral character; believes that as

WINCHESTER. LEE, Rev. GODFREY B., M.A.—*cont.*

long as the trust is faithfully administered it is a very valuable one; the largest assistance given is 50*l.*; the boys are educated for four years, and may then go to either Oxford or Cambridge; 36–56, and 86–125. The Duncan prize is a small mathematical prize given exclusively by examination; 57. The Superannuates Fund Exhibitions are for boys superannuated without going to New College, when they have attained the age of 18; they then have to enter the University on their own account; and this fund is to assist them; this superannuation virtually sends our men to the contest at the Universities a year earlier than the other public schools; 58–70. Subject pursued; fund founded by Warden Dobson, 1732; 86–126. Warden and Fellows of New College have power to elect at any age; 71–72. To amend or alter any specific provision in one of the Statutes there must be the consent of the Queen and the Privy Council; 73–77. The Goddard Benefaction is the 25,000*l.* consols "to increase the stipends of the two Masters;" the Goddard Scholarship, answering to the Newcastle of Eton; is of the value of 25*l.* a year, and is given on examination; it is given three years out of four, and is tenable for four years; and in the fourth year the Pitt Club in London gives a scholarship of 30*l.* per annum, and as that club pays the boy the fourth scholarship it does not appear in the accounts; 78–83. As the exhibitions are now administered they are very advantageous, and he would be sorry to see them administered in any other way; 84, 85. The subject pursued in detail; boys at liberty to compete for any scholarships; boys have sometimes obtained a scholarship at other colleges, and then a Winchester exhibition; 86–108. Value of an undergraduate's scholarship at Oxford 90*l.*, exclusive of room-rent, and tuition; 109–113. A superannuate must be a scholar, as scholars only were eligible; this fund was a subscription fund set on foot by Warden Dobson in 1732; 114–126. The Oxford Commissioners have reduced the ten Fellowships to six; Fellows are the trustees of the College, one is Sub-warden, two are Bursars; the Sub-warden responsible for everything when the Warden is ill; 127–130. Any further reduction in the number of Fellows would be injurious to the interests of the College, in depriving it of the means of providing for Masters who are superannuated; however, one only of the existing Fellows was a Master here, one was a tutor at New College, the other eight were never Masters; 131–135. But they were Fellows of New College; Provisions of Ordinance; 136–138. The old usage was that the Bursar and one or two of the others should be resident; new Statutes as to residence; 139–147, and 155–164. No limit to the value of the livings which a Fellow may hold; any living may be held with a Fellowship; 148, 149. The Fellowships to be suppressed are to be converted into scholarships; hopes no more will be suppressed; 151–152. Head Master's salary is 750*l.*; makes a considerable addition by his boarders; the second Master's salary is 580*l.* per annum, besides capitation fees; would be sorry to see the Fellowships reduced for the purpose of increasing the stipends of the Masters; the Warden has no power to transact the *majora negotia* without the consent and assistance of the Fellows; 152–154. Statutes silent as to marriage of Fellows, as originally they were priests; now they may be married; generally there are two resident Fellows; they are not compelled to attend chapel nor take part in the service; have a common dining room, but do not use it; Fellows elect the Masters; their duties generally; 155–176. Warden appoints choristers and the schoolmaster; the choristers only sing in the chapel; have a separate schoolroom; are of a lower rank in life than the scholars; have a good commercial education, and are afterwards apprenticed to a trade with the approbation of the Warden; they board and lodge in the schoolmaster's house; 177–181. An abbreviated service in the chapel daily, looked upon as a kind of family prayers; 182–184. Making the Head Master or Assistant Masters Fellows would be objectionable; there would be a sort of *imperium in imperio*, which would be embarrassing; they would be the governed and the governing bodies at the same time; 185, 186. Has prepared a draft of some new statutes with the assistance of a barrister; 187–190. Thinks the advice and assistance of the Fellows valuable in governing the College; they have power to interfere with the studies of the School, but do not exercise it; 191–201. Four stated meetings of the Wardens and Fellows annually; others occasionally; a majority of Fellows must attend; in case the Warden becomes ill or imbecile a pro-warden is elected from the Fellows; the Warden has an office for life; 202–207. His power would be much increased if there were no Fellows; it would only be limited by such Acts of Parliament as relate to this and similar bodies; 206–209. A foundation scholar awarded punishment by the Head Master can appeal to the Warden, who if he thought it groundless would dispose of it; if insisted upon he would bring it before the Fellows; has not the power to expel a scholar without the consent of the Fellows; power of appeal to the Visitor; but Head Master has supreme power over commoners; 210–222. The School is governed by the unrepealed portions of the statutes and by the ordinance of the Oxford University Commissioners; Bishop of Winchester has to approve of all new statutes; some of the old ones have become obsolete; many have been repealed as inconsistent with the law of the land; 223–227. No unpleasant collision has ever occurred in consequence of the double government of the

LEE, Rev. GODFREY B., M.A.—*cont.*

School; 228. School has two visitors; New College, Oxford, hold a scrutiny every year, at which all members of the College may make complaint; formerly many complaints about diet, &c.; the Bishop as Visitor has power to make alterations, and the double visitations have never clashed; reforms; 229–258. A tutor wishing to open a boarding house for commoners is obliged to apply to the Warden and Fellows for leave; the authority of the Warden and Fellows limited with respect to the commoners, who were originally admitted as *filii nobilium*; complaints concerning teaching, diet, punishment, discipline, &c treated by the Head Master, except in very bad cases of breach of discipline; Fellows have control over the number of the commoners; 259–266.

Further examined, (p. 363):—

Letters in "The Times;" it would be impossible to convey in a circular information concerning admission to the School that would do away with the necessity of all correspondence; impossible to state when the circulars are issued how many vacancies there will be; last year there were 108 candidates for the College; 98 came to examination; only 8 were admitted; since the College was thrown open to general competition the average number of candidates has been 100; there would be no objection to inserting in the circular the limit of age and the subjects of examination; to state the exact value of the scholarships would be very difficult; 919–926. A letter in the "Times" last year caused a great deal of correspondence from all sorts of people, but none who would wish to avail themselves of the foundation; they found on application that the education was neither what they wished nor contemplated; thinks that if the heads of examination were somewhat more fully stated it would render a correspondence less necessary; 927, 928. Corrects his evidence; boys sometimes have had exhibitions given for good conduct without previous examination; but such cases of unfrequent occurrence; 925–929. In consequence of the opinion of the Commissioners, lecturers are now engaged to teach the physical sciences; only 12 or 10 lectures given in the year; it would be advantageous to have another course of lectures in the short half-year from September to Christmas; thinks that if prizes were given for examinations in physical science the boys would attend the lectures more eagerly; 930–941. The lecturer is paid 100 guineas for his course; 942. It was proposed originally to devote three Fellowships to Natural Science; lectures substituted for this; the Fellowships proposed to be abolished produce about 1,500*l.* per annum; 943–949. Anticipates no objection to three courses of lectures a year; 950–953. An examination in outlying subjects, such as French and history, not taught in the school, has been instituted by the Head Master with good effect; objects to substitute an examination in physical science for the examination in modern languages or modern history; would rather add than substitute; 954–961. Some boys take great interest in the lectures, but most do not; the lecturer was cheered by the boys on commencing his third course of lectures; 962–965. Sanitary condition of Winchester; inhabitants refused to listen to a sanitary engineer; at Christmas, 1861, typhus fever raged in Winchester; several boys taken ill, and one sent home, where he died of the fever, but it was not a healthy place that he was sent to; 966–969. Does not think there is any want of ventilation in the dormitories; but would be glad if the chambers could be enlarged; 970–973. Thinks it unreasonable to expect the College authorities to make any great change in the *curriculum* of education so long as the University makes no change; because they educate for the University, they are connected specially with one College, their scholarships all belong to that College; and if they change their course of education so that their scholars should be unfitted for the highest university education they would be depriving them of endowments in Oxford, which would then go to other schools where a high classical education is given; Winchester College was founded principally for the priesthood, and so long as it is thought essential that the clergy should be learned and have a classical education, Greek and Latin must be retained; 974–975. The qualifications for scholarships are: 1, That the candidate be under 14 years of age; 2, not wealthy; 3, a baptized member of the Church of England; with, 4, testimonials of moral conduct. Does not think a peer's son would be eligible for a scholarship; opinions as to disqualification on account of wealth; 976, 986. Thinks that in all cases the most proficient boys are elected to the scholarships almost regardless of their poverty or wealth; 987–990. Diet of senior and junior boys; 991–994. It is in the discretion of the Warden who is to preach in the chapel; the Head Master and the Second Master preach; so do the Fellows when asked; the chaplain preaches; thinks it desirable to have a change of preachers for the chapel; 995–1000. Considers the Warden and fellows to be responsible for the subjects taught in the College; but the visitor might interfere; 1005–1007.

Paper put in concerning the Superannuates' Fund and the Bedminster Exhibition.

MOBERLY, Rev. GEORGE, D.C.L., page 331.

Has been for 27 years Head Master of Winchester School; was bred there; was a fellow and tutor of Balliol some years; did not succeed in getting to New College, 267–271. His emoluments amount to 750*l.*, minus 350*l.*, interest on 10,000*l.*

MOBERLY, Rev. GEORGE, D.C.L.—*cont.*

advanced by the College to assist in building his present residence, which cost altogether 27,000*l.*; has 100 boarders; had 145 at one time, when a bad sanitary reputation sent down the number to 65; does not propose to take a larger number than 100 in future; boarders have all been living in the Master's house till the last two years, 272–277. New College elections are now open to competition by all boys in the school, 278. Profits of boarders; expenses; salaries; 278–285. Mathematical course compulsory, 286–288. Details as to school charges, school expenses, salaries, fees, &c.; witness's total emoluments about 3,000*l.* a year; 289–326. Considers the board and lodgings he gives to tutors is worth 100*l.* a year besides their stipend, 327. Has two French Masters; German *or* French taught to every boy; first examination held in January; the boys took a good deal of interest in it; thinks the plan will work well; describes the examinations, 328–346. Describes the nature of the foundation of the College by William of Wykeham; there were a Warden and Fellows as the governing body; and the Masters are *conductitii et remotivi* by them; the school grew up to be of great importance; at first a few boys were admitted as *filii nobilium*, and, the education being found to be of value, other boys were sent; if any matter of importance took place as to the scholars, he (the Head Master) was obliged to lay it before the Warden, and even with regard to the commoners he would not think of doing anything remarkable without consulting the Warden; such a constitution he would not desire for an institution, but it having grown up traditionally he would be sorry to have it interfered with; practically the government of the College is in the hands of the Warden, as the Fellows are non-resident, 347–358, 365–368, and 373 *et seq.* Many improvements have been made in the College by the Warden and Fellows; but not in the teaching department. The Fellowships may be regarded in the light of retiring allowances for the Masters of the School and the Fellows of New College; 359–361. They are to be reduced from ten to six; does not think them material; in a new institution a Warden controlling the Head Master would be monstrous; not so where a Warden is an inheritance; 362, 363. Selects the Masters from New College, if possible; such a restriction cannot improve the quality of the teaching; 364. The statutes and ordinances relate to scholars and not commoners; 369–371. Believes that any new scheme to be carried out successfully must have the full sympathy of New College; does not wish the constitution of the Winchester College or School to be changed; thinks that the authority of the Head Master should be supreme, but that a body should exist to lay down some general rules for his guidance, and even with power to remove him; thinks the present system satisfactory; if complaints are received from the parents the Warden has to attend to the correspondence; the Warden appoints the Mathematical Master, the French and German Masters, and the College tutor; College prefects formerly had charge of six lesser boys, and were in a great measure responsible for them; 374–382, and 385–392. Does not wish the Fellows to assist in the education of the School; 383, 384. College tutor appointed at the suggestion of Mr. Wordsworth; would wish the system of boy tutors to be kept up; 389–398. Proposed increase in the number of scholars from 70 to 100 is as great as is desirable; the number of scholars was to be increased because the reduction of the Fellowships left funds unappropriated; 399, 400. Election of scholars is by an open competition; large number of candidates; this plan has proved successful; has an average of 14 admissions per annum of scholars; the marks are given by the electors according to their discretion; they have elected of late some boys of rather low parentage, and they have not turned out so well as was expected; details as to scholars and commoners, competitions, &c.; scholars are superior to commoners; 401 to 432. The open competition was introduced previous to the Oxford Commission by the authority of the Visitor; 433–437. The plan of the boys having private tutors suggested five years ago; is now introducing the system fully; believes it one of great value; has under his own teaching 80 boys, 20 of whom are partly taught by an assistant; 438–447. Details of school management; 448–452. About half a dozen boys out of 92 in his house allowed to have porter, &c. under a medical certificate; formerly the consumption of beer was far too great; 453–456. The boys who attend Mr. Du Boulay's house, which is about a quarter of a mile off, do not attend morning chapel; 457, 458. Some of the senior boys have private studies; others learn in school; they have also a large hall; scholars can learn in their bedrooms but commoners may not; 459 to 468. Details and opinions as to diet, &c.; thinks meat once a day, with bread and butter at breakfast and tea, all that is necessary; but has lately introduced a bread and cheese supper at 8·30; occasionally the boys got in meat for breakfast and tea; the parents sometimes send them hams and such things; some of the boys often visit the pastry shop; 469–474. Boarding-houses, provision of furniture, payments for breakage, &c.; 475–480. (Documents read relative to the suggested introduction into the College of instruction in the physical sciences.) Has experienced great difficulty in obtaining efficient lecturers on the physical sciences; so far as the system has been carried out the cost has been 100 guineas a year; opinions as to the benefit derived from physical science and the influence

MOBERLY, Rev. GEORGE, D.C.L.—*cont.*

of the lectures; thinks it very desirable that physical sciences should be known by everybody; they are matters of accomplishment and knowledge which everybody should know something of, but as a matter of education and training of the mind, does not feel their value; 481–520. Boys occasionally refused admittance to the School from inability to join the lower classes; promotions made according to ability; promotions more rapid at Winchester than at other schools; 521–524. The Bedminster Fund described; 526 (*see* Rev. G. B. Lee's evidence). Wishes to give another exhibition to the boys besides the Goddard Scholarship of 25*l.* a year for four years; wishes that the Examiners would produce a list of the examination and the marks, that the list should be published, and that the Warden and Fellows should select the person to receive the exhibition; 527–531. Boys must leave the School on their 18th birthday, unless they have been recommended for New College at the previous election; several such scholars in the school; if all boys went away from Winchester at 18, it would be a year and sometimes two years earlier than the candidates from the other schools; thinks it undesirable that the boys in the Lower School should be allowed to stay till they are 19, because it is a gratuitous education, and parents would be desirous for their children to stay as long as possible; it would be desirable, however, for boys to stay beyond 18 if they were on the Sixth Form; 532–541. No meetings of the Head and Assistant Masters held for the purpose of considering the best mode of carrying on the school; the Second Master being statutory is not controlled by the Head Master, but only by the Warden and Fellows; 542–545. Superintends the senior division of the Fifth as well as the Sixth Form; Greek Testament; 546–552. Remarks as to the teaching of history, mathematics, French, German, Greek, &c. &c.; 553–584. Would find great difficulty in obtaining Masters who had a sufficient knowledge of French to teach it properly and were up in other subjects; has difficulty in getting the boys to attend the French lessons in consequence of no stimulus being given; scholarships for modern languages are given at Oxford; does not think it would be advantageous to make the condition of the employment of an Under Master be a knowledge of French; the French Master has the power of giving impositions; has established prizes for the lower divisions; 585–605. Remarks with regard to proposed examinations in collateral matters; the Goddard Scholarship; does not wish to have more than 20 boys at the Scholarship examinations; all the best boys get to the top of the School; English history forms a principal part in the examinations; two gold medals from the Queen for compositions in Latin and English verse and prose, and silver medals for elocution in Latin and English; in each year the Warden and Fellows give prizes for composition not rewarded by gold medals; 606–624. School Details. Is in favour of the system of private tuition; wishes the boy tutors to be as an elder brother to their pupils; 625–656. The numbers of the scholars has been increasing rapidly, and if the increase continues it will be necessary next year to appoint a new Master; does not wish the number in each class to exceed 40; thinks that with proper teaching it is easy to keep 40 boys in order; 657, 658. Some few cases are allowed where classical work is commuted for mathematics or any other study the boys or their parents may wish; does not consider the School large enough to admit of having an "army class;" has had boys who have competed successfully at the Civil Service Examinations; some have gone to Sandhurst, others to Government offices; 659–664. Thinks it would be desirable to have distinct departments if Winchester were as large as Eton, but not now; has never found the boys' interest in Greek and Latin to flag while they are going on with those studies; out of the 80 boys in the Sixth Form probably 50 will be scholars; thinks that a boy who is idle in one intellectual pursuit would be idle in any pursuit; 665–671. Thinks that the system of "bifurcation" (allowing boys after a certain time to branch off into another department) is a question of the size of the School; a boy's rank in School depends on his proficiency in classics; thinks it necessary that there should be one leading subject, proficiency in which should be the main principle of classification; but that other subjects might come in and swell the marks; 672–681, and 687, 688. Thinks a School should be of such magnitude that all the best scholars can get through it and go out at the top with a certain stamp; 682–684. Thinks that the prefects should be sufficiently numerous to support one another and to have authority; 685, 686. There is a library in the College for prefects to which the commoner prefects have access; there is also a smaller library for the commoner prefects only; 689. College has organist and singing men, a complete choir; full choral services twice on Sundays, Saturday evenings, and all saints' days; on Sundays prayers in the College chapel at 8; at half past 10, the litany, communion, prayers, and sermon in the Cathedral; and at 5 prayers and a sermon in the Cathedral; preaching in the chapel instituted by Mr. Barter; Confirmations held for the boys every two years; attendance at the Holy Communion entirely voluntary; 690–704. The Sunday lesson is the Greek Testament construed and explained; during the last 24 years the boys have continually been going through the Greek Gospels and the Acts of the Apostles; 704–708. Details as to punishments; 709–728. Cases of gross misconduct, such as theft, referred to the Warden; 729, 730. Till recently the boys had a limited

WINCHESTER.

MOBERLY, Rev. GEORGE, D.C.L.—*cont.*
range of the country and were entirely excluded from the town; they are now allowed to go all over the country; 731–733. In College the prefects are the 10 senior boys; the College prefects have authority only over the scholars; details as to the authority the prefects exercise over the juniors; thinks the prefect system works admirably; 734–754. Fagging only permitted for the Prefects; 755–764. Games; 765–781. Thinks the system of having three breaks in the School year advantageous; the regular holidays are only on the saints' days, on which no regular work is done; amusements, &c. on holidays; 782–792. Rifle corps for the boys; 793–806. Time for chapel; the boys have seven hours' schooling daily, except on saints' days; the Head Master attends for five hours daily; 807. The College meadow is four acres in extent; it would be difficult to extend the playground as it is bounded by rivers; swimming and boating; 808–816. Recitations and speeches; ladies and gentlemen attend to hear them; is of opinion that they do away with false shame, and make the boys orators; 817–821. Considers that the classical education at the public schools would be improved if only one grammar was used; 822–830. Every school of this kind gives a peculiar stamp to its boys; Winchester stamp is very marked; does not wish "bifurcation" to be introduced at Winchester School, but to let it be done at College; thinks the historical essay of the boys written before Christmas very useful; a great number of lines are learnt by heart; has known a boy to repeat a play of Sophocles without missing a word. Considers that the School would be much benefited if the Head Master was confined to one class; 831–848. Some boys will work for nine or ten hours a day, &c.; 849–863.

THRESHER, J. H., Esq., page 377.
Has been at New College for two years; was previously in Winchester for 5¼ years; 1366–1370. The relation existing between the commoners and those on the foundation of Winchester is very friendly; they mix in games; not so formerly; each party thought the other inferior; 1371–1377. More on this subject; 1413–1418. No ill feeling with regard to the gown; 1378, 1379. Prefects are popular, and do not abuse their power; 1380–1384. Public opinion in the school sound and wholesome; neither swearing, drinking, gambling, nor bullying treated otherwise than with reprobation; 1385–1396. Regards fagging as beneficial; there were only two complaints while he was there, in one of which the Head Master decided that the complaint was just; 1397–1408. Sleeping accommodation; five or six slept in each room; complaints not made; 1409–1412. At first the diet was sufficient in quantity but somewhat inferior in quality, or at all events it was served in an uncomfortable manner; subsequently this was remedied; one meat meal only in a day; 1419–1429. Religious instruction, chapel, Confirmation, alike for collegers and commoners; 1430–1434. Boy tutors, private tuition; 1435–1453. More details as to school work; 1454–1457. Prizes; exhibitions to Oxford now open to commoners and collegers; competition for prizes; 1458–1469. French and German learnt imperfectly; 1470–1480, and 1490–1492. Mathematics; 1481. History; 1482–1489. Time for school work, 30 hours a week; for recreation and leisure, see details; 1494–1501. Flogging has been much diminished, with good results; 1502–1509. Winchester men are considered at Oxford to be fair scholars; subject pursued; 1510–1521. Would prefer seeing at Winchester less original composition and more translation; 1522–1529. Thinks more might be done at Winchester with modern languages and physical science without trenching on classics or recreation; 1530–1533. Fagging, &c.; 1534–1544.

MINUTES OF EVIDENCE.

WESTMINSTER.

LIST OF WITNESSES.

Name of Witness.	Date of Examination.	Page.	Name of Witness.	Date of Examination.	Page.
	1862.			1862.	
Very Rev. H. G. Liddell, D.D., Dean of Christchurch, formerly Head Master of Westminster School.	June 21	393–402	Rev. James Marshall, M.A., Senior Assistant Master.	June 24	452–455
Rev. T. W. Weare, formerly Second Master.	„	402–411	Rev. Lord John Thynne, Canon and Sub-dean of Westminster.	„	455–466
Rev. C. B. Scott, B.D., Head Master -	June 23	411–424	H. L. Thompson, Esq. - - -	Nov. 21	466–475
James Mure, Esq. - - - -	„	424–428		1863.	
Robert Phillimore, Esq., D.C.L. - -	„	428–432	William Meyrick, Esq. - - -	Jan. 28	475–484
Rev. C. B. Scott further examined -	„	432–444	Mr. W. S. Meyrick - - - -	Jan. 29	484–495
Rev. Jas. Lupton, M.A., Minor Canon of Westminster, and Mr. Jas. Turle, Organist.	June 24	444–449	Mr. G. T. M. O'Brien - - -	Feb. 3	495–504
			Mr. Alan Stewart - - - -	„	504–506
Rev. H. M. Ingram, Under Master -	„	449–452	Rev. C. B. Scott further examined -	March 14	506–520
			H. A. Hunt, Esq., Surveyor to the Dean and Chapter.	May 15	522–525

Victoria Street, Saturday, 21st June 1862.

PRESENT:

Earl of Clarendon.
Earl of Devon.
Lord Lyttelton.
Rev. W. H. Thompson.
H. Halford Vaughan, Esq.

The EARL OF CLARENDON in the Chair.

WEST-MINSTER.

Very Rev. H. G. Liddell.

21 June 1862.

The Very Rev. Henry George Liddell, D.D., Dean of Christchurch, examined.

1. (*Lord Clarendon.*) I believe you were formerly Head Master of Westminster school?—I was.

2. For how many years?—For nine years.

3. At what period did your connexion with the school cease?—In August 1855.

4. Before we proceed to ask you for any information in detail, perhaps you will have the goodness to give us any general view that you may have had and retained with respect to the state of the school when you came to it, and when you left it; whether you think the statutes were fully carried out or not, and whether you can make any suggestion in the way of improvement?—I had no knowledge of the statutes when I was Head Master at Westminster, except during the latter part of my time. They were never put into my hands. But from what I now know of the statutes, from recent acquaintance with them, I think they were carried out to a reasonable extent, as much as in most places where ancient statutes exist. A great many of the provisions were not carried out, and could not be carried out; but a great many of them were.

5. I believe that the number of boys in the school has greatly decreased, and is less than it used to be in former years?—Very greatly. I find that the decline began more than 40 years ago. In that period there have been four Head Masters. I have drawn a paper up as nearly as I could for periods of five years each, and I find that during those 40 years the average entrances have been 76, 77, 39, 23, 22, 39, 23, 27, in the successive periods of five years. The boys also stay a shorter time at the school than they did formerly, and the whole number has declined considerably.

6. Do you attribute the decline in the number of boys to any defect in the system of tuition or to the internal administration or economy of the school that you think could be improved?—I am not inclined to attribute it to those causes. It is often said that those causes had some influence under one of the Head Masters, but the decline of the school began before his time.

7. Is there any particular cause to which you attribute that decline?—I think that parents are more particular, mothers especially, and they wish their sons to have more country air. The place is not so open. It is more built up than it was. I have heard my father say that at the time he was at Westminster School persons used to shoot snipe in Battersea Fields. There were houses close about the school at that time, as now; but within a short distance you could get into the open fields. I think that the greater care and attention which parents pay to sanitary matters is the reason, and almost the sole reason for the decline of Westminster school.

8. Have you reason to believe that the attention of parents has been directed particularly to the locality of the school as being inconvenient?—Very great reason. I constantly had parents coming to me with the full purpose of sending their sons, either from old Westminster associations or from the advantages that boys can obtain at the school and the chances of going to Trinity or Christ Church; but when they saw the place, in a great many cases, the parents altered their intentions.

9. And has that been the case even on the part of parents whose fathers have themselves been educated at Westminster, and who, consequently, had a kindly recollection of the school?—It was not on *their* part from what they saw, because they knew it from their own recollection. But many old Westminsters did not send their sons, as a matter of fact.

10. Then the greater part of the boys sent during your time were not the sons of old Westminsters?—A very large portion certainly were not. I will not undertake to say the greater part; but a very large proportion consisted, I think, of the sons of poorer men, to whom the advantages offered by the school were a great object. But the old connexion of the school with great families has gradually ceased to exist. Some gentlemen have still lingered on. The late Duke of Richmond continued to send his sons to the end. Some few of the old connexions remain, but on the whole the great connexions of the school have ceased.

11. What would be the effect of this diminution in the numbers at Westminster on the relations of the school with Christ Church. Is it in your capacity of Dean that you have been led to make these observations?—The effect has been most marked. In former days the Westminster boys supplied Christ Church with some of the best men on the student's list,—almost all the tutors were Westminsters; but for many years past they have sent us very few tutors. Indeed I believe we have

WEST-MINSTER.

Very Rev. H. G. Liddell.

21 June 1862.

only had two such within my memory, and now there are none, and very few in prospect, although the Westminster studentships are much more valuable than other studentships.

12. Can you state the value of these studentships?—The value of a studentship at the present moment is 100*l.* a year (besides rooms), held for seven years; and they are to rise to 120*l.*; besides which there is a benefaction of the late Bishop of St. Asaph (Dr. Carey), divisible amongst them, which will give them from 50*l.* to 100*l.* more.

13. (*Mr. Vaughan.*) 50*l.* a piece?—Yes. Supposing there to be 12 in residence, each might have 50*l.* more apiece.

14. (*Lord Clarendon.*) That would be 140*l.* a year, with a room apiece?—Yes; 150*l.* at present, and ultimately 170*l.* The statement appears in page 12 of the Head Master's evidence, 13, subdivision 1.

15. In what manner are the Westminster boys elected to the studentships and scholarships?—They are elected by an examination before examiners, one of whom is appointed by the Master of Trinity, one by myself, and one by the Dean of Westminster. These examiners report to us. We come up to Westminster 10 days before Whitsuntide, when we see the candidates, and have them before us for a short *viva voce* examination. They are finally arranged in order of merit, and those boys who stand first on the list have the option of going to Trinity, or Christ Church just as they please.

16. You have no option about taking them?—Not unless they are below the mark, or there is anything against their character.

17. Is the examination of a severe character, so as to test the abilities of the boys?—Certainly.

18. If they pass their examination to the satisfaction of the examiners, they are admitted, I presume?—Yes.

19. The choice is restricted, is it, from the smallness of the number?—Yes. That is, the choice of those elected from the rest of the school into college is thus restricted.

20. But if you get men who really are well qualified, it does not signify very much whether the choice is restricted; that is to say, whether they come out from a large number or a small one?—No, only if you have a larger number to choose from, you are sure to have a better chance of a good choice. The fact is, that now, with a small number, we do get few good boys.

21. Do you think that Christ Church is prejudiced by that fact?—I have not the least doubt of it.

22. Then you have probably reflected upon some means that might be available for remedying this state of things, which certainly appears to be one that ought, if possible, to be remedied?—I think the only remedy would be to increase the number of scholars in the school.

23. And you see no way of increasing the number in the school except by removing it to a better situation?—No.

24. You think that the cause of diminution is in the locality, and that removing the school is the only alternative?—The only other alternative would be making it a large day school, something like King's College School, but in that case you would incur the danger of its entirely ceasing to be a public school in the common sense of the word. Yet that is the only other alternative I can see.

25. Have you ever considered the objections which exist to the removal of the school?—The objections appear to be sentimental mainly.

26. (*Lord Devon.*) Do you not think there are pecuniary reasons?—I do not think the pecuniary reasons would be insuperable if they were faced by persons willing to deal with the subject.

27. (*Lord Clarendon.*) First, as to the sentimental objection. Do you think that it is general. Has it great weight?—With certain persons it has.

28. These sentimental objections prevail to a considerable extent?—Yes at the general meetings that were held on the subject, I think I may say that the arguments were almost wholly of a sentimental kind. I think that at that time the pecuniary point of the question had not been examined.

29. (*Lord Devon.*) There were no facts to go upon, I think?—No, I believe not.

30. (*Lord Clarendon.*) With reference to the sentimental objections, those who used the sentimental arguments were really of opinion that the traditions and prestige of the school would be impaired by its removal;—was not that the reason that was urged for its retention?—Yes; at the same time I listened in vain for reasons to show that the school could be much raised in numbers, or be restored to its former condition, so long as it remains where it is; and therefore the only point to determine was whether we were to try to get a large school without the prestige alluded to, or were to be content with a small school with whatever prestige there might be remaining.

31. But with a constantly diminishing prestige it would appear that all the high connexions of the school have left it?—Almost all.

32. Then with respect to the pecuniary difficulties; they do not appear to you to be insurmountable?—I think not. When we see large schools being established all over the country without any foundation funds at all, and those schools in a flourishing condition, and good masters got for them, I cannot see why a school which has a great foundation should not be removed and put into a good situation, even if there were no money in hand for meeting the expenses of removal.

33. Do you think that certain persons in London who have children obtaining the advantages of this school as day scholars would not have reason to complain if the school were removed?—There were very few persons of that class in my time. There were not above 15 or 20 boys of that kind. I do not know what the number is now.

34. (*Lord Devon.*) I am not aware, whether you are acquainted with the calculations which were made with regard to the expense?—No, I am not.

35. Will you explain, in case of the school being removed, what would be the relations which would still continue to exist according to your judgment, between the School and the Chapter?—The Chapter of Westminster?

36. Yes?—That would be a subject of consideration. There are various ways of dealing with the question. You might have a portion of the school in London, as in the case of Christ's Hospital, and a portion in the country. I do not think this would be desirable. It would be better, I think, to draft off the whole. The election might be held, as it is now, at Westminster. The Dean and Chapter might visit the school from time to time. By these and perhaps other means some of the old associations of the foundation might be preserved.

37. Has it occurred to you, with reference to the removal of the school, that on the face of the statute there appears to be, and many people think that there is, an obligation that the Chapter should retain some school here for the benefit of the children of the manor?—Yes, I do not know what that means exactly; perhaps the children of the lessees or tenants?

38. You have been aware of that objection?—Yes.

39. Is it not a fact that the Chapter possesses, or lately possessed, land at Chiswick, which land is referred to in the statutes as a place to which the school might be temporarily removed in case of pestilence?—I believe so. It used to be the case.

40. Is that land now in the possession of the Chapter?—I really do not know. With regard to the question of land, the Dean and Chapter of Christ Church hold considerable estates for the benefit of the Westminster students, apart from the corporate property of the Dean and Chapter. Probably, if it could be shown that the Westminster students at Christ Church were fully provided for, it would be possible to obtain power from Parliament to alienate some of this property for the purpose of providing a site for the school. It is so much for the interest even of the Westminster portion of Christ Church, that I conceive such application of property might be fairly made.

41. That is a new fact which was not mentioned

to us. Have you mentioned that before?—I have mentioned it casually.

42. Is it your opinion, then, as having been connected with Westminster, and now being Dean of Christ Church, that the work of removal, if it take place at all, should take place through the combined operation, or rather the concurrent operation of the two Chapters?—If this could be done it would, I conceive, be very desirable.

43. Do you think that there would be a disposition on the part of those who have the management of Christ Church to concur in the removal; speaking, of course, generally?—I can only speak positively for myself. But I hope that if any measures could be proposed, tending greatly to the advantage and benefit of the school and students, separately and jointly, the Chapter of Christ Church would give the proposals a favourable consideration.

44. (*Mr. Vaughan.*) Is there not a good deal of ground on the present site of the establishment, or near to it, that is actually occupied by the school buildings?—There is a considerable space occupied by the school buildings, between Great Dean's Yard and the College garden.

45. Is there not also Vincent Square?—Yes, besides that there is Vincent Square, a large playground of about 10 acres in extent; that is all.

46. If the school were to be removed, I suppose the whole of that would be set at liberty?—I apprehend so.

47. Is it, or is it not the case, that if all the ground you have mentioned were set at liberty, that ground itself would be productive of a very large revenue?—I have always supposed so. I believe that certain inhabitants of Westminster object to Vincent Square being occupied by buildings; but I think if they want to have Vincent Square as one of the lungs of Westminster they ought to pay for it. It would be very hard for Westminster school to find lungs for Westminster.

48. Do you think the revenue that would be forthcoming from the setting at liberty of so much land and building as you have described would assist in a pecuniary point of view the removal of the school?—I was always under the impression that it would not only assist, but would furnish all the money necessary. I have since heard to the contrary from the report of the Committee of old Westminsters, lately appointed to inquire. But I cannot but think that if the property were in the hands of persons who chose to deal freely with it, it would be sufficient.

49. (*Lord Clarendon.*) You say that the only alternative would be reducing Westminster school to the same position as King's College school?—I will not say reducing, but placing it in the same position; and then it would be a school for day boarders, and altogether altered in its character as a public school.

50. You would perhaps consider that it would not be a benefit either to Westminster or to the community to have such a school as that?—Perhaps not. At all events it would alter the character of the school entirely; the school would cease to be a public school in the common sense of the word.

51. Is there anything you wish to add upon the subject?—I believe I have stated the principal points that I had to urge.

52. (*Lord Devon.*) Will you allow me to ask you a question with respect to certain parts of the statutes. You say that in respect of some there is not a strict observance of the actual letter of the statutes. Are the parts to which you refer parts which it is obviously impossible, from the change of habits and time, to conform to, or are they observances which you think may be adhered to?—My impression is, although I do not accurately remember the regulations, that the parts which are not conformed to are for the most part connected with the ancient forms, and are unsuited to more modern habits.

53. You are not prepared to state to the Commission any point in the statutes in which you think there is a want of conformity which ought to be remedied?—No, I am not.

54. (*Mr. Vaughan.*) Have you seen page 101, *De stipendiis*?—I have it before me.

55. Perhaps I should ask you first, whether you have had the opportunity of looking at the accounts in the schedule appended to the original statutes, which appoints the salaries to the various officers connected with the cathedral. Have you ever had the opportunity of comparing, and have you actually compared the stipends given to the Dean, the Canons, and the Prebendaries under the statutes, with the stipends given to the schoolmaster and the Queen's scholars?—I have formerly seen a list of the statutable stipends and allowances.

56. Do you bear in mind the proportion between the salaries given to the Prebendaries and those given to the schoolmaster?—My impression is that the schoolmaster had more, but I do not exactly remember the matter.

I may be wrong, but as far as I can make it out, the schoolmaster in the original statutes has 19*l.* 11*s.* 8*d.* a year allowed him, and the Prebendaries 10*l.*, but I should like somebody to see whether I am making a correct statement.

(*Dean of Christ Church.*) About 39*l.* is what I used actually to receive.

(*Mr. Vaughan.*) I make the statutable allowances 6*l.* and 12*l.* and then 30 shillings and 20 pence.

(*Mr. Thompson.*) Mr. Scott explains it in his evidence.

(*Dean of Christ Church.*) I see from the paper before me that the Head Master is to receive a stipend of 20*l.* a year, and is to be allowed 19*l.* 11*s.* 8*d.*

57. (*Mr. Thompson.*) And he receives compensation for meals in the hall?—I am not aware of that. I received a daily allowance of bread.

58. (*Mr. Vaughan.*) I will take the items, separating the different parts. Take the Head Master first?—The calculation from the statutes is 19*l.* 11*s.* 8*d.*

59. What do you make the allowance for the Prebendaries?—10*l.* 0*s.* 8*d.*

60. Do you happen to know the allowance which is at present given to the Head Master?—Yes; it is about 39*l.* a year.

61. Do you happen to know the allowances to the Prebendaries?—I suppose they took this 10*l.* a year, with any statutable allowances there might be, and then divided the surplus revenue among themselves, as was the practice (I believe) in all Chapters.

62. When the statutes were originally made, do you suppose it was the case that the same system was pursued?—I have no doubt that it began very early.

63. You suppose that it existed at that time?—I think the surplus revenue began very early, and that they divided it amongst the governing body without increasing the fixed stipends of those who were not members of the Chapter.

64. Do you, in point of fact, consider that there has been any alteration in the relative position of the Prebendaries and the schoolmaster from their statutable relation?—Yes, evidently.

65. Have the Prebendaries any advantages now which they had not originally, and in which the schoolmaster does not share?—Yes, they share in the surplus revenues.

66. And they had not that advantage, you consider, originally?—I suppose not. It is rather an obscure subject, and I cannot tell how early the surplus revenue began to accrue, but it appears to have begun at a very early period. There was probably some surplus revenue from the very first, and the governing body divided it amongst themselves to the exclusion of all others who had fixed money payments appointed to them.

67. Do you think that might have been done concurrently with the charter?—It might have been, assuming that the expenditure did not absorb the whole of the revenue.

68. In this respect, you do not consider that there necessarily appears to have been any departure from the original intentions of the founder, with regard to

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the relative payments of the prebendaries and the schoolmaster?—The result has been, I suppose, an alteration of the proportionate sums.

69. If in regard to the surplus revenue, the prebendaries now have no more advantage over the schoolmaster than they had originally, I do not see how the schoolmaster is in a different position to that in which he was originally?—The difference in the two positions is this, that his income has remained fixed at what is now a small sum, whilst the incomes of the prebendaries gradually increased to a large sum.

70. That they have in fact had possession of an income which has improved, and which, in its nature, was such as could improve, while the schoolmaster's income was such that in its nature it never could improve?—That is so, I apprehend.

71. Does that apply to the under schoolmaster, and also to the scholars?—It does to the under master, but not so much to the scholars, because a great part of their advantages consists in the food and lodging that is found for them. In their case it is not a money payment; and inasmuch as food is now much more expensive than it was then, there is a much larger sum spent upon them now than there was originally.

72. Do you know whether the practice of feeding the scholars has been continually kept up, or has there been any interruption until a late time?—I am not aware that there has been.

73. Feeding them gratis, I mean?—I am not aware of any interruption.

74. Do you know whether it is provided under the statutes that the Queen's scholars should be furnished with instruction gratuitously?—I do not think it is expressly provided, but I think it is implied.

75. Do you think the stipends given to the Head Master and the other masters, were intended to include the expense of instructing the Queen's scholars?—That was always my opinion.

76. Has it been the case within your memory, or within the time with which you are acquainted historically, that the Queen's scholars have had to pay for their instruction?—Yes, they have had to pay, and the sum has been increased. They had to pay in times long past. There are accounts of a scholar in Busby's time remaining, which show that they paid in his days.

77. That was very early?—Yes. We find in the Alumni Westmonasterienses (p. 218, ed. 1852), an account kept by a boy of his expenses at Westminster school, from which it will be found that the Queen's scholars paid fees to the two masters. These were small at that time, and they appear to have been continually raised until they reached 17 guineas a year.

78. Have they not in recent times been still more than that?—I think not.

79. Have there not been privileges granted in recent years, which they did not possess before?—Yes, in the year 1846. Up to the year 1846 the boys were obliged to find their own breakfasts, and to attach themselves to boarding-houses at a considerable expense; the expense, I think, amounting to nearly 30*l.* a year; but in the year 1846 an arrangement was made, by which they were relieved from these payments entirely. Referring to a former question (80), there was, so far, an interruption of the gratis feeding.

80. Do you think in that respect that there was a restoration of what might be called their statutable privileges so far?—Quite so.

81. It is stated in page 5 of the Head Master's evidence, that there is a payment made for instruction in the shape of tuition, of fees to the amount of 17 guineas a year?—Yes, 17 guineas.

82. And I find that there were 10 guineas paid for corrections before that year, "a sort of private tuition," now taken off. The amount which the Dean and Chapter have taken off, as paid to the boarding-houses, he quotes at 24 guineas, so that there were 34 guineas in all taken off from these payments. At the same time, they were charged a sum every year for the building and furnishing and fitting of the new buildings attached to the college?—That charge has now ceased. The debt has been paid off, and they are no longer charged with that, but they were charged eight or ten years before it ceased.

83. (*Mr. Thompson.*) The Queen's scholars were?—Yes.

84. (*Mr. Vaughan.*) Do you think that at the present moment they are actually restored to the privileges which the statutes intended to confer upon them; that is to say, entirely restored?—I think the statutes contemplated their receiving instruction for nothing, and except upon that point (if that is to be excepted), I should think they are entirely restored.

85. (*Lord Clarendon.*) If you will look at page 6, you will see in the second paragraph that the Head Master states that "the school had no share in "the dividends, so that anything spent upon it was "so much deducted from the private incomes of "those who decided upon the expenditure; and "although I gratefully acknowledge the liberal spirit "in which the present Chapter have dealt with the "school of late, I cannot avoid stating my conviction, "that it is most important for the welfare of the "school that in any re-adjustment of the property, "these mistakes should not be repeated. No basis "can be a right one, which does not contain within "itself some adaptation to the changes which time "may bring"?—I quite concur in that remark.

86. Do you agree with those remarks respecting the liberal spirit with which the present Chapter has dealt with the scholars?—Yes. I think their condition has been made as good as it could be in their present locality. I really do not think there is much to desire, with respect to their present condition.

87. You do not think there is anything additional that can fairly be demanded of the Dean and Chapter, towards carrying out the statutes in their spirit more liberally than they have done?—In respect to the boys, I think not. The question of the tuition fees has been taken out of their hands by the Ecclesiastical Commissioners. I do not consider that they are in any way liable for that. The whole management has been taken out of their hands, and I am of opinion, in concurrence with some others, that the Ecclesiastical Commissioners, if any one, ought to provide for these tuition fees. When I was Head Master, I induced the late Dean (Dr. Buckland) to bring the matter before the Commissioners, shewing the inadequacy of the salaries of the Head Master and under master, and asking for an augmentation, in order that the tuition fees paid by the Queen's scholars might be abolished or reduced. But the application was refused.

88. He applied to the Ecclesiastical Commissioners, on the score of the Dean and Chapter being deprived of that portion of the income?—On account of their no longer having any control over the disposal of their revenues.

89. (*Mr. Thompson.*) There are now stipendiary payments to the Dean and part of Chapter?—Yes.

90. (*Lord Clarendon.*) Did they mean that the increase should come out of the funds in the hands of the Dean and Chapter?—No, not out of funds in the hands of the Dean and Chapter, but that it should come out of the corporate property, the proceeds of which were in the hands of the Ecclesiastical Commissioners.

91. And which cannot be appropriated otherwise than is determined by the Ecclesiastical Commissioners, without their consent?—So I apprehend.

92. The actual number of the foundation scholars is fixed by the statutes at 40, is it not?—Yes; 40.

93. And that number has never been exceeded?—No.

94. And there is no intention of increasing it, I suppose?—I have never heard the subject mentioned by any one.

95. What is the reason that from 1841 to 1847, they fell below the statutable number?—Because there were not in the school candidates sufficient to supply the places.

96. Not candidates in the school?—No one can be elected into the college who has not been a member of the school for one year before, and there were not candidates sufficient to supply the vacancies. I think that in 1846 there were 17 vacancies in the college.

97. The number of vacancies was so large that you refrained from filling them up?—Yes, I refrained from filling them up, which I find was not statutable; but I had no statutes to go by.

98. You ought to have filled them up?—If there were candidates.

99. There were candidates?—I think I may fairly say there were not fit candidates for the whole number of places; still, I believe I might have filled up more places than I did.

100. From the year 1848 downwards, there have been no vacancies, I believe; the number has been well kept up?—Yes, more than kept up, because we have always had præ-electi to fill up places vacated by any who went away within the year.

101. Did you consider, when electing to the foundation, that it was necessary to be sure that the parents were in want of the assistance?—No inquiries were made whatever.

102. Does it not rather appear from the statutes, that it was not the sons of people in easy circumstances who were to have the benefit of the school?—As I have said, I had not the statutes in my hands, and I followed the practice which I found existing.

103. Then it was not thought necessary to institute any inquiry?—No such inquiries had been made by my predecessors to my knowledge.

104. Did you make an annual visitation,—a visitation in the proper sense of the term,—an inquiry into the condition of the school?—I introduced the practice,—as I still say, not having the statutes in my hands,—at the time of the election every year, of bringing before the Dean of Westminster any of the boys amongst the 40 who I thought deserved censure, to be reprimanded formally and sometimes to be displaced in their elections. The 40 boys are divided into four elections, 10 in each being the normal number. Their places used to be immutably fixed, being determined from the time they got into the college till they were elected to the university. That was the practice as I found it, with rare exceptions. I began to vary the places to some extent, and any boys who were extremely idle, or who deserved blame in any marked way, I brought before the Dean at the election, displaced them, and put others over their heads. I think that had a good effect, and the present Head Master has carried out the system further; and this year he has proposed to the electors as a body,—not to the Dean of Westminster only, but to the electors as a body,—to receive an annual report of the boys in each election.

105. Did you bring these boys before the Dean as considering yourself obliged to do so?—No.

106. Merely to give greater importance to your act?—Merely for that purpose.

107. We are told that the candidates are examined by the electors, the Dean of Westminster, the Dean of Christ Church, and the Master of Trinity, at their annual visitation of the school. I suppose that visitation is more of a formal character than anything else?—Nothing more, and, I believe, it has not been anything more from time immemorial.

108. There is no real visitation of the school. I believe that the Queen is the visitor according to the statutes?—Yes; and the right of visitation has been exercised at least once.

109. When was that?—In the year 1846.

110. But virtually there is no visitation of the school?—None that I know of.

111. Will you tell us what the system of examination is which is conducted by the Head Master. Do the boys put questions to each other. Will you tell us the usual form of examination?—It is a form which partakes somewhat of the nature of the old academical disputations. It is called the Challenge. All the candidates for vacant places in college are presented to the master in the order of their forms; there were commonly between 20 and 30 from the fourth form upwards. The two lowest boys come up before the Head Master, having prepared a certain portion of Greek epigram and Ovid's Metamorphoses, which has been set them a certain number of hours before. In preparing these passages they have the assistance of certain senior boys, who are called their "helps." The lower of the two boys is the Challenger. He calls on the boy whom he challenges to translate the passage set them, and if he can correct any fault in translating takes his place. The upper boy now becomes the challenger, and proceeds in the same way. When the translation is finished, the challenger (whichever of the two boys happens to be left in that position) has the right of putting questions in grammar; and if the challengee cannot answer them, and the challenger answers them correctly, the former loses his place. They attack each other in this way till their stock of questions is exhausted. The first challenge is called the unlimited challenge, in which they may ask any number of questions they like. These questions are all in grammar, and sometimes the boys were so well prepared that I have known two boys go on until 9 o'clock at night, having begun early in the morning. After this unlimited challenge, by which a clever boy, who is low on the list, may get to the top, what is called the limited challenge began, in which the questions are limited to a certain number, the challenge ceasing after these questions were exhausted. Of course, a great deal depended upon the ability of the boys, and also on the ability of the "helps," who could train an inferior boy so as often to enable him to take places beyond his merit and position. The "helps" stand by during the challenge, and act as counsel to their "men," in case there be any doubt as to the correctness of a question or answer. The Head Master sits as moderator, and decides the point at issue.

112. Did they retain the places which they so took?—They retained them until the next challenge, that is, till it had run through the whole number, after which it began at the bottom again. They were some weeks or months beforehand preparing for the challenge. It was very hard work, because every one of them had his usual school work to do besides.

113. How long did that challenge last?—From six to eight weeks in the year.

114. Six to eight weeks consecutively?—Yes; it ended about a month before Rogation Sunday, and began some eight weeks before that. There was a short interval at Easter.

115. Then the places which they obtained in the last challenge they retained till the beginning of the next year?—Then retained them so long as they remained at school. The challenge was for those who were trying to get admission upon the foundation. When once on the foundation these 10 boys retained their places till they were presented to the electors for the university; and during the whole four years that they remained on the foundation, they retained the places which the challenge had given them.

116. These places were very important to them?—Very important indeed.

117. To give them pre-election?—To give them the position in which they appeared before the electors at the election to the university. But it did not determine the election.

118. It did not determine the order in which the election took place finally?—No; only the position in which they appeared before the electors; but if there were a doubt between two boys, the one who had his place before the other would be chosen.

119. Did not practically the captains of those who were so placed go to Christ Church?—I believe so, generally, in former days; but it was not always so in my time.

120. Can you say from your own observation what was the practical result of this system of challenging?—It had many advantages. It brought the young

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boys together and introduced relations between the seniors and the juniors of a very praiseworthy character. The seniors from being teachers often became protectors to the juniors, and a connexion was initiated which often continued through life, and was often of great benefit to the parties connected. Another advantage was that it made the elder boys keep up their grammar, and gave them habits of teaching and organization which were most valuable. On the other hand, it very often happened that when boys had gone through this severe trial they relaxed into idleness, and the fixing their places for four years had a very bad effect.

121. (*Lord Devon.*) It was not their places in the school that were fixed immutably, I suppose. These school positions would vary in each class?—Just so.

122. It was only their positions in college that were fixed?—Yes, and consequently the position in which they appeared before the electors.

123. (*Mr. Vaughan.*) In practice, should you say there was more activity in the lower part of the school than in the upper?—Do you mean among those who were not yet on the foundation?

124. Yes?—There was more activity in preparation. The two periods or times in which that activity was shown were when the boys were trying to get elected on to the foundation and when they were trying to get elected off to the university. Between these two periods there was a great stagnation.

125. Do you think there was a great want of stimulus to exertion in the intermediate period between the time when a boy was trying to get on to the foundation and the time when he had to prepare for his election to Oxford or Cambridge?—I think so. The only stimulant that remained was the form stimulant. But having worked so hard to get into college and to get a place in the year's election, which could not be altered, there was a great tendency to relaxation. There was, of course, still the stimulus of the daily form-work to keep them up, but after the election there was great reaction. They worked very hard. They had been working long before for the challenge, and after they got into college for the most part the boys became idle for a time.

126. Do you think you have pointed out to the Commission all the causes of the stagnation?—I think so. I have no doubt that in former days, when the fagging system prevailed more completely and when all the boys lived together, there were many other causes; but very little of that remained in my time. In 1846, separate studies or living rooms were provided for the senior and junior boys.

127. You said you thought the small number at Westminster was one of the reasons why the school did not so much distinguish itself at Oxford as some others. Do you think that in proportion to its numbers it distinguishes itself in a satisfactory manner?—Well, the boys whom we get do their part pretty well. Many of them work very hard; they are extremely well-conducted; but few are boys of such ability as to enable them to gain the highest academical honours.

128. You do not think it would be remedied by any better internal arrangement?—I do not think so. I think the prizes now offered are quite sufficient and that no increase in their value will much avail.

129. I think you state that you were at the Charterhouse. Comparing Westminster with the Charterhouse school, is the Charterhouse very different in point of numbers from Westminster?—No, I believe it is about the same.

130. Can you say that the Charterhouse school distinguishes itself more or less than Westminster?—I should not like to answer that question without inquiry.

131. (*Mr. Thompson.*) Speaking as being from Christ Church, and looking to the literary proficiency of your college, would you prefer a literary connexion with Charterhouse to a connexion with Westminster?—We have had very few Charterhouse boys for some years. The present Head Master is a Cambridge man; and we have had so few of his boys that I have not had the means of comparing them fairly with Westminsters.

132. You would rather not give an opinion on the subject?—I have not had the means of forming one.

133. (*Mr. Vaughan.*) With regard to the questions that are put by the boys, to which you have referred in the system of challenges, do the senior boys assist the juniors in putting the questions?—They assist them beforehand in preparing the questions.

134. When these questions are put by the juniors, have they been prepared by the assistants or helps?—Yes.

135. And how are these helps selected?—By the boys themselves.

136. Would it not very often occur, as the character of the upper boys was pretty well known, that two junior boys would wish to have the same help?—Yes.

137. How is that difficulty settled?—When a boy, who was much sought after as a help, had his number full, he could take no more.

138. Then they were competent to take more than one?—Yes.

139. How many would each take?—That depended entirely on himself. It was a complete *imperium in imperio*.

140. Was it a provision that tended to equalize the chances of the candidates, there being many that had the same helps?—Certainly.

141. How could it work, if there were many having the same helps who were at liberty to prompt the same questions, and to give the boys instructions in those questions; were they not all equally prepared in that way?—In that case the readiest boy and the boy with the best memory had the advantage. The helps do not "prompt" while the challenge is going on, but only assist in preparing beforehand.

142. And I suppose that that again, to a certain degree, equalized the contest?—Yes, the best candidates generally got the best helps, the senior boys themselves being anxious to have good pupils.

143. (*Lord Clarendon.*) Mr. Scott has stated that formerly the general system of private tuition existed at Westminster, something like the Eton system. Will you turn to page 12, answer 14, in which he says, "Formerly a general system of private tuition "existed here, which appears to me to have been "akin to the Eton system. My predecessor, Dr. "Liddell, altered this, and the practice of private "tuition had been in great measure discontinued "until this year, when I have in a few instances "introduced it again, finding that it was scarcely "possible for some boys to do the work of the form "in which from age they had to be placed without "special assistance and supervision." What were the defects that you discovered in that system that made you alter it?—I had been brought up under a different system. At Charterhouse we had no private tuition. When I became Head Master of Westminster, all the assistant masters were new, and none of them had been brought up under that system; and it being a great object to reduce the expenditure of the boys to the lowest possible figure, on full consideration, we determined to abolish private tuition, or rather not to renew it, because it had become very otiose, and very little good seemed to have been derived from it. When Mr. Scott says that he introduced it again, I should add that whenever a backward boy required assistance, I always allowed him a private tutor.

144. If the system were an otiose one it must have been in the manner in which it was carried out. Do you think that the system of private tuition necessarily tended to idleness?—No; all that I say is that I did not find it in a satisfactory state.

145. And you thought it better to do away with it altogether than to endeavour to reform it?—Yes, on grounds of economy chiefly.

146. Otherwise you would not have done so?—There is no doubt that if you had tutors enough and

masters enough, there is a considerable advantage in it; but unless you have a large staff, I think that it gives the masters more work than they can do, and impairs their energies. I think on the whole with a limited staff of masters you get more work done without it. It also has a tendency to favouritism; for tutors, I imagine, are apt to pay more attention to the best boys.

147. Do they not do so when they are taught in the school as well?—When they are taught in form it is not so easy, I think.

148. When you had the system of private tuition in action it rather increased the work of the school?—I never had it in action; but it would have done so, I think.

149. Both the work of the boy and the responsibility of the master?—It laid a heavy burden on the master.

150. (*Lord Devon.*) Is there any reason for thinking that if the system of private tuition were carried on it would be an advantage in advancing the boys in their scholarship?—Probably there is.

151. Would it be also an advantage as a means of developing any peculiar aptitude which a boy might evince in a particular branch of education, such as mathematics, Greek or Latin?—If he had a teacher qualified specially to teach such a branch it would.

152. Would not the fact of an intelligent gentleman being in constant communication with a boy in the relation of a private tutor be very apt to imbue his mind with a particular kind of knowledge for which he showed an aptitude without specific instruction; and would not the mere fact of such constant intercourse be likely also to imbue his mind with notions of gentlemanlike conduct and propriety of demeanour?—If there were a small number of pupils and plenty of time to devote to each of them, no doubt it would.

153. At Eton and Harrow a private tutor is considered to stand towards a boy *in loco parentis*, so that he may watch his character, treat him as a friend, communicate with his parents and so forth, in any matter that is of interest to his moral training as well as his intellectual attainments and classical acquirements. Do you think that the master and assistant masters at Westminster school stand in relation to the boy, similar to that?—That was done by the heads of the boarding houses. There was not a large number of boys in any of the boarding houses, and the persons who stood *in loco parentis* to the boys were the boarding house masters, who fulfilled their duties extremely well.

154. (*Mr. Thompson.*) What was the fee of the private tutors?—I think it was 10 guineas.

155. That you stopped entirely?—Yes.

156. Except in very special cases?—Yes, and it was not so much then.

157. The ordinary school fees have been reduced?—They were somewhat reduced.

158. But not the whole sum?—No.

159. You do not recollect how much?—No, I do not remember, because there was an addition made on the score of mathematics and arithmetic which were introduced into the school, and when they were introduced they were comprised in the general fees. There was also an addition introduced for French. In point of fact, it was rather a complicated arrangement, and I do not carry it in my mind.

160. You do not know what the fees were before there were private tutors?—No, but I have no doubt Mr. Weare can tell you.

161. (*Mr. Vaughan.*) You were educated yourself under a system in which there were no private tutors?—Yes.

162. Do you think that there was any advantage connected with the absence of any help from private tutors?—I think that among certain classes of boys increased teaching does harm, but with the mass of boys, I should think not. To boys of a certain vigour, temper, and energy of character, I do not think private tutors are an unmixed good.

163. Do you think that the mass of boys as you knew them in the Charterhouse suffered in the preparation of their lessons from the want of private tutors?—No, I do not think so; I think the form system there was very good.

164. Do you think it threw them on their own resources and on their grammar?—Yes, I think so.

165. So as to make them analyze the language for themselves, and thus become better scholars?—The manner in which they were taught was very much by the boys themselves. The monitorial system was introduced, and the teaching of the form was in some respects as good as it could be. We were very well grounded indeed.

166. Did you find, when you got to Christ Church, that as a Charterhouse man not having had the assistance of a private tutor you had rather an advantage, or did you experience any disadvantage from having had to rely chiefly on yourself in learning your work?—Well, I think with regard to the grammar, that I generally found myself able to answer questions better than most of the men in the lecture.

167. Do you attribute it at all to the system of self help?—Perhaps; but I do not know that I can say much upon that point.

168. (*Lord Lyttelton.*) No boarding houses are kept except by the masters of the school, are there?—Not now.

169. Therefore, so far as I understand the matter, as it relates to the whole question of the moral superintendence of the boys, all the benefits of private tuition are obtained just as fully as they are at Eton or Harrow?—I think they are obtained very fully.

170. The parents would look to the boarding-house masters for an account of the general conduct and character of the boys?—They did so.

171. They would wish their boys to consult the boarding-house masters in any difficulty?—Yes; they did so, and I think the boarding-house masters were actuated by the best possible feeling, and did their duty fully in that respect.

172. Not more than 30 of the scholars were in any of the houses of the boarding-masters?—No one, I think, had more than 30, and for the most part they had less.

173. (*Lord Clarendon.*) Mr. Scott says, in answer to question 19, page 13, "The competitive examinations "for the army are those which affect us most. Boys "are taken away and sent to special training establish-"ments to prepare them for the trial. In some ways "such a change offers, for the time, a real stimulus "to industry, from the keen rivalry amongst the "candidates, all aiming at one object, and the inces-"sant supervision of a master. If a boy is only "submitted to this hothouse process for a short time, "it may not do him any permanent injury, but the "Committee who superintend the examinations "wrote last year to me, and no doubt to other head-"masters also, regretting the extent to which boys "were withdrawn from the public schools to prepare "for these examinations, and asking whether some "means could not be devised of offering such oppor-"tunities at the schools themselves as to retain the "candidates." Did that question come very much under your consideration when you were at Westminster?—What Mr. Scott complains of had begun.

174. That boys intended for the army were taken away earlier than they would otherwise be, in order that they might be placed in preparatory establishments?—It had just begun, but only just. It had certainly not gone to any great extent.

175. No complaints had reached you from the examiners?—None whatever.

176. Do you think that this suggestion of the Committee of examiners should be adopted; namely, that of keeping boys at school and fitting them for examinations, without sending them to preparatory schools?—I should think that would depend very much on the examiners and the nature of the examination. If the examiners confined the examinations to a particular curriculum, training schools

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must have the advantage; but if the examinations were made general in the subjects which the boys learn at good public schools, the latter would have the advantage.

177. Do not you think that the best way of meeting the difficulty would be for the Head Masters to place themselves in communication with the examiners for the purpose of knowing the curriculum, and what is required in the examination, so as to give boys who are intended for the army an opportunity of fitting themselves for it. I am not aware whether any such communication has taken place?—I think if the examiners for the army would appoint subjects to which the boys could devote their attention advantageously at school, the difficulty would very soon settle itself.

178. And you think there might be some advantage if communications took place between the Head Masters and the Civil Service examiners?—Yes; I should think so.

179. It does not seem to me, as far as I know, that any attempt has yet been made to place the heads of colleges and the examiners in communication with each other, so as to endeavour to meet this difficulty. There have been complaints that the public schools do not furnish fitting candidates, and we all know that they are crammed most unsatisfactorily. I do not yet know whether any attempt has been made on the part of the Head Masters of schools to place themselves in communication with the examiners. Can you give us any information on that point?—I suppose the ordinary army examinations do not come in question. It is, I suppose, the Woolwich examination that is meant in the remarks cited from the Head Master's evidence.

180. And that is a very difficult one, is it not?—Yes; the ordinary army examination is very easy, and I should have thought that a good boy from school could not fail to pass it. Certainly, if he does, the school is to blame. With respect to Woolwich, the case is very different.

181. The Woolwich examination is very difficult?—I find the boys who got the highest marks at Woolwich at the last examination were Cheltenham boys. At Cheltenham College there is a special department of the college devoted to such subjects.

182. I do not understand that the boys were not fit for examination, but that the parents took them away, and the Committee complained that they should have done so?—The only boys of that kind that I remember, were boys so excessively stupid that they required to have knowledge forced into them by mechanical means almost, and that cannot be done in the forms of a school.

183. But this matter has not come under your consideration?—No, it has not.

184. So far as you are acquainted with the army examinations, apart from Woolwich, you think there is no reason why a boy should not be fully qualified for them in Westminster school?—None in the world.

185. (*Lord Devon.*) I think you introduced, when you were Head Master at Westminster, the practice of having a separate service in the Abbey for boys?—I did.

186. That takes place at an early hour, does it not?—At 8 o'clock in the morning. That was the only hour we could get. It takes place once a month.

187. Where does it take place?—In the choir, the first Sunday in the month.

188. I need hardly ask you the question, but have you considered whether it was desirable, if practicable, to have more frequent opportunities of addressing the boys?—It would certainly be desirable to have a more reasonable hour, if practicable; but I am not sure that addresses at certain intervals are not more likely to produce an impression upon the mind of the boys than if they were delivered every Sunday.

189. Still you do think that it is desirable for the master to have an opportunity, whether at short or long intervals, of addressing the boys specially?—Yes, specially.

190. (*Mr. Vaughan.*) May I ask you what are the qualifications for matriculation at Christ Church?—They are not very high; a knowledge of portions of one Greek and one Latin book, together with Greek and Latin grammar, the tolerable writing of Latin prose, a knowledge of arithmetic, to which I should wish to add two books of Euclid.

191. (*Lord Clarendon.*) You might make out a stiff examination from that?—Without making it stiff, there are a great many who cannot pass.

192. (*Mr. Vaughan.*) Are these qualifications settled upon the whole by the average attainments of the boys who come to you from public schools?—We endeavour to settle them with a view to the first university examinations.

193. So that the University, in fact, does settle the qualifications for the schools, and the schools do not practically impose the qualification upon the colleges?—The University settles the qualifications; but we are obliged not to be extremely rigid; it is very difficult to get the boys up to the mark in certain points. I believe I ought to reject more than I do.

194. On that standard?—Yes. Yet, only last week I think I rejected nearly half of those who offered themselves.

195. (*Lord Clarendon.*) For matriculation?—Yes.

196. (*Mr. Vaughan.*) So that, in fact, the method on which you apply that standard is to a certain extent imposed on you by the qualifications of the candidates sent up from the public schools?—To a certain extent; I cannot put it as high as I should wish.

197. That being the case, do you find that you are obliged to fall a good deal below your nominal standard?—Below the nominal standard in Latin prose composition certainly. Good Latin prose writing is a most difficult thing to get.

198. Can you tell the Commission what is the average standard. You have a great many candidates from various schools, I suppose?—Yes.

199. Is there an average standard that is common to all the schools, or do you find anything like very decided exceptions in respect to some schools?—I think those boys are generally better prepared who come from the less fashionable schools.

200. We are to understand, then, that those boys who most completely meet the requirements do not come from the acknowledged public schools, as they are called?—Not those who come for mere matriculation, I think. But the best boys in all the schools are drawn off by the great multitude of scholarships which now exist in both universities open to competition.

201. I am speaking rather of the average boys?—Yes, I so understand the question.

202. Having regard to the average boys coming from the top forms of the schools, are they with some exceptions better when they come from small schools than from the larger public schools?—I think so, generally.

203. Do you know whether the system of instruction in these smaller schools is arranged differently from what it is in the large public schools, or is it the application of the system that makes the difference?—The large majority of the average boys I get from the great public schools are from Eton. I think the temptations to idleness that exist there are greater than in other schools, and I suppose that is the reason of their being less well prepared.

204. (*Lord Lyttelton.*) Can you give us a little more in detail what those temptations are?—The average boys there, being the sons of wealthier parents, can command more money than at other schools. The amusements are very numerous, such as boating, cricket, and so on; the boys meet with every opportunity for indulging their tastes, and have ample means for doing so. I do not say that this is the only reason, but I suggest it as a reason why the boys from the upper fifth at Eton,—and most of the average boys come from the upper fifth,—are certainly extremely ignorant of subjects requiring steady work, such as grammar.

205. Would you state any other reason why you think Eton stands out in this respect from other

schools?—I think it is because I get so many boys from Eton.

206. (*Mr. Vaughan.*) Are you able from your experience as Dean of Christ Church to say what are the average qualifications of the boys who come from the top forms of various schools, and what they are in point of proficiency?—For mere matriculation I seldom get them from the top form.

207. I suppose the number of boys in the top form is very small at Westminster?—May I ask what you mean by the top form. The system is different in different schools. Do you mean the first 20 or 30 boys?

208. I mean by "the top forms," about a tenth part of the school. That at Eton would be upwards of 80 boys?—The number at Westminster was about 20. Most of the Eton boys come to us from the upper fifth.

209. That is the top of the school in the meaning of my question. What would you say, first in regard to the average number of public schools, would be the qualifications of the boys. For instance, can they write Latin. I do not mean to say elegantly, but correctly; without grammatical mistakes?—No, generally not.

210. I need hardly ask you whether they can write Greek correctly?—I never tried them in Greek at the matriculation examination.

211. Can they, if a Greek author is put in their hands, and they are allowed to read it once over, construe a passage which does not contain words of very rare occurrence and no sentence of a remarkably intricate character?—Do you mean a Greek author they have never seen before?

212. Yes?—I can best answer that question by stating that in practice we are obliged to restrict ourselves to books that have been prepared. I do not think we should get even a tolerable translation of a book which they had not read before.

213. Not of any passage?—If you pointed out an easy passage from Xenophon in which there was not the slightest difficulty, perhaps you might; but you would have to select your passage with great care; you could not open the book at random and ask them to read a Greek passage. We do not get it well done even in the books that are prepared in a great many cases. I am speaking of those who come up merely to be matriculated,—the average boys.

214. Now, I have asked you generally with regard to the public schools. With respect to Eton, can you tell what is the state of classical attainments there?—With these average boys it is very much what I have stated. Their Latin prose is certainly not elegant or scholarlike; it is exceedingly bad. Even those boys who can construe pretty fluently, when you come to probe them in grammar, often fail to give satisfactory answers. They often fail even when the question is put upon paper, and they have plenty of time to think. Many of them bring up the words misspelt in the grossest manner.

215. (*Mr. Thompson.*) The Greek words are misspelt?—Yes, grossly misspelt.

216. (*Mr. Vaughan.*) I believe your experience as Dean of Christ Church has not extended over a great number of years?—Seven years.

217. Do you happen to know whether, during that time, the system of instruction has been very much changed?—I think not. It has been more systematised, but in substance it is much the same.

218. Have you had reason to observe of late years whatever the cause may be that the scholarship of the average boys has declined?—No; I do not see much difference.

219. Have you any reason to think that the scholarship of the superior scholars who have come to the college has declined, and is worse than it was, according to your recollection, when you were a tutor, or an undergraduate at Christ Church?—At Christ Church we are not so well off as we were at that time. The great number of open scholarships in various colleges draws off many who, under former circumstances, might have come to us. Our open studentships in some measure redress this, but not wholly. If you put the question with regard to the University at large, I should say that the average of scholarship in the higher class of men is better.

220. Better than it was at what time?—Better than at the time I first remember it. I do not think the higher class of undergraduates write better Latin, but they write better Greek, and have more knowledge of Greek.

221. (*Lord Lyttelton.*) Are you speaking now of the schools generally?—I am speaking of the best boys from the schools generally, those who become candidates for the foundation scholarships.

222. I understand that in Latin they have slightly fallen back, but that on the whole they have gone forward?—I think so; in Greek especially.

223. Is there any particular cause to which you can assign that. Is it in consequence of the greater cultivation of Greek that they have become less proficient in Latin?—I think it is owing to the greater attention which is paid to Greek, both in the university and in the schools.

224. (*Mr. Thompson.*) Might this be remedied by deferring the learning of Greek to a more advanced age?—I have often thought so.

225. You conceive that boys begin to learn Greek earlier now that they did 30 years ago?—I believe so.

226. Do not you think that the declension in Latin has been in progress fully that time?—I think so.

227. Do you think that the boys would learn Greek as effectually if they began it at a more mature age?—Probably. I think the Greek grammar is studied more now than formerly. We used to learn the Latin grammar as the chief grammar, but now they seem to learn the Greek grammar as the chief grammar.

228. Then you are, on the whole, in favour of deferring the learning of Greek?—I think, on the whole, that the boys would come out better in the end if they made themselves thoroughly masters of the Latin grammar, and then began the Greek.

229. Do you see an additional advantage in not occupying the attention of boys at a very tender age with Greek, namely that they may have a better opportunity of acquainting themselves, say, with the elements of French. Is it not natural that they should learn the French and the Latin together?—After they have learned a certain amount of Latin, French becomes easy in many respects, both in regard to the vocabulary, and specially in regard to the gender.

230. Do you not think it necessary that boys should learn French very early in life?—Yes; but it is most difficult to do so in an English school.

231. (*Mr. Vaughan.*) Are there not certain studentships for the acquisition of which physical science is a qualification?—In our competitive junior studentships one in six is devoted to physical science. I may add that one in six is also given to mathematics.

232. Junior studentships?—Yes, junior studentships.

233. Have you had many junior studentships open to competition since they were established?—We have had three open to competition every year for the last four years.

234. Is there any limitation as to the age of the candidates?—Only an academical limitation. They must not have exceeded the eighth term from matriculation inclusively. But the greater number of candidates come fresh from school.

235. Can you tell us the average number of candidates who present themselves for each vacancy in physical science?—We have only had two examinations in physical science, and in each there were three candidates.

236. Did you hear any report from the examiners as to the capacity of the candidates?—Yes, the report was that both of those selected were young men of very good ability; one of them has entirely left

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physical science, and devoted himself to classics. The other had some difficulty in preparing himself to pass his first university examination in classics.

237. Do you know whether the candidates came from public schools, or were privately educated?—One of them was privately educated, and the other came from King's College.

238. Neither of them came from an acknowledged public school?—Neither of them; and I think I may say the same of all the candidates. As far as I remember not one of the six came from a public school.

239. Would you or not consider it an advantage to the college that those who hold suuh a description of studentships should be taken out of public schools; or do you consider it an advantage that those who hold such studentships in your college should not have come from the public schools?—In many respects I am sorry to have boys from places of private education on the foundation, especially with a view to their becoming tutors hereafter. On the whole, I think that they are less fitted for that duty, especially with regard to discipline and the management of young men.

240. So that on the whole you think it would be better if the successful candidates came from the public schools?—I should prefer it.

241. (*Lord Clarendon.*) Would the opinion you have given us with respect to Eton, apply to Harrow and the other great public schools?—I am sorry to say that the average Harrow boys are not much better. But some of the other public schools are decidedly better.

242. Such as Rugby?—Yes, Rugby and Marlborough.

243. (*Lord Lyttelton.*) And Shrewsbury?—I do not remember having had any candidates for mere matriculation from Shrewsbury, but I have exhibitioners frequently, and they come well prepared.

244. And the boys from Eton and Harrow may be said to be the least prepared?—It is hardly fair to say that, because, as I have said before, I get so many candidates from those schools and so few from each of the other schools, that the power of comparison fails me.

245. What was the whole number of boys who presented themselves for matriculation lately, when you said that half were rejected?—I think the whole number that day was 21.

246. Then 10 were rejected?—Nine, I think. I said nearly half.

247. (*Mr. Vaughan.*) That was on the mild application of the test you have prescribed?—It is a mild test, but I will not say that it was a mild application of the test. It only requires them to be fairly competent to pass their first university examination.

248. (*Mr. Thompson.*) You examine the papers, I suppose?—Almost all; in doubtful cases, all.

249. (*Lord Lyttelton.*) You say that in consequence of the great number of candidates, who come for matriculation from Eton and Harrow, as compared with other public schools, the comparison may not be quite just?—I think so.

250. You are not aware that with respect to Eton and Harrow, the boys from those schools are worse than others, taking into consideration the greater number that come to you?—I think the boys who come from other schools are seldom rejected. But then, as I said, there are comparatively few in number. A larger number come from Eton, and a larger number fail.

251. You say distinctly that in the last few years, Latin scholarship has somewhat gone back, but that, on the whole, the scholarship of the boys has rather improved?—I will not pledge myself to the former opinion, but I will hold by the latter. I speak of the higher class of boys.

252. Does that apply to Eton and Harrow especially?—No, I am afraid not. I was going to say that comparatively few of the boys who get scholarships come from Eton. The returns from every college in Oxford would show how far I am right.

253. (*Mr. Thompson.*) You speak of the oppidans, not the collegers?—Yes.

254. You do not get the *élite* of Eton?—No, they mostly go to Cambridge.

255. (*Lord Clarendon.*) Have you any general remarks to make, Mr. Dean, upon the present state of Westminster, beyond what you have told us?—No; I am inclined to believe that the present state of Westminster is good, except in point of numbers. I greatly desire a larger number to choose from.

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256. (*Lord Clarendon.*) I believe you were Assistant Master at Westminster School?—I was Second Master from 1841.

257. Down to what time?—Down to August last year, just 20 years.

258. I do not know whether you have seen the answers of Mr. Scott?—Mr. Scott sent me a copy, which I returned to him by the same post. I have not seen the last proof.

259. The Commission will be very glad to receive from you any general information upon any point that you think they ought to be made acquainted with, and which your long experience would enable you to give them. Can you tell us, considering the state of the school now, whether any improvement took place in your time, and whether there are any other improvements which you can suggest or recommend?—The accommodations of the school I think will still admit of very considerable improvement.

260. (*Lord Clarendon.*) We should be glad to hear anything you have to say about the accommodation?—In regard to the old school room I think that additional accommodation will be necessary in case of any great increase in the number of scholars; extra class rooms would be needed, and the great school room itself should be better warmed in winter.

261. Is it not settled that the number should be limited to 200?—That I am not aware of.

262. Do you think that the accommodation in the school is insufficient for the numbers who are there now?—Not so much in the school room as in the boarding houses; if the *boarder* class were larger, and the *home boarders*, or day-boys, not so numerous, of the present total number.

263. Do you think they are insufficient for the existing numbers, without regard to any increase that may take place?—No, not, perhaps, in regard to the existing numbers and the present proportion of the boarder and day-boy classes; but in case of the school increasing its numbers to 200 there would be need of additional accommodation, which the school has not at present.

264. In the event of the numbers greatly increasing there would be no reason why the accommodation should not be increased also?—There would be some difficulty, I believe, in regard of the re-possession of the houses disposed of, which were formerly boarding houses.

265. In what way do you consider the accommodation insufficient?—With regard to thenumber of the boarding house bed-rooms and the school room interior conveniences. (See Answers 260 and 262.)

266. I mean with regard to the numbers?—At present there are about 30 in one of the boarding houses and 20 in the other. Supposing Westminster school became more popular, and 200 became the total roll, that is 50 beyond the present number, there would not be sufficient accommodation, and there would be need of another boarding house, at least.

267. Is there not a new house building?—There is a new house building at the archway, half of which is for the present assistant masters, and the remaining portion a day-room, for the accommodation of the day boys or home boarders, to leave their hats and things in.

268. (*Lord Lyttelton.*) It is not to be an extra boarding house?—No; but whether it would be capable of being made one, I do not know. It is to be divided into two portions; one portion is to be made use of as a private residence, and the other is to be for the assistant masters, and as a leaving room for the day boys. I am not aware whether the house admits internally of any such alterations as would render it available as an extra boarding house.

269. (*Lord Clarendon.*) You say, "If the numbers at the school were to increase." Have you any reasonable expectation of that increase?—I can hardly say the numbers have been continually increasing. I think that they have been rather rising latterly. I am glad to say that, at the present moment the school has gained in comparison with what the numbers were last year, and the number now is 143.

270. Would you not say the number of the boys is rather on the decrease, or at all events, that it is stationary, and that it has been so for some years?—Taking a wide range, I can furnish answers which I have in my pocket. In the year 1841, when I became connected with Westminster school as second master, there were 67 boys in the school, altogether, Queen's scholars and Town boys.

271. (*Lord Lyttelton.*) Who was Head Master at that time?—Dr. Williamson: this was in September 1841.

272. Were there 40 foundation scholars then?—No; the college was not full.

273. (*Mr. Vaughan.*) The vacancies were not filled up?—No; I have also a list of the total numbers from 1801 to 1860.

274. (*Lord Clarendon.*) What was the largest number?—Do you mean the greatest number between 1801 and the present time?

275. Yes?—I find I have only the numbers *consecutively* from 1821. In 1802 there were 295. On the 1st January 1821 there were 300; in January 1824, 260; in 1827, 254; in 1828, 226; in 1831, 202; and then, in the decade of years from 1831 to 1841, the numbers fell to 67. The highest number between 1841 and 1861 has been 142. At the present moment the number is 143, so that it is a little over the highest mark it has attained since the year 1841.

276. To what cause do you consider this diminishing, or at all events stationary state of the school is to be attributed?—I think the great cause of the scholars falling off in numbers in the decade of years to which I have alluded from 1831 to 1841 was, perhaps, partly the establishment of King's College.

277. Is not the locality objected to more than it used to be?—Undoubtedly objections have been made.

278. Do not parents, even although they may be old Westminsters, object to send their sons there?—In many cases that is so, but it is not universally so.

279. Do you think that it would be advisable to remove the school into the country in order to meet those objections. And in your opinion would that give it a chance of rising again?—If that question is to be considered with regard to health, my conviction is that there is no reason on the score of health why the school should be removed. I believe that Westminster is not only as healthy, but that our statistics will show that it is even more healthy than,—I will not say Harrow and Rugby,—but than Eton and Winchester and other schools, where unhappily periodical fevers have prevailed of a typhoid character, from which we have been exempt, if we may except one which was caused by the opening of some drains in the year 1848.

280. (*Lord Lyttelton.*) That was in Dr. Buckland's time, I think?—Yes, but now I think the school is more healthy than other schools.

281. (*Lord Clarendon.*) Was that the only occasion on which the school was broken up in regard of health?—We had two cases of scarlet fever, the Head Master losing one of his own children. The other case was that of the son of Bishop Longley, who was, however, able to go home very shortly. But owing to the loss of the Head Master, Dr. Liddell, the seniors of the college expressed themselves in a general request to him that he would not consider them with regard to the Play. It was not a sanitary question at all, but there was a general feeling, on account of the Head Master's sorrow, in favour of breaking up the school rather before the usual time. We have had only a very few instances of scarlatina, but never an outbreak of scarlet fever.

282. Can you give us any statistical information with regard to the health of the school as compared with other schools. You said it was more healthy than Eton and Winchester; have you any returns to that effect?—No. I simply judge from the notorious fact that they have been broken up very frequently, and from seeing the accounts in the papers.

283. You have nothing in the way of figures?—No.

284. (*Mr. Vaughan.*) Perhaps you would say in regard to individual boys, what were the causes for which they were allowed protracted absence from school. Is it always on account of sickness?—We have had boys labouring under constitutional infirmities, of delicate frames, occasionally. Perhaps it was a venture to send such lads to a public school at all, and I believe that in their cases alone had we any protracted absences.

285. (*Lord Clarendon.*) Do you think it would be injurious to the school, or would alter its character at all to remove it to the country?—It would be at once, I think, fatal to the *genius loci*.

286. You think it would be fatal to the character of the school as a public school?—It would at once take away its character of a public school, and place it in the same position as all other great schools, which are not public schools. It would have to begin *de novo* like other schools, and depend entirely on separate influences.

287. Do you think that would be an injury to it?—I think it would no longer be Westminster school.

288. Have you considered Westminster school in reference to its connexion with Christ Church, and the importance that it is to Christ Church to have the numbers increased at Westminster, in order that they may have a larger field for the choice of Students?—Christ Church is at present dependent in a very small degree upon Westminster, to the extent of only three studentships per annum. The total number of vacancies at Christ Church would probably be, speaking at a very rough guess, seven or eight annually, so that Westminster is hardly a source of supply for more than three-sevenths or three-eighths. In respect of the annual election of our three Students, of course the welfare of Westminster will operate on Christ Church, but I may mention that in the last 10 years, speaking from memory only, Westminster has had to claim no less than 11 or 12 first classes, not in the final Degree but in the Moderation School, which is the test of scholarship.

289. (*Mr. Vaughan.*) Are you aware how many first classes Westminster has obtained in the Final classical examination of late years?—No.

290. Are you aware that it has not obtained one?—Since when?

291. Not for the last 10 years?—I think in mathematics Westminster has to claim one class.

292. That is another thing, but not in classical scholarship?—No.

293. You spoke of the Moderation examination as the test of scholarship?—I spoke of the Moderation examinations at Oxford, which are more essentially classical, and do not embrace science.

294. They do not embrace either history or philosophy, but purely classical scholarship, while the

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Final examination consists chiefly of philosophical and historical examination?—Yes.

295. (*Lord Clarendon.*) It does not occur to you that if Westminster school were removed into the country, in order to meet the objections of London residence, that that would increase the numbers, and thereby give a larger selection to Christ Church?—I will not say that; it is impossible to anticipate what fashion may demand. I think it is not to be urged on grounds of health or morality, but simply on grounds of fashion.

296. You think that so far as health and morality are concerned, there is no necessity for the removal of the school?—I really feel that.

297. And no expediency in removing it?—I feel that Westminster, in regard to morality, is lost in London; it is quite unimportant.

298. How do you mean when you say it is unimportant?—I mean that there is no temptation attaching to the school directly, which is the case, as I am given to understand, at some of our other great public schools.

299. (*Lord Lyttelton.*) How do you mean?—Temptations in connexion with the school itself.

300. (*Mr. Thompson.*) Surely there are abundant temptations in Westminster?—I mean that they are not dependent on the school.

301. (*Lord Lyttelton.*) Do you mean that they are not brought together?—

(*Lord Clarendon.*) Or that they are so numerous that they are hardly attractive?—The school is really lost in the immensity of the metropolis, and is insignificant compared with things around; whereas, if you put it into a country village, it would form a large proportion of the population, and evil would spring up, and be supported as it were by the school.

302. (*Lord Lyttelton.*) You think that the evil would be more directly in connexion with the school, but in point of fact, a boy at Westminster would have quite as much temptation as at Eton?—I think he must seek it.

303. (*Lord Devon.*) Should you extend that opinion of the morality of Westminster to the period when you were a boy as well as when you were a master?—Yes. I will not say that I know of no temptation connected with the school, but I know of no case where temptation is obtruded on the boy. I do not say that evil was not sought after by boys, because it was, but it was not obtruded.

304. (*Lord Lyttelton.*) They had a very little way to seek it, I am afraid?—Not to my knowledge.

305. (*A Commissioner.*) If you were told that there were instances of boys getting over the walls at the back of the boarding houses, and going up into the town, should you be surprised to hear such a thing, going back as long as 55 years?—Yes. I do not know of any single instance of that kind in my school time. I know of one instance of it subsequent to my time; during the period between my departure as a boy and my return as a master, and that was looked upon as quite an extraordinary event. It even reached Christ Church, where I was, that A. B. had got out and gone into the town.

306. (*Mr. Vaughan.*) On the subject of removal, you said you should think it would cease to be Westminster school if it were removed. Do you speak of any feeling beside your own upon that point?—I believe I speak the feelings of a great many persons who entertain the same opinion.

307. Is it to local and historical associations that you are alluding?—It is of local and historical associations in a great measure that I speak, but independently of this, there are certain privileges which the scholars have, such, for instance, as the right of attendance in the Houses of Parliament, which is every year taken advantage of.

308. What is the advantage of the privilege to which you are now alluding?—The Queen's scholars have the right of admission to the Houses, and exercise that privilege. The boys go to hear the debates there; the debates become a subject of conversation and discussion among themselves, the opinions which are expressed in the House being reproduced and discussed by them.

309. Are the boys who come to Westminster school generally the sons of fathers who have been there before them?—A great number of them; I should say a very fair proportion.

310. Does it depend for any connexion of that sort upon the locality?—In some degree, but perhaps the largest proportion of new boys are the sons of non-Westminsters. Certainly we have had, and have, several representatives of many of our old families; at the same time, a great many have left the school. The Marquis of Westminster is cognizant of the condition of Westminster school of late years; his second son, Lord Richard Grosvenor, having passed through the school; and Lord Charles Russell has the same experience of its present working.

311. Have you found that the sons of those who have been educated at Westminster, and who have distinguished themselves also in the world,—do you find that their sons come back to Westminster in most cases?—Not in the case of a great many. The feeling in favour of the country has operated, I confess, against Westminster. The language held to me has generally been something like this:—"Personally, I "wish my sons to come here, but my wife prefers the "country."

312. Do you think there is any prospect of the conjugal influence being less strong?—I think it is on the wane, from the return of one or two families who used that language to me some years ago, and whose names I see have reappeared, but I know that the general reply used to be, "I should be very glad "to send my boy, but my wife will not let me."

313. Whether it is a well grounded feeling in the father's breast or not, is it not the fact that there is a feeling which prevents fathers from sending their boys to the school in its present site; you may call it prejudice, if you like?—Yes; I think there is a prejudice in reference to the superior advantages of the country.

314. (*Lord Lyttelton.*) Has not that feeling operated against the school, not in consequence of any objection to the school itself, but simply because in these days when the country is so easily accessible, people think it is better to send their children there. It is simply a question of preference for the country?—Yes.

315. (*Lord Devon.*) Should you see any advantage in extending the range which the boys have in going to the country. The bounds, I believe at present are very much confined, are they not?—Yes; except the cricket-ground of 8 acres.

316. Perhaps you could say what the bounds are, they do not come through the Sanctuary archway, I believe?—No, except to the glover's across. They have permission to go there.

317. Do they go across the Thames?—The bounds are Westminster Hall and the Courts inclusive; the street along the river bank, and the streets leading to Vincent Square; that is the main streets, not the side streets.

318. By a particular route at all times of the day, I suppose?—At all times of the day when they are, so to say, off duty. In play hours a boy may take a walk over Battersea Bridge with leave; indeed, they go across the bridge as a common Sunday walk.

319. Do you think the result of a removal into the country would be a large increase in the number of oppidans, and if there were such larger increase would there be a better chance for selection to the college than can be obtained when there is only a limited number?—If that result should follow, undoubtedly there would.

320. You would have a larger number of competitors, would you not, if there were a greater number of oppidans?—If a greater number entered in consequence of a removal into the country, no doubt that would be so.

321. (*Lord Lyttelton.*) You say that the question of the amount of accommodation to the boarders might become a serious one some time or another. Would that be a question with which the Dean and Chapter would have anything to do?—I should imagine so.

322. You think they would take cognizance of the insufficient accommodation to boarders as distinguished from scholars?—It would depend on whether they were bound by statute to take such cognizance.

323. (*Mr. Vaughan.*) Do you know whether, according to the original statutes, it was considered the duty of the Dean and Chapter to take boarders?—That is the case, I believe. I suppose that is the meaning of the term *pensionarii*.

324. (*Lord Lyttelton.*) What do you understand is the present position of the question of removal, because we know that that was a subject that was regularly investigated some time ago?—I am not aware.

325. In what condition is it now?—The meetings to which you allude were entirely of a preliminary character, and nothing has, I believe, been decided.

326. Do you know any details about the attendance of the boys in Parliament. Do you know how many in your time attended and manifested any interest in the debates in the House of Commons?—When I was a boy at Westminster, generally about six of the seniors attended every day.

327. Do you mean when you were there as a master or as a boy?—When I was there as a master the attendances were, perhaps, more than when I was there as a boy.

328. How many do you think attended as a general rule?—Eight or nine each day. Perhaps sometimes there might be a little difficulty in the admission, and then the juniors would give place to the seniors.

329. (*Lord Devon.*) What seats did they occupy?—They were put into the back seats of the members when I was a boy, but now I believe they sit in the peers' seats.

(*Lord Devon.*) No, I think they sit at the back of the seats usually occupied by the peers when any are present.

330. (*Lord Lyttelton.*) Did you know of any attending the House of Lords?—Sometimes, although not so generally as the House of Commons.

331. When you were a master did they ever look in?—I used to look into the House of Lords when I was a boy, but perhaps the admission is not so easy now.

332. (*Lord Clarendon.*) The Chapter have considerable benefices, have they not?—I do not know how many, but they have the patronage of a certain number of benefices.

333. Are the masters of the school considered eligible for the preference to those livings?—It has reached me that the Canons consider the masters have no claim to any preference to such benefices, but my predecessor was, in the third year of his incumbency, appointed to a living in the city,—Christchurch, Newgate Street,—as a sort of compensation for private boarders being taken away from him. He had the sons of Lord Lansdowne and certain peers who were his private pupils, and it was held that his duties to the college should be considered first, and that his private pupils would rather interfere with those duties. The private pupils were therefore discontinued, and in order to make him some compensation he was appointed to the living. I speak merely what I understood of the history of the transaction; but as a matter of fact I know that in the third year of his mastership he was appointed vicar of Christchurch, Newgate Street.

334. (*Mr. Thompson.*) Did he retire from the school?—No, he held it with his mastership: that is the only case, except that of Dr. Williamson, the Head Master, who, in the year 1850, was appointed to the vicarage of Pershore, some few years after he had resigned.

335. (*Lord Lyttelton.*) Then the Chapter acknowledge no obligation at all with respect to the preferment of the masters to their benefices?—No; as I understand.

336. (*Mr. Thompson.*) By an Act of Parliament, when the present generation of Canons goes out, the Head Master will have a claim, I imagine, either after or before the Minor Canons?—That I do not know. I may take the opportunity of saying that the statutable *status* of the Masters at Westminster is *before* the Minor Canons.

337. It will depend on the way in which they are named in the Act of Parliament. There is an Act of Parliament which provides for a different arrangement of the patronage when all the Canons now alive have gone out?—I am not aware.

338. (*Lord Clarendon.*) With respect to the advantages enjoyed by the foundationers, may I ask you what is the meaning of this, that each scholar was obliged, within a certain limited term to find a tutor who was responsible for him, not responsible for his tuition. I apprehend responsible for what he had to pay, was it not?—I believe some such arrangement is to be found in the statutes, but I am not aware of it in detail.

339. Does it exist now?—It has become quite obsolete now.

(*Mr. Vaughan.*) It appears in the original statutes to be somewhat uncertain what description of person a tutor was.

(*Mr. Thompson.*) The rule is exactly the same at Cambridge.

340. (*Mr. Vaughan.*) Did he have a personal and not a scholastic care?—Yes, I believe so.

341. (*Lord Clarendon.*) Do you not consider that the foundationers, that is to say, the scholars, were intended by the statute to receive their education gratuitously?—Certainly, so far as I interpret it.

342. But they do not do so?—A change has taken place within the last year, of the details of which I am not cognizant, by which the Dean and Chapter pay a certain sum to the Head Master.

343. When did they begin to charge the foundation scholars for tuition?—I cannot say when, but apparently some charge was made at a very early period. It was 13 guineas a year when I was a boy, and afterwards it was increased to 17 guineas. That is some years ago.

344. So that now the whole amount paid by the foundation scholars is about 34*l.* a year?—About that sum.

345. In your judgment that is not in conformity with the statutes, is it?—No, I conceive the statutes contemplated the boys being supported as to their accommodation and food and education. I will not say clothing, as at the Charterhouse, but their maintenance, and education.

346. Those charges, more particularly the charge of 17 guineas, are made in direct violation of the statutes?—Yes, I should say so; the charge for tuition, the charge for firing, and so on, as in the printed Bill.

347. There is a charge for firing also, is there?—Yes; and there is a charge for gas, and for servants, and for the college porter.

348. All of which you think the boys should be relieved from?—I should imagine so, unless it is said that the statutes are now inapplicable; that more is demanded by the young in the present day than was the case in the Elizabethan period; and that the comforts of the present day are more than the Dean and Chapter ought to be required to provide.

349. Does not the Dean and Chapter receive more now than formerly?—Yes; I was only supposing what may be the argument used against extending the advantages of the Queen's scholars.

350. Would not that be having one set of weights and measures for the Dean and Chapter, and another for the scholars?—I quite feel the justice of the claim for extending the advantages of the Dean and Chapter to the scholars.

351. Do you know to what extent the advantages of the Dean and Chapter have been extended during

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the present period?—I can only speak from hearsay. I have been given to understand that in the year 1825 the average value of a canonry was 1,200*l.* a year. My wife's grandfather was a canon, and I have heard it frequently mentioned that 1,400*l.* a year was considered a high dividend in those days.

352. When was that?—From 1820 to 1830; it was about that period. I have heard it commonly said that 1,400*l.* a year was considered a high dividend, but I have been told by Mr. Scott, the Head Master, that he believes the canonries to be now 2,300*l.* and 2,400*l.* a year.

353. (*Lord Clarendon.*) There has been no proportionate increase made in the advantages enjoyed by the scholars at all commensurate with this?—I should say no commensurate advantages. There have been increased advantages from time to time. The matter was considered many years ago, and a strong statement was then laid before the Dean, the present Bishop of Ely, on behalf of the college, and he was requested to urge upon the Chapter to substitute for the old allowance of a "sheep a day" (which included all the bad joints,—the neck, the breast, and the shoulders,)—legs of mutton, so as to secure each boy a good dinner, together with some other arrangements.

354. Certain kinds of advantages have been granted to the scholars, but it appears to me that a certain sum of money has been taken from them that will more than pay for the advantages which are given to them, and the sum which they pay, and ought not to pay, appears to be about 30*l.* a year. Is that so?—Yes; about 34*l* a year.

355. It is said that the Dean and Chapter keep the boys at a cost of about 1,200*l.* or 1,400*l.* a year, and this 34*l.* a year is to liquidate the items of tuition, servants, firing, washing, medical attendance, and what are called college charges in the scheme, if you have had one supplied to you?—I believe that is so.

356. (*Mr. Thompson.*) Are you aware that the Dean and Chapter at present have large dividends, and that there is only a limited number of canonries to receive them?—Yes; and the most recent appointments will receive only a fixed stipend.

357. Your claim then would rather be on the Ecclesiastical Commissioners, inasmuch as they are the recipients?—I understand the large dividend of 2,300*l.* a year for each canonry is paid over to the respective recipients, they repaying a quarter by an arrangement with the Commissioners. That is what Mr. Scott stated in conversation.

358. (*Lord Devon.*) The whole of the funds are vested in the Ecclesiastical Commissioners, are they not?—That I am not aware of.

359. (*Lord Devon.*) It would seem, therefore, would it not, that the complaints should rather be addressed to the Ecclesiastical Commissioners, who have the control of the funds, than the existing Dean and Chapter?—

360. (*Mr. Vaughan.*) Are you acquainted with the statutes?—I have seen them, but I cannot say that I am acquainted with them.

361. You do not know the terms on which the instruction is provided in school by the statute?—No.

362. That it is the duty of the master to teach them the Latin language, Greek, and Hebrew, from the poets and orators, and diligently to examine them?—I do not remember particulars.

363. So that there is under that clause only a right for the scholars to obtain competent instruction in those three languages?—Yes; I may take the liberty of mentioning with regard to one of the items that you have read, the subject of instruction in Hebrew, that it has been suspended for some years, and I think with very great disadvantage.

364. Do you know at what time the Hebrew instruction was dropped?—I cannot say; I think very recently; within the last four or five years.

365. Since the time of the present Head Master?—Yes; I believe so.

366. (*Lord Devon.*) As to the question of the removal of the school, assuming that the school remains where it is, are there any alterations in the premises which you think it would be desirable or necessary to make?—Looking to the probable increase of the scholars and the necessity of erecting new boarding-houses?

367. Assuming that the school stands at 150 at present. You are aware that some suggestions have been made on the matter?—I think that any thing that can be done to make Dean's Yard—the two yards—more airy, so as to produce a better circulation of air between them, would be desirable.

368. You think it would be desirable to effect an opening?—Yes. To remove the small block of building between Great Dean's Yard and Little Dean's Yard, or have it lowered, at all events, and make a fives court there.

369. That would involve the sacrifice of a whole house, would it not?—Yes, I think so. It may not be worth while to incur any considerable sacrifice on that side of the yard; but increased ventilation would be secured by opening the opposite or eastern side. The removal of the engine house would involve no great outlay, whilst the glimpse afforded into the College gardens, with its trees and flowers, would much add to the cheerfulness of the place.

370. Under what regulations is the space in Great Dean's Yard now used. It used to be open at all times?—The boys play there during two terms of the school year.

371. Is it locked up?—It may be occasionally.

372. Do you think it ought to be kept locked?—The boys play there constantly during two terms; during the summer term the boys play in Vincent Square at cricket, and during that term it may be locked.

373. (*Lord Lyttelton.*) Is that so always?—They have a wider range for cricket in Vincent Square, which is eight acres in extent, and it is more attractive.

374. (*A Commissioner.*) Where do the boys take the water now for boating; near the House of Commons?—They were promised a Stairs or Hard near the old stairs, but I believe it has not been completed, and practically they are obliged to go by the bridge, or cross the river to Searle's by boats.

375. Where were those stairs to be, at the back of Abingdon Street?—Yes.

376. Do you think it desirable that there should be some particular place?—Yes.

377. I suppose the boats come from the other side of the water, from Roberts', as they used to do?—Yes.

378. You, I think, were in charge of the gown boys?—Yes.

379. For a considerable portion of the time?—During the whole of my 20 years' incumbency. I was appointed second master, and one of my special functions was the charge of the college.

380. Did you in your time know considerable alterations and amendments made by the Dean and Chapter?—Yes.

381. Perhaps you will shortly state what difference there is between now and formerly in that respect?—In 1841, the college consisted of one room, and in that room they lived by day and slept by night. They studied there and they slept there. There was a separate hall for their meals, and there was a boarding house to which they resorted for their breakfasts, no breakfasts at that time being found by the Dean and Chapter, the boy continuing his connexion with the boarding house at which he was, when he was an oppidan, in respect of breakfast and sick-board.

382. Could not a boy be elected at once?—No, he must have been 12 months in the school prior to admission as a foundationer. In 1846 breakfasts were provided by the Dean and Chapter, and some other changes were made, and the college was then increased by the addition of the cloister underneath,

which has been converted into two large day rooms or studies, with a third and smaller room.

383. (*Lord Devon.*) And you consider the formation of those rooms below a considerable improvement?—Yes.

384. And you think it was cheaply purchased by the sacrifice of the cloister?—It was in every way a great advantage to so convert the cloister.

385. Do you think they require a covered playground?—No, not absolutely. But I think the gymnasium Mr. Scott has obtained is very useful as a preparation for athletic games of a manly character.

386. Among the other alterations there was that of putting two boys together, for the purposes of study. Do you think that is carried as far as it is desirable?—You mean the small divisions, or boxes, for study in the lower rooms?

(*Lord Devon.*) Yes.

387. There used to be four divisions, or boxes, formerly, but there are eight or nine now. Do you consider that an advantage?—Yes. I think they are convenient for study, and a great advantage.

388. With reference to a matter that peculiarly attaches to Westminster, namely, the annual Play; what is your opinion as to its propriety, or the expediency of continuing it?—I should be very sorry, indeed, if the Play were discontinued.

389. Looking to it in respect to the building, does it not lead to the compression of the boys within a limited space?—It used to do so, and I can recollect when we were actually obliged to sleep under the stage. I am speaking, however, of years ago. Of course there must always be some compression.

390. You think that no practical inconvenience arises from it?—None whatever. I can speak from some years' experience.

391. They knock away a certain number of the partitions, I suppose?—Yes, a certain number of them are moved away, and the occupants go into the matron's house adjoining.

392. You would not think it absolutely necessary that a separate building should be erected, or a larger room which might serve as a lecture room as well?—No, I think the present accommodation sufficient for the Play, and it would be throwing away money to erect another building for that purpose.

393. (*Mr. Thompson.*) You do not think that the moral effect of the Play is bad?—I do not.

394. What effect has the preparation of the Play on the boys' studies?—We have not found it to have a bad effect. If we found that the actors fell below the other boys in their examinations during the time that they were preparing for the Play we might at once say that those preparations interfered with them.

395. None but the college boys take part in the Play, I believe?—No.

396. And you do not find that they are affected in their ordinary studies by the preparation for the Play?—Certainly not.

397. Do you think it has a tendency to draw out their powers?—Yes, I think great advantage is derived from the Play in regard to their Latin scholarship. They become acquainted with the language and the cadence of colloquial Latin sentences, which is very beneficial, besides other advantages.

398. Have you formed any opinion as to the Latin scholarship of Westminster, is it so good in proportion to the Greek or better than usual; and can you trace the effect of the Play in the Latin scholarship?—I have heard compliments paid at Oxford to the construing of Latin by Westminster boys.

399. The actors, I suppose, are required to construe the Play?—Yes, the whole of the Scholars prepare the play as the subject of the term.

400. That has nothing to do with the acting of it?—No, it is the subject of study of two-thirds of the school, but more especially of those engaged in the acting, and one effect of it, I have been told, is to produce good readers.

401. You think it does good?—Yes. I have heard commendations of the reading of our boys both from Cambridge and Oxford men.

402. You have not heard complaints of bad reading at the universities?—I have heard complaints of bad reading, but not of Westminster boys, who are generally good readers.

403. (*Mr. Vaughan.*) Are you aware on what authority the acting of the Play rests?—On Royal authority.

404. Are you aware that the Head Master is liable to be fined if a Play is not acted?—I am not aware.

405. Are you aware on what ground the acting of the Play was instituted?—Yes, for the teaching of elocution, and also for the intimate knowledge of Latin that it leads to.

406. What was the system of private tuition existing at Westminster, which was done away with by Dr. Liddell?—It was private tuition of a special character; it could hardly be called private tuition; it was simply assistance, twice a week, in the preparation of Latin verses. The masters of the houses had a certain number of pupils whom they prepared, and for that ten guineas a year was paid by each boy, which was considered by Dr. Liddell to be unnecessary. He thought it unnecessary to pay an extra fee for what ought to be considered the school-work, and therefore he put an end to it.

407. (*A Commissioner.*) Do you think it would be better to do away with the system of private tuition, or to reform it?—I think some boys who may be idle or backward require private assistance, but as a general rule I think it is detrimental to a boy to have masters over him to assist him in all he does, both as regards the acquirement of scholarship and individual character. It creates a dependent feeling in the boy's mind, which is highly objectionable.

408. Are you aware that that system applies to Eton?—By hearsay.

409. You would not wish to see that system established at Westminster?—I should be very sorry to see it.

410. (*Mr. Vaughan.*) When the system of private tuition was done away with, I will ask you were those classes of studies which had previously been pursued with the assistance of a private tutor, done more accurately and more diligently in the school than before, and was there more made of them?—As well done, at least.

411. Did the master in school give and require more attention on this subject from the boys when they were left to their own individual exertions?—The writing of verses then became an integral part of the work of each form. Each master of each separate division looked to it afterwards.

412. Had it not been so before?—The tutor of the house prepared the lad with the verses, and it was mere dumb show to give up the copy to the master.

413. It was finally corrected before it was shown up, I suppose?—Yes. It did not show the work of the boy, and it became in great measure a mere formal matter.

414. (*Lord Clarendon.*) In question 19 you are asked whether instructions can be given in the course of the ordinary work without supplemental aid to prepare a boy of good ability for a successful career at the university, or in the army, and so on; do you think that with care and attention a boy can be qualified at Westminster for passing any of those examinations that are now required without undergoing an intermediate training and cramming?—I am not quite aware in detail what sort of an examination the civil service and army examination is, but I should say that boys who have been under the care of Mr. Scott and Mr. Marshall would be amply prepared. I have known cases in which our boys have met with great success with regard to examinations for the Civil Service and India, when they have gone in for open competition.

415. Without passing intermediate examinations?

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—After the first year at Oxford and Cambridge, before they have taken their degree, some have expressed a wish to go to India, and they have gone into the competitive examination and have succeeded. I cannot speak from memory as to whether in all cases this success has been achieved prior to the degree. In the case of one boy it was coincident with his degree, but in another case it was prior to the degree.

416. There is nothing in the system at Westminster, or in the complete occupation of the boy's time, that would prevent his being qualified, say, to pass a military examination?—Certainly not.

417. But there might be that amount of general knowledge to be acquired by him at Westminster that would fit him for any of these examinations?—Just so, and to take the best positions in the list.

418. I think we might take out Woolwich, because that is a difficult examination?—I can supply you with a list of those who have gained such distinctions if you think it necessary.

419. I think it would be very desirable? — I would supply it from the Oxford calendar and supplement it by my own memory. I think I may mention one matter of importance, and that is with regard to boys who would not have gained a high distinction at the University, that the preparation at Westminster has itself formed a great element of success in their cases, especially in the army; for in consequence of their aptitude for business, they have recommended themselves to their colonels for that most important office in a regiment, namely, the adjutancy; and we have often had the pleasure of remarking that boys whom we thought little of as scholars at Westminster have been so promoted. I think I could quote half a dozen instances of such promotions.

420. Has there been any communication between the Head Master and the Committee of Examiners who regulate the entrance into the army, so as to endeavour to learn exactly what would be required of the boys to fit them for that examination?—I am not aware of any such communication.

421. Do you think that the religious and moral training at Westminster is as complete and as good as it can be?—I think it is. I know that great pains have been taken. I would refer to what I have detailed under this head in my answers to Section E. of the tabular scheme of questions.

422. So as to take care of their training and their moral character?—Yes.

423. Who is it that can be said to be charged with that part of the duty towards a boy at Westminster who stands to him there *in loco parentis*?—In the case of the Queen's scholars the second master is responsible; in the case of the boys in the boarding houses the boarding-house master. On Sundays the duty is out of our hands, and devolves in a great measure on the Canon of the month; but for many years we have had special school services in the Abbey, when opportunities are offered of addressing the boys more directly, looking to their particular condition, than if they were miscellaneous members of a large congregation.

424. It would be the second master and the masters of the boarding houses who would endeavour to make themselves acquainted with the individual character of the boy, so as to develope what was good and repress what was bad by admonition and punishment, if necessary, and communicate with his parents?—Yes.

425. Conscientiously?—Yes, conscientiously, I can say; by personal interviews and communication with the boys. I have lived, I may say, almost amongst them, and have on many occasions taken advantage of special opportunities, and especially in cases of sickness when their minds are impressible, to influence them for good.

426. It is not compulsory upon them to attend the Holy Communion?—It is not, so to say. If the term compulsory can be used it is hardly applicable. But the Statutes require that the Queen's scholars should attend the Holy Communion four times a year in the Abbey. It is the rule that the Queen's scholars receive the Holy Communion at the Abbey and not at their own family churches on the first Sunday of the term, and therefore the master would deny a boy leave of absence even though he should be going home to receive Holy Communion with his family. He would be required to attend at the Abbey.

427. Even if he were going to receive it with his family?—Yes, by rule the master would insist on the Queen's scholars receiving it at the Abbey. At the same time it is considered a duty and it is cheerfully complied with, and the idea of compulsion is never felt. It may be a deprivation to a boy that he is unable to join his family circle while attending the Holy Communion, but he regards it otherwise as a duty to be performed at the Abbey, as a member of the college.

428. The sermons are preached by the Canons?—Yes.

429. But they are preached to large congregations exclusive of the boys, and therefore they are not addressed to the boys themselves specially?—Yes, generally; sometimes the school is partially addressed.

430. But now there is a special morning service established?—Yes; it is now many years since a school service was established. Dr. Liddell established it.

431. That is held at eight o'clock in the morning?—It used to be held at eight o'clock in the morning the first Sunday in the month, when the Holy Communion at the 10 o'clock service, instead of 8 a.m., gave an opportunity of using the Abbey at the latter hour for the school service.

432. And it is on these occasions that addresses are made to the boys themselves?—Yes, especially to the school; no other persons, except some parents now and then, being present.

433. And that is quite as frequently, you think, as it ought to be?—I think that more frequent repetitions of these special school services would tend rather to criticism. The boys would compare the last week's sermon with the one that they had just heard. When special addresses are made to them at longer intervals they feel what you say, and I think a deeper impression is produced. I think that the present number of sermons is about 15 a year, the saints' days being included. Generally speaking there were, till recently, about ten or eleven opportunities of addressing them thus specially, each year.

434. How many saints' days do you keep in the year?—The saints' days which fall in term time. I do not know the number exactly, but 11 or 12. Sometimes there may be less on account of a saint's day occurring on a Sunday, but on a rough average it would be 11 or 12.

435. In each term?—In each year. Occasionally there would be 15 or 16 opportunities for addressing the scholars specially, about five times a term, taking the three terms.

436. Do you think that the boys who are distinguished for intellectual progress are at all distinguished for their proficiency in athletic exercises?—It has been so in our past history, that first-class men have been generally the best cricketers and the best rowers, and it has often been observed that those men who have been hard readers are not wanting in manly spirit and exercises. Sometimes of course there are exceptions.

437. Does the study of mathematics and modern languages form part of the regular *curriculum* at Westminster?—Mathematics and French, but not German. There is no demand for German, but French has been for some years a part of the ordinary school work.

438. Obligatory? — There may be special cases where a boy may be destined for engineering pursuits and who may be about to leave in a short time; in such cases permission is given that he should not study French and Greek, that all his time may be devoted to the study of mathematics.

439. Is that system of allowing boys to get on in

the subjects to which they say they wish to devote themselves a good one?—Yes, I should say so; I do not know how you would meet the case unless you gave such leave to a boy who is destined to be a civil engineer, who perhaps enters the school at the age of 14, and is intended to be kept at Westminster two years only, to pursue the particular studies which have a bearing upon his future profession. If you compelled him to go on with languages alone it would interfere with his profession.

440. Do you think that the proportionate progress which is made in Greek and Latin is greater than it is in the French language?—There has always been some dislike to French.

441. (*Mr. Thompson.*) Is it the pronunciation which they dislike?—It used to be looked upon as a thing that is forced upon them, and it is not popular like Greek and Latin, or mathematics.

442. (*Lord Clarendon.*) Do the masters ever attempt to point out to the scholars the importance of attaining proficiency in the French language in these modern times of speedy intercommunication?—Yes, I myself have frequently mentioned its value, but it is an undoubted fact that the boys have generally been backward in French.

443. That feeling you spoke of then is not shared by the masters?—No, it is made part of the work of every form down to the lowest. The French master has the highest form, and every master has done his best in the matter.

444. Do you think there has been a mere formal acquiescence, and not a hearty acquiescence on the part of the masters?—I think there has been no backwardness at all on the part of the masters.

445. Are marks allowed for proficiency in French at the public examinations?—Yes, marks are given; but they are put on one side and considered by themselves, they are not taken into account with the classical marks, they are kept distinct.

446. And is that the case with the marks for mathematics also?—The mathematical marks also stand by themselves as a distinct class, and the boy who passes the best examination and gets the head place, is rewarded with the Masters' prize.

447. Is that a prize which has been established by all the Masters together?—Yes.

448. Have they done anything similar for the French examination?—No; except that the Head Master possesses certain funds which are expended in books, and which he gives in prizes for the advancement of the pupils in French; but there is a special prize for their advancement in mathematics.

449. Is the master a Frenchman?—Yes, and a very good teacher.

450. What is his status in the school?—He is very much respected. He comes for two hours or more and goes away again. He is not looked upon as a regular master, but he is very much liked, and has not much difficulty in managing the boys. Occasionally he has to report to Mr. Scott; but not often.

451. He is able to keep order in his department?—Yes. It is very rarely that he has to report misconduct to Mr. Scott. I have very often been glad to see the boys speaking to M. Dupont in a respectful and friendly manner, when off duty, in Dean's Yard and elsewhere.

452. What time does he give to a boy in a week?—He has them in classes. I cannot say the number of hours he gives to those who make the greatest proficiency.

453. There is only one more question that I wish to ask you. From your own experience and observation, what do you say is the result in after-life to men who have been educated at Westminster. You must have followed the course of a great many of them through their after career?—Of late years?

454. Yes; with respect to whatever has come within your own knowledge?—Going back to the past history of the school, I remember hearing often a commendation which the Duke of Wellington gave to the Westminster officers of his staff. It has become a matter of history among us, but perhaps may not have gone beyond the school. He said that the Westminster officers of his staff were the best officers he had.

455. (*Lord Lyttelton.*) Was the observation ever recorded?—I cannot say it is in writing, but it is a tradition among us. Colonel Cadogan, Colonel Cotton, now Lord Combermere, the late Duke of Richmond, and Lord Fitzroy Somerset, were the Westminster officers in question.

456. Was that the Cadogan who was killed at Vittoria?—I do not know. Of late years I think I may say that the Westminster lads generally succeed very well in what they undertake. They may not be very brilliant men, but they become good and honourable men, whose characters would command respect, whether in the army or the navy or any other walk in life. Lord Clarence Paget represents us at the Admiralty Board. I should be very happy to hand in a list, if your Lordship pleases.

(*Lord Devon.*) I think it would be very desirable.

457. (*Lord Clarendon.*) Yet it is the case generally that the aristocracy prefer to send their sons somewhere else?—In too many cases it has been so.

458. (*Lord Devon.*) With reference to the state of the school and the numbers of the boys, does anything occur to you, independently of the question of removal, that would be likely to tend to increase the numbers. Supposing the school to remain in its present position, would the institution of more prizes, for instance, for another branch of instruction, be more conducive to that end?—I think the school has a great number of prizes. One can hardly say that more prizes are needed. There are book prizes and money prizes and exhibitions to the University, and I think there is no want of stimulus in the school with respect to the prizes.

459. Nothing at present suggests itself to you as likely to lead to an increase of numbers?—Nothing; except the material improvement of Dean's Yard, &c., and the use of the college garden on Sundays, as a private walk for the boys.

460. Do you know how many day boys there are now, and how many there were when you left?—I cannot say by memory.

461. What proportion did they bear to the boarders?—I have here a list made out, which contains the numbers of the home boarders or day boys as compared with the boarders from the year 1821.

462. Has that number been increasing, or not?—The proportion of home boarders has, I think, rather increased, as regards the sum total of the school.

463. Have you ever heard it stated by the parents of boarders that the increase of the number of day boys is a strong objection; I speak, myself, as having, for more than half of my time at school, been a day boy?—There was a time when the day boys were rather put upon, and looked down upon at Westminster; but that has long passed away, and every day boy takes his position now with the rest, without any distinction. We have had most distinguished names as day boys. Mr. Justice Vaughan Williams' sons passed through Westminster as such, and some of the most popular boys at present are day boys, I believe.

464. You do not think the circumstance of their being day boys operates against them?—Not in the slightest degree.

465. That brings me to another question. Is it within your experience, as a matter of fact, that any system of bullying has prevailed in the school?—To say that bullying has never prevailed would not be correct, but from what I know of the state of the school for years past, it is of very rare occurrence, and not in any degree such as it used to be when I was a boy. The school has greatly improved in that respect. Bullying was part of the roughness of the past age, and I have seen in former days seniors bullying juniors in a manner that would not be tolerated at the present time by public opinion amongst the boys themselves.

466. Independent of the decline of bullying, does

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the authority of the elder boys in high forms over the junior boys remain pretty much as it was?—It is entirely the same. The senior has his junior to make his coffee and tea, but under limitations. I think that the connexion, as it exists now, is an important one, and conducive to good.

467. I take it that I am quite correct in saying that the system of fagging is remitted to a considerable extent?—Yes; in fact it hardly applies to Westminster school at all, except that, as somebody must make the tea and coffee, the junior has to do so.

468. In my time the juniors used to black the seniors' shoes, and keep the candlesticks clean, independent of doing various other menial services. Does anything of that kind exist now?—Not in the slightest degree. That was done away with in 1845, when the alterations in the college took place, and there is not the slightest trace of it remaining.

469. Do you think the alteration in respect of fagging is not only beneficial, but has been carried as far as is desirable?—I should be sorry to do away with the modified form of fagging which still exists.

470. With regard to the compulsory share in cricket and football, is there any hardship resulting from that system?—Do you mean fagging out?

471. Yes?—Oh, no. I think it leads rather to the protection of the little boys than otherwise. Often enough the tyrants over the little boys are not the seniors, but the boys who are a little bigger than the youngest, and from such petty tyranny the senior often steps in and relieves the little boy.

472. (*Mr. Vaughan.*) You mentioned just now that the junior has to make tea for the seniors?—Yes. The supply is most ample for all, but he is the person who makes the tea.

473. He does not come afterwards and take the remainder of the tea, but sits down and takes his share?—No; he takes it in the junior room. He carries it away, and has what remains of it.

474. What time of the day is that?—The tea is in the evening, after the hall supper.

475. Is the tea of the smaller boys got in that way entirely?—Yes.

476. When it is first poured out the seniors have it, and the little boys take such strength as they can get from the second infusion?—Yes. It may not be so strong; it is the second watering certainly. It should, however, be mentioned that the seniors pay exclusively for the tea, that is, the seniors and the third election, the two upper divisions of the college.

477. Then that is not part of the recognized food of the lower boys?—The evening tea is not supplied by the Dean and Chapter. At 9 o'clock they breakfast in hall at the expense of the Chapter, when they are supplied with tea, cocoa, and coffee, according to their choice, notice of which they have given at the end of the preceding week. With that they have bread and butter, nothing more.

478. Who serves the tea?—In hall, all the tea, coffee, and cocoa is prepared by the college butler in large cans. It is all ready made by 9 o'clock.

479. (*Lord Lyttelton.*) That is for all equally?—Yes, equally without distinction, in the way of which notice has been previously given. For instance, the boys are asked at the end of the week what they will take next week, and they are supplied accordingly. There may be 20 coffees 10 teas, so many cocoas, and so on.

480. Each boy chooses for himself?—Yes. The dinners consist ordinarily of beef and mutton, the joints being carved by the butler. The meat is supplied in ample quantities to the college boys, and I have no reason to believe that it is not very fair in point of quality. It is as good as I have for my own table. One knows by experience that one does not always get meat so good at one time as another.

481. Have the boys anything else?—They have puddings and tarts three times in the week.

482. And beer?—Yes, at a shilling a gallon. Then at seven o'clock they have their supper, in hall, which consists of cold meat, bread and cheese, and beer. There is no tea then. The tea I mentioned is made in college later in the evening. It is of a private character entirely. The senior boys pay for it and the juniors make it and get the remains.

483. (*Mr. Vaughan.*) Have they any bread and butter then?—No.

484. Has it been for many years the practice to have a second meat meal at supper time?—They have always had it in the college since I was a boy. When I was a boy we had two meat meals a day, the only difference being that we dined at five and had luncheon at one.

485. Do you know whether that point was determined upon after due deliberation and on the ground that the boys required a second meat meal?—I believe so, and that it would be detrimental to their health if they did not have it.

486. You think it is necessary?—Yes, I think that growing boys require it.

487. Whether they are in the country or in London?—Yes, my opinion is that growing boys can eat quite as much as grown up persons.

488. Is that your opinion alone or do you happen to know whether it is shared in by medical men who have attended the school from time to time?—That I do not know.

The following was put in and read:

MY LORDS AND GENTLEMEN, June 23, 1862.

AT the request of the Earl of Clarendon I have the honour to lay before the Public School Commissioners a list, though incomplete, of those educated at Westminster within the last 20 years (commencing August 1841), who have distinguished themselves more or less in their several positions as officers, civil or military, in Her Majesty's and the Indian service.

It should be remarked that the above date (August 1841) is that of the school's lowest depression, the total number then being—Queen's scholars and town boys—only 67, though a gradual increase took place from that time.

I have very great satisfaction in presenting this list, for it will, I think, testify to the general results of the system prevailing at Westminster, as a preparation for the active business of life, and as laying the foundation of habits of self-reliance, conjoined, however, with strict attention to duty and deference to authority.

I have, &c.

THOS. WM. WEARE,
Late Second Master of Westminster
and formerly Student of Ch. Ch., Oxford.

Date of leaving the School.	LIST, &c.
1842. Lt.-Colonel WEARE.	H. E. Head Quarters Staff, Crimea. Re-appointed after absence from wound.
1844. F. H. COOPER	- Commissioner, Umritsir, Punjab, Bengal Mutiny.
1847. Capt. HAWES	- East India Overland Telegraph.
1850. WM. WATERFIELD	Now First Assistant Accountant General, Government of India. (Mr. Waterfield was so distinguished at the College, Calcutta, that the Governor General, Lord Dalhousie, personally presented his medals by request of the College.)
1851. EDWD. WATERFIELD.	Bengal Civil Service.
1855. J. F. DICKSON	- Ceylon Civil Service.
„ J. K. HEWITT	- Bengal Civil Service.
„ H. L. HARRISON 1859. L. A. GOODEVE	Bengal Civil Service. After open competitive examination.
1854. M. SPENCE -	- Board of Trade; since promoted to higher grade.
„ G. LAVIE -	- Gained the first place in competitive examination of 140 candidates for the roll of attorneys. Subsequently appointed to a post in the Court of Chancery.
„ The Honourable E. BOURKE.	Some time Adjutant, Iniskillen Dragoons.

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Date of leaving the School. List, &c.—*cont.*

1854.	Chas. Fludyer	- Adjutant, Grenadier Guards: (now on the Staff).
„	G. de L. Lacy	- Lieutenant and Instructor of Musketry, 12th Regiment.
„	J. A. Morrah	- Adjutant, 60th Rifles.
„	C. F. Gregorie	- Adjutant, 23rd Fusileers.
„	L. Vaughan Williams.	Adjutant, Rifle Brigade.
„	F. Markham	- Lieutenant and Instructor of Musketry, Rifle Brigade.
„	Charles Slade	- Lieut. and late Instructor of Musketry, Rifle Brigade.
1854.	A. F. Slade	- Captain 100th Regiment, 9th in Competitive examination for Staff College of 45 Candidates.
„	Lt. Lockwood	- Her Majesty's 4th Bengal Cavalry; Adjutant.
„	E. H. Lenon -	- Captain 67th Regiment; Victoria Cross.

N.B.—The classical and mathematical distinctions gained by Westminster men of late years are not included in the above list, having been, I believe, supplied by the Head Master. T. W. W.

Victoria Street, Monday, 23rd June 1862.

PRESENT:

Earl of Clarendon.
Earl of Devon.
Lord Lyttelton.
H. Halford Vaughan, Esq.
Rev. W. H. Thompson.

The Earl of Clarendon in the Chair.

Rev. C. B. Scott.

23 June 1862.

The Rev. C. B. Scott, B.D., examined.

489. (*Lord Clarendon.*) You are the Head Master of Westminster school?—I am.

490. How many years have you been the Head Master?—Seven years within two months.

491. The statutes only contemplated two masters?—Only two.

492. Who are both to receive stipends from the statutable allowance?—I have stated it precisely in my answers For the Head Master there is a stipend of 12*l.* a year, and for the under master 7*l.* 6*s.* 8*d.*

493. Do they receive those stipends?—They receive slightly increased stipends. The Head Master, instead of 12*l.*, receives 20*l.*; and the under master, instead of 7*l.* 6*s.* 8*d.*, receives 15*l.* Then the masters had in addition commons in hall, and I now receive 19*l.* 6*s.* 8*d.* in lieu of that; but the under master does not receive anything.

494. Why was that distinction made between the Head and Under Masters?—There is reason to believe that it may have arisen thus, that the Head Master was a married man, and was allowed to take his meals out of the hall; therefore he had an allowance given him; but the under master still went on dining in the hall with the scholars. Subsequently that was discontinued, and no compensation given, so far as we can arrive at any conclusion upon the point. There is evidence upon the chapter records that at certain times allowances were given to certain persons who were married men dining out of hall. I imagine that subsequently, in the changes that took place, both masters ceased to dine in the hall, but no further augmentation was made to the allowances of either the Head or Under Master.

495. On that account does no master dine in the hall with the scholars now?—That is so.

496. With the exception of the 6*s.* 2*d.* rent you pay for your house, it is rent-free, the repairs being done by the chapter?—Yes, the substantial repairs.

497. (*Mr. Thompson.*) Are the internal repairs also done?—Not any internal fittings or tenant's fixtures. They simply keep the fabric in repair, so as to make it wind and water tight.

498. (*Lord Clarendon.*) Will you turn to page 4, and have the goodness to look at answer No. 10, with respect to the tuition fees. When was the Head Master's share of the tuition fees first derived from the entrances of the boys?—Do you mean from what time that arrangement was made from which I take the average data?

499. Yes, I do?—From my predecessor's time; and as I wish to tell the Commissioners everything, I have brought a short paper here, showing the state of the school finance in 1861.

500. The Head and under Masters have by old custom received fees from certain boys on the sixth form on leaving the school; does that practice obtain now?—Yes, in a modified form. In old times the Head and under Masters received leaving fees at the rate of ten guineas for the Head Master, and six guineas for the under master, from all the Queen's scholars who left in the sixth form. The Head Master also received fees from all the town boys who left in the sixth form.

501. You say that was the old custom?—Yes, I think it is very old; I do not know how old. Some alterations had taken place: I found on my coming that it was a customary thing. Of late years, and since I have been Head Master, no leaving fees have been received from any Queen's scholars except when they have obtained their elections to Christ Church or Trinity; or else have left at a period when they must have obtained their election, in order to take some other more desirable appointment. Fees have only been received, therefore, from those Queen's scholars who obtained something valuable for themselves on leaving.

502. And with respect to the town boys?—With respect to the town boys in the sixth form, who leave after an average stay in it of about two years, they have paid leaving fees uniformly.

503. I suppose there is no means of enforcing the payment, if their parents objected to it?—No, none.

504. (*Lord Lyttelton.*) How much do those leaving fees amount to?—I have mentioned the amount, ten guineas.

505. Is that the average?—No, ten guineas each.

506. (*Lord Clarendon.*) That is about 80*l.* a year?—That is the average. I have calculated the averages accurately, leaving out the odd shillings.

507. May I ask you what are stipend fees?—What I mean by stipend fees are the stipend and allowances, which amount to 39*l.* I omitted 6*s.* 8*d.*, because I pay 6*s.* 2*d.* for the house.

508. Then there are stipend fees, leaving fees, and tuition fees. Was it in relation to the average of the emoluments of the different masters that you made a representation to the Dean and Chapter on the subject of fees?—It was not in relation to the emoluments, but it was in relation to the Queen's scholars' fees being only 17 guineas, whereas you will see here that the other boys were paying 25 guineas. I represented to the Dean and Chapter that in point of fact I could not teach the Queen's scholars, if I did not tax the parents of others to pay the masters for them. I mean that what we received was not an adequate amount to pay for the tuition of the Queen's scholars. I put it in

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this form, which is very simple: 17 guineas is the amount payable for tuition; of that I pay four guineas to the under master for each boy.

509. Were those 17 guineas paid to you?—Yes. I paid four guineas to the under master, four to the mathematical master for mathematical tuition; that was eight. I paid also two guineas for French and school expenses.

510. (*Lord Clarendon.*) That makes 10?—Yes; the result was, there remained only seven guineas a year to pay for the other scholastic instruction of those boys, and the only means by which the school was enabled to be carried on was that the aggregate amount was divided and distributed, in order to keep the masters somehow, and enable us to pay them a very inadequate stipend. The force of the argument was that we were obliged to tax the town boys in order to teach the Queen's scholars. The Chapter agreed to give us, not all that we asked for, which was eight guineas, in order to make up the amount to 25 guineas, but they granted seven.

511. (*Mr. Vaughan.*) How long ago is it since that has been granted?—It will be received now, but it has never been received as yet.

512. How long is it since they acceded to it?—They acceded to it in July last.

513. (*Lord Clarendon.*) Do you mean to say that they acceded to it in July last, and have paid nothing yet?—Nothing yet. In their letter to the Ecclesiastical Commissioners they say they were willing to deal with the question earlier and that it was only the Dean's absence which prevented them; still they availed themselves of the delay to postpone the payment.

514. Your application was made two years ago?—Yes, originally.

515. (*Lord Lyttelton.*) Is there any entry with respect to the payment to be made?—There will be when it comes.

516. The amount is seven guineas a head for the whole college?—Yes. It will amount altogether to nearly 300*l.*

517. (*Lord Clarendon.*) In addition to the 17 guineas?—In addition to the 17 guineas. That will make the amount 24 guineas a head.

518. (*Lord Lyttelton.*) Will it be paid to you?—It will. All the fees come into the Head Master's hands, and he distributes them. All the details are in the paper to which I have referred.

Lord Clarendon directed the witness to hand in the paper, which was as follows:—

SCHOOL FINANCE, 1861.

The amount receivable annually in school fees, at present rates, supposing 120 boys and 25 entrances in the year, would be, without the new Chapter grant—

	£	s.	d.
76 town boys -	1,995	0	
40 Queen's scholars -	714	0	
4 Bishop's boys -	71	8	
25 entrances -	262	10	
	£3,042	18	

Adding the new grant 294*l.*, we have 3,336*l.* 18*s.*

According to the scheme which Dr. Liddell handed over to me at my coming, the dividends would be—

	Fees. £	s.	Entrances. £	s.	d.	£	s.	d.
Under master -	504	0	- 65	12	6 -	569	12	6
First assistant -	249	16	- 41	15	0 -	291	11	0
Second „ -	168	0	- 41	15	0 -	209	15	0
Third „ -	-		-		-	200	0	0
Mathematics (two masters)			-		-	504	0	0
French - -			-		-	100	0	0
Church usher -	-		-		-	50	0	0
School expenses (about)			-		-	35	0	0
						1,959	18	6
Head Master, residue -	-					1,082	19	6
						£3,042	18	0

The actual sums received were:—

	£	s.	d.
1856 - -	3,052	18	9
1857 - -	3,303	10	10
1858 - -	3,276	10	6
1859 - -	3,002	18	3
1860 - -	2,976	1	0
1861 - -	3,097	17	0

In my time the Head Master's share has been less than is shown above by about 75*l.* yearly, which has gone to augment the payments to other masters.

In this scheme the Queen's scholars' fees being divided only between the head, under, and mathematical masters, the two senior assistants being paid by capitation fees on the town boys alone, the latter salaries would vary more with the numbers of the school than the former, rising in a larger proportion when they rose, and falling more when they fell.

This inequality ought not to exist; moreover, with such a system there is no provision for any additional expenses that may be required. If an additional master were needed, there is no place provided for him, all the income being appropriated.

A good system of division ought to present these features amongst others:—

1. General expenses should fall on the general fund.
2. All regular masters should share in proportion to the numbers, so that all alike should be interested in their increase.
3. There should be the means of adding or dropping any payment, as for an additional master, without embarrassment.

The best and simplest way of attaining these ends would be, in my opinion, to adopt a fixed minimum for the annual income of each master; and to divide thus:—

α. To pay general expenses, including extra masters, church ushership, rent, &c., of proposed house for home-boarders, and assistant masters, and incidental charges (Vincent Square, printing examination papers, bath tickets, &c.)

β. Next, to subtract the fixed salaries from the total residue.

γ. Lastly, to divide the surplus, if any, in the ratio of a per-centage on the fixed salaries, and to set aside some portion to form a reserve school fund.

The church ushership involves so much less additional burden to boarding-house masters, who have already the tie of their houses to keep them on the spot, and fixed stalls in the Abbey, that I propose to assign the duty to them jointly; that is, there being two at present, that each should hold it for half the year, the choice of times resting with the senior assistant; the salary to be in future 40*l.* a year. Either to be at liberty, if he please, to hand over the duty and salary of any half year to another master who may be willing to take it, subject only to the Head Master's approval.

Any new assistant master to have no more than his minimum salary for the first year.

The assignment of forms and duties in general to the assistant masters in the upper school to remain always in the Head Master's hands.

Taking the total, as estimated above, at 3,336*l.* annually, the following scale of dividends appears to me fair and reasonable:—

Head Master -	1,000*l.*	Church usher -	40*l.*
Under master -	550*l.*	French (say) -	110*l.*
First assistant -	275*l.*	House and other items (say) -	230*l.*
Second „ -	250*l.*		
Third „ -	225*l.*		
Mathematical -	250*l.*		
Second ditto -	225*l.*		
	2,775*l.*		380*l.*

There would thus be a surplus, in the case supposed, sufficient to give a percentage upon the masters' incomes with a residue to lay aside.

If a new assistant were needed, as the increased numbers would give a considerably larger surplus, he could be at once provided for without any tax upon the incomes of existing masters.

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519. (*Lord Lyttelton.*) The allowance of bread is not commuted, but still given in kind?—Yes; they give me two loaves, and the under master one.

520. These stipends include everything—the tuition fees, the leaving fees, and stipend fees?—Yes.

521. This 1,054*l.*, 80*l.*, and 39*l.*, is the money which is paid from all quarters?—Yes.

522. (*Mr. Thompson.*) I think you said that the stipends of the assistant masters, in your opinion, were very inadequate?—Yes; but I had no means of making them larger. All I meant by that was that I found in endeavouring to obtain masters, that I could not offer anything like the same terms as other public schools were enabled to offer.

523. That is what I wanted to ask you; whether you think that at the present rates you are able to get men of sufficient ability to fill the offices?—I must say that, without wishing to criticise others, I think if my present chief assistant master, who is one of the most valuable persons in the school, were to leave, I should find the greatest possible difficulty in supplying his place.

524. (*Mr. Vaughan.*) Who is your assistant master?—Mr. Marshall.

525. (*Mr. Thompson.*) Will you mention what Mr. Marshall's antecedents were?—He was educated at the Charterhouse. He took a second-class at Oxford, and the Dean, Dr. Liddell, induced him to come to Westminster.

526. In the place of Mr. Rigaud?—No; he came at the same time. He subsequently occupied the place of Mr. Rigaud.

527. Do you think that in consequence of the small salaries paid to the under masters more than your share of the duties of the school falls upon you as Head Master?—I certainly have not a sinecure.

528. Do you think it very desirable that the stipends of the masters should, if possible, be increased from some source or other?—Yes, it would be most important. If the members of the school could be increased the question would solve itself, because we should have a larger number of tuition fees.

529. (*Mr. Vaughan.*) Has the under master ever claimed his commons in the hall?—No; he has always been a married man in my time; besides which, the Chapter has always held, that the existing state of things in such matters had remained stagnant so long that it could not be altered.

530. Do you think that commons could not be claimed now?—I think not.

531. Can you say how long the custom of receiving these leaving fees has existed?—I believe from a very early time.

532. Do you know the exact date, or is it too long for you to have any knowledge personally of it?—Yes. It is as long as any existing old Westminster could remember.

533. Do you, or do you not, think there is any anomaly in the mathematical assistant receiving 250*l.* and the arithmetical assistant receiving 277*l.*; are you satisfied with that?—Certainly not. It is a great inequality, but it is altered in the scheme I have submitted to you.

534. In considering the question of providing for efficient masters, has it ever occurred to you at what rate you could get masters, such as in all respects would satisfy you?—I feel a little difficulty in answering that question precisely, because there are so many points to be taken into account. Living in London, on the one hand, is a drawback, and on the other it is a certain attraction to some men. There is great difficulty in getting comfortable lodgings, but that we hope to improve by the house now being built, and that is one of the chief things that induced me to undertake, on the part of the school, the speculation, as I may call it. It is very difficult to provide comfortably for the masters. I have found that other schools were offering 500*l.* or 600*l.* a year, or even more, when we could only offer about 200*l.*

535. Have you had to encounter any real practical difficulty in getting masters?—Two years ago I had the greatest difficulty in getting anybody. Now we have got Mr. Lee Warner, who, I hope, will be a valuable accession to the staff; but it was a long time before I could find an efficient man, and, indeed, I cannot expect to keep any one long on such terms.

536. (*Lord Clarendon.*) Do you think this scheme, which has already received the sanction of the masters, so far as it has been represented to them, would meet the difficulties of the case?—I think it is the best scheme that we can establish. I should say, with regard to the sanction of the masters, that the arrangement of such things has always rested in the Head Master's hands.

537. I meant the approval of the arrangement which you signified it had received?—I believe it was considered a very fair arrangement.

538. Do you think it would meet the difficulties of the case if the school were to rise in numbers?—I think if we doubled our numbers it would meet the difficulties of the case, but I do not see any prospect of that at present.

539. (*Lord Clarendon.*) Before we leave this part of the subject, I will ask you, Mr. Scott, with reference to the great increase that has taken place in the value of the property of the Dean and Chapter. Do you think that the stipend that is allowed to the Head Master has increased in proportion to the increase in the value of the property. There has been an increase made in it, I believe, as compared with what it was originally?—The stipend of the master was increased slightly, that is to say, from 12*l.* to 20*l.*, before Busby's time. We have it in evidence that it was increased within the first 100 years after the foundation.

540. The value of the Dean and Chapter's property has increased very much since that time, has it not?—Yes.

541. Has the master's stipend increased in proportion to the rise in the value of money?—It has not increased at all since that time.

542. Is it your opinion, in reference to the increased value of the property of the Dean and Chapter, that as much has been done by them for the school as under the statutes they were bound to do?—It is difficult to argue that, under the statutes, they were bound to do more than to provide for the education of the Queen's scholars and for their maintenance. They had not, however, provided for the education of these Queen's scholars in any way.

543. (*Mr. Thompson.*) They had not?—No. Now this seven guineas is part of that; but certainly the tuition fees for the Queen's scholars are fairly chargeable on the Chapter funds. On the other hand, the Chapter have understood their obligation with reference to the school in a more liberal sense; and they have given us proper fittings,—additional class-rooms for instance, and the gymnasium, which I do not think were distinctly contemplated in the statutes.

544. (*Lord Lyttelton.*) And they have improved the dormitory?—Yes; they have done certain things for our convenience in the school.

545. They have put up those partitions which we saw?—Yes.

546. (*Mr. Thompson.*) Did you put in the furniture of the dormitories of the Queen's scholars yourself?—The chests of drawers and the fixed book-cases below stairs, I put in.

547. (*Mr. Vaughan.*) In reference to the remark which is made in your answers to the written questions with respect to the under masters, are we to

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understand that the Head Master has to provide and pay for the assistant masters?—Yes.

548. That therefore any settlement of stipend at present depends on what he offers and they accept?—Yes.

549. (*Lord Lyttelton.*) All fees whatever come to the Head Master in the first instance?—Yes.

550. When you say you are not able to offer anything adequate to the assistants, in comparison with other public schools, do you refer to a few of the most flourishing schools: because you must be aware that some of the public schools cannot pay so much as is paid here; Shrewsbury, for instance?—I do not know what Shrewsbury has to offer; but I should suppose that Dr. Kennedy can offer larger stipends, considering the difference in the cost of living.

551. (*Lord Clarendon.*) "In addition to the two "masters on the statutable foundation, there are now "three classical assistants, two mathematical, and one "for French. Another assistant may probably be "added after Christmas." Does that mean another mathematical master?—No, a classical assistant. I did not add him after Christmas. I could not get him. I have added him now.

552. You have, now?—Mr. Lee Warner is the gentleman.

553. (*Mr. Thompson.*) That is a young gentleman who has recently taken his degree?—He has had it a little while, I think.

554. From Oxford?—Yes.

555. Is he a first-class?—No.

556. (*Lord Clarendon.*) "The arithmetic and "French masters have only given certain hours of "their time in the week." They are not regularly on the staff, I suppose?—Not in all respects. But if our arithmetical master were to resign, and he is now advanced in years, I should put one on the staff immediately.

557. How many hours a week does he attend?—Twelve.

558. Does he attend to the lower school only, or to the whole?—To half the whole school.

559. That is the lower?—No; half the whole.

560. Then do half the school go without arithmetic?—No; they are under the mathematical master.

561. (*Lord Lyttelton.*) The lower part is under the arithmetical master, and the higher under the mathematical master?—Yes.

562. "The French extra master was added in "1826;" are there two French masters now?—No; that was in answer to the question, "When was "French first introduced?" Before 1826 French was never heard of in the school; and the French master, when introduced, was called an extra master, the teaching of French being given to the boys as an extra thing.

563. (*Lord Clarendon.*) I see further down you say that the French mathematical masters were placed on the staff by your predecessor in 1846?—Yes; the French master is not now an extra master; he is placed now on the staff.

564. (*Lord Lyttelton.*) That is to say, that the French master that was added to the school in 1826 was placed on the staff in 1846?—Yes.

565. (*Lord Clarendon.*) There was no mathematical master on the staff till 1846?—No; but I should say that there were some mathematics taught by the masters to the boys who were going up to college. That instruction was given by the classical master; but no mathematics were taught as a special branch.

566. What is the status of the French and mathematical master in the school; are they on the same footing as the assistant masters?—The mathematical master is, but hitherto the French master has not been; he has authority in reference to some matters strictly within his own duties, but he is not practically in the same position as the other masters, and takes no part in the management and discipline of the school.

567. Is the mathematical master resident?—He is living in lodgings close by.

568. (*Lord Lyttelton.*) He does no other work, I suppose?—Yes; he does a little other work, I believe.

569. (*Lord Clarendon.*) The rule of late years has been to limit the number of boys under one master to 30 in the school generally, the highest and lowest divisions not exceeding 20; and this you say you find in practice to be fully as much work as can be honestly attended to?—Yes; I think 30 is rather too many to be under one master's charge, and now we have a new master I have altered it, and there is no division at this moment so large as 30; 25 is my idea of what it ought to be.

570. You think from your own experience as a master that 25 boys are as many as can be effectually taught by one person?—Yes, I do; ordinarily.

571. Do you think that if the number of masters is increased, the efficiency of the instruction would be increased likewise?—Certainly; I am speaking of a system which is intended to stand by itself, without any, or at all events, very little private tuition.

572. Without private tuition?—Yes.

573. If a master had under his charge 25 or 30 boys, and had private tuition to do besides for at least an equal number of boys, it would be more work than one man could do efficiently?—I think so; unless the school work was diminished on account of the private tuition.

574. (*Mr. Thompson.*) Do you think that any improvement in the mathematics of the school has taken place since the mathematical master has been appointed, that is to say, do you think that the scholars who have gone to Cambridge have distinguished themselves more than they did before?—A mathematical master has existed since Dr. Liddell's time in 1846. It has introduced an improvement certainly; Gilbert, for instance, was under the new system; he gained a wranglership and fellowship of Trinity; and there is now a boy in the school, who, I hope, some day will go to Trinity, and of him I have a high opinion.

575. You think he will be distinguished in mathematics?—Yes; I have several others also who, I think, will do respectably.

576. For some time before Dr. Liddell's time very few mathematical scholars from Westminster distinguished themselves?—Very few.

577. (*Lord Clarendon.*) You say the under master has immediate charge of the college, does that mean of the Queen's scholars?—Yes.

578. And the Head Master, what charge does he take of the school?—He has the general superintendance and control of everything, and his authority is supreme in the college also, but practically he would never interfere without a cause; when the under master is away the Head Master takes his work, because no one else is competent to exercise authority in college according to our old usages. If Mr. Ingram is away, for instance, I go in for prayers with the Queen's scholars; I also visit them when they are sick, and so forth; but the administration of the discipline rests in his hands, and the details of every day's work.

579. You consider that the Head Master is supreme over the whole school?—Certainly.

580. You state that the under master has the power of dismissing his own assistants?—That answer ought to be cancelled; because when Mr. Weare, the late under master, saw it, he said he thought it was a mistake, and that the under master had never exercised that authority. But practically it had never been tested, because the under school had never been sufficiently large to require an assistant.

581. (*Lord Lyttelton.*) Do you mean that he would not have either the power of appointment or dismissal?—No; the two go together.

582. (*Lord Clarendon.*) You consider then that the appointment of all the assistants rests with the Head Master?—Yes, I am told so.

583. (*Lord Lyttelton.*) The under master has the immediate charge of the college. Is that by an arrangement with the Head Master or under the statutes?—They have joint responsibility under the statutes, but by old arrangement, for personal convenience, the under master has the general superintendance. I have not time for all the details of the school, and the under master is in immediate communication with the college for that purpose.

584. With regard to the power of the Head Master with respect to the general superintendance of the school, as between the Head Master and the Dean and Chapter, is that an absolute right, do you conceive, under the statutes. There is a clause in the statutes that the Dean shall be *quasi mens in corpore?*—I should owe allegiance and subordination to the Dean undoubtedly. The Head Master, for instance, has no power to expel the Queen's scholars.

585. In regard to the whole regulation of the studies and discipline, the Head Master by immemorial custom has the whole control of the college in that respect?—Yes; and the Head Master would be very unfit indeed for his place if he ever did anything that would require the interference of the Dean, but I conceive that the Dean has paramount authority if it were necessary to exercise it.

586. What is it actually in practice? Suppose, for instance, you wished to introduce some important alteration into the school which did not involve any expense, should you conceive yourself bound in courtesy or in duty to consult the Dean?—I should think I was bound in courtesy to do so.

587. But not as a matter of right?—I should avoid raising that point.

588. (*Mr. Thompson.*) I suppose that the Dean, if he pleased, could enforce the statutes?—I imagine that the Dean has a very general authority; I cannot conceive any good end that would be served by contesting it.

589. (*Lord Lyttelton.*) You think that it depends on a good understanding between the different parties?—Yes, it does.

590. (*Mr. Vaughan.*) Do you happen to know whether there has been any correspondence between the Dean and the Head Master at any time on the subject of their jurisdiction, or the exercise of it?—I had once a note from the present Dean since I have been Head Master myself about the Queen's scholars attending the Abbey. They were absent one 5th of November, when general leave was given, and he thought it right to send me a note claiming authority as Dean to determine whether they should go or not. I suppose it was a mode of asserting authority so that the right should not be lost.

591. Do you know whether any such correspondence took place between the preceding Head Master and the Dean?—No. Before I came, I asked him whether the Dean and Chapter interfered, and I received an answer that they did not interfere much.

592. (*Lord Clarendon.*) It is said that the statutes by which the foundation is governed are supposed never to have received the royal assent. That is the fact, is it not?—I believe it is the fact.

593. You say that there is no doubt that the statutes represent a condition of things that actually existed, or, at least, was intended to exist in the reign of the foundress; and under these the scholars were to be supplied with their lodging, bed, and meals in hall, and also that they should receive their instruction gratuitously. Do you consider that the statutes are fulfilled in that respect?—No. I do not consider that the Queen's scholars receive their instruction gratuitously, because, as we know, they pay 17 guineas a year for it; and in reference to the meals in hall, it has only been within the last few years that the supply in hall has been at all adequate. I mentioned in a letter to the Chapter that in the year 1846 the Queen's scholars were attached to some boarding-house, where they obtained the greater part of their meals, paying 24 guineas a year. In former times the boys were not half fed by the Chapter, but now they are entirely fed.

594. What time was that?—Up to the year 1846.

595. (*Mr. Thompson.*) That was done by Dean Buckland, I believe?—Yes.

596. (*Lord Clarendon.*) You think that the Chapter is bound to feed them?—Yes; and it is recorded in the Chapter books that they did, and that the allowance for commons was more than adequate originally.

597. Each scholar had a tutor, who was responsible for him?—Yes. That is also a statutable matter. If you look to the statutes, you will perceive that the tutor was not the person who taught him, but who was responsible to the college for him.

598. The tutor, then, must have been a friend of the parents?—No; he must be one of the Chapter, or a Master.

599. But he would be somebody who knew the boy's parents, because he was a surety for him. Was there any difficulty in boys finding a tutor?—No, I believe not; but it is 300 years ago.

600. There is nothing of the sort now?—No, nothing, and there has not been for 250 years. The deans and canons and masters were the tutors.

601. There is one question I see here, of which I wish to have some explanation, and that is the Queen's scholars have 10 guineas to pay for correction, a sort of private tuition?—They had, but that has passed away.

602. (*Mr. Thompson.*) You say it was known that the allowance for living was sufficient. It would almost follow from that that it was sometimes more than sufficient. Is there any proof of there ever having been any surplus which the boy received from that portion of his commons?—That would require me to go into the Chapter accounts to determine. I believe it will be found so, because there are certain orders mentioned, which are different in different years.

603. Which proves that they were sufficient generally?—Yes; that they were sufficient in other years.

604. (*Lord Lyttelton.*) Are you aware that it is contended in any quarters that the payment of tuition fees by Queen's scholars is illegal and contrary to the statutes. Has that subject ever come before you officially?—Not officially.

605. (*Mr. Thompson.*) Do you imagine that the tutors of these boys received any fees?—I do not know.

606. Do not you think it probable from the analogy of Cambridge that they might?—It is probable that they might, but I have no evidence on the subject.

607. Might not that have been the origin of the payment of fees to the masters?—It might have been, but I do not know.

608. Is it not probable, for instance, that the dignitaries who may have made themselves responsible as mentioned, would receive something in return?—I think it is clear that it was a system of profit, because in the statutes there is a limitation.

609. Then it would follow from that that there would be a profit?—Yes, probably some profit, in consequence of the trouble, for I imagine that the *pensionarii* lodged with them.

610. In fact they were boarding-house keepers?—They were boarding-house keepers, no doubt.

611. But they were also responsible for the scholars' payments?—Each scholar would have a tutor also.

612. Do you not suppose he would have to pay something as an ordinary charge?—I do not know. It was the rule in the college that every Queen's scholar and every pensioner should have a tutor. The tutor was the person who kept the accounts and was responsible as a surety.

613. I gather from your answer to question 13 that you consider that the school would never be satisfactorily conducted until a certain portion of the Chapter property is set apart for its use?—Certainly;

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it will never be satisfactory till some definite sum, some fair proportion of the whole, either in money or in separate estates, is set apart for it.

614. That can only be done with the consent of the Ecclesiastical Commissioners?—Exactly. But I know, as a matter of fact, and the Dean has told me, that there are negotiations pending at this moment upon the matter. The Ecclesiastical Commissioners want to get the whole of the Chapter estates, and they will sooner or later, and then the question of what the school shall have must be considered. It is a most important thing.

615. Is it not important that this Commission should have some idea of the sum that is required for maintaining the establishment; is not that most desirable?—Most desirable; but all that could be fairly claimed on the part of the school, would be that there should be sufficient to provide for the Queen's scholars, that is to say, to provide for the maintenance and living, and also for the teaching. The payment for the masters ought, I think, to be in the shape of adequate tuition fees for the Queen's scholars, independently of any such fees from other boys. There would be a further point to consider, namely, with reference to the payment for services of various kinds, whether any of these can be regarded as fairly chargeable to the parents.

616. You think that the masters have an equitable claim to have their stipends reconsidered by the Ecclesiastical Commissioners, independently of the payments made to the masters for the foundation boys?—I conceive that if my stipend were raised, I ought not to take large tuition fees for the Queen's scholars. I only have my position in order to teach them, and I have no right to a sinecure stipend.

617. You are aware, of course, that the minor canons have had their stipends considerably increased?—Yes; I mentioned that to the Chapter.

618. Do you not conceive that the schoolmaster held originally a higher position than the minor canons?—Clearly. There have been, however, discussions in the Chapter upon the matter, so far as to precedence within the Abbey walls.

619. (*Mr. Vaughan.*) Do I understand you to interpret the statutes to the effect that the tutor is the person with whom the *pensionarius* boarded?—Yes.

620. Have you read the statutes carefully through?—I have frequently.

621. It has struck me on reading them that the tutor, whoever he was (for it seems very difficult to determine who he was) could not be a boarding-house keeper for this among other reasons: it is particularly recommended that the *pensionarius*, who, according to this assumption, is the lodger, must within a certain time provide himself with a tutor. Now, if he was a *pensionarius*, it would follow that he must already be boarding with somebody, and therefore that the tutor must be distinct from the boarding-house keeper with whom the *pensionarius* was boarding?—He might be distinct; but I should think that generally he was the same.

622. Again, the boy is called in reference to the tutor *pupillus*, while he is called in reference to the person with whom he boards *pensionarius*?—Yes, there is that difference in the terms; but I conceive that can be explained in this way, that the two offices were combined in one person.

623. (*Mr. Thompson.*) The same terms are used at Cambridge, I believe?—Yes; and the tutor is responsible for the *pensionarius* as his pupil.

624. Though he does not board with him?—Yes; though he does not board with him.

625. And never did?—No, not at college; but the conditions are entirely different.

626. (*Mr. Vaughan.*) In reference to what you consider the present equitable position of the Queen's scholars, do you remember whether the instruction to which they are entitled under the statutes is specified in the statutes?—Yes; and the subjects on which they are taught. There is an elaborate scheme given of the weekly work.

627. Do you remember what that was?—Yes, Latin, Greek, and Hebrew.

628. Is not much more taught now to the Queen's scholars than Latin, Greek, and Hebrew?—Yes; but Hebrew is not now taught.

629. But much more than Latin and Greek?—Yes.

630. I mean in mathematics and modern languages, history?—It is only French that is taught in modern languages; we have in addition now, mathematics, history, and geography.

631. Have not the tuition fees that have been paid by the collegers as well as others been paid in consequence partly of those new additions of subjects as well as for the old subjects that were formerly alone taught?—The Chapter order in reference to the additional seven guineas expressly mentions that there were additional subjects now taught, as a ground of increasing the payment.

632. In consideration that so many new subjects are taught, do you or do you not consider that equitably some tuition fees might be exacted from the Queen's scholars in consequence of the advantage of the addition which is made to their education?—I conceive that in any case it was intended that the whole period of the week, the whole day should be occupied in teaching or learning something, and whether it is one thing or another I do not think makes a material difference.

633. Would your view be that the whole *curriculum* of education was provided for the scholars gratuitously, and that any extra additions which were made to the *curriculum* they would be entitled to be taught gratuitously as well?—Yes, that is my opinion.

634. (*Mr. Thompson.*) They got the best education which could be obtained in their day?—Yes.

635. And you consider that they are entitled to the best education which they can obtain now?—Yes, *mutatis mutandis*.

636. (*Lord Clarendon.*) Dr. Liddell thought it right not to fill up certain vacancies which had occurred. Was that because there were not candidates sufficient?—No; it was in order to equalize the number in each year's examination. There are a certain number of elections to be given in each year; if you have a very large number of candidates in one and a very small number in another, the distribution of the advantages is very unequal.

637. The advantages of the foundation were not intended originally, I believe, for the possessors or heirs of considerable wealth, but to apply to persons of more limited means. Do you think that the intention of the statutes is adhered to in the elections?—The condition in life of the parents has never been taken into account from the earliest times on record; we have had many *filii nobiles* on the list.

638. Practically there is no annual visitation of the school?—No.

639. It is mentioned here that the Head Master has an annual visitation of the school, but it does not appear that there is any?—No, not in the sense that the statutes contemplate. The electors were intended to go round to each class and investigate the condition of the whole school from top to bottom, but that has never been done, I suppose, from the beginning.

640. (*Lord Lyttelton.*) Visitation, perhaps, is too formal a word?—It would not be too formal a word if the visitation were carried out in the sense in which the statutes intended it should be, because at the annual visitation the boys were to be examined by the electors.

641. They come there for that purpose?—Yes.

642. (*Lord Clarendon.*) And for no other purpose?—That was the main object.

643. And that strict superintendence or supervision of the school which is contemplated by the statutes in fact does not take place?—No.

644. (*Lord Lyttelton.*) Not by the electors?—No.

645. (*Lord Clarendon.*) Nor by anybody?—We manage it ourselves.

646. (*Lord Lyttelton.*) It is not a more strict examination on that occasion than on any other?—It is our principal examination.

647. (*Lord Clarendon.*) What is your opinion of the system of challenges. Does it work well, do you think. It is very old, is it not?—It is a very old and very interesting relic of the ancient disputations. It has some advantages, for it is impossible for any copying or dishonesty to take place in it, while you test the boys' attainments, and the training which they have received from the helps. It not only prevents any dishonesty, but acts as a very strong stimulus to the boys, who work for it in a way in which they will hardly work for anything else. It also serves for the better candidates as an effective test of merit, although involving a great expenditure of the Head Master's time, who, as moderator, is obliged to be present at it all, and it continues a very long period of time.

648. For some weeks?—Yes, it goes on for four or five weeks, one or two hours a day, and often a good deal more. The master is obliged to sit and listen when he might be teaching in a more efficient manner. But there are advantages about it; it brings the Head Master into pleasant relations with the boys. The master is laid aside, as it were, and the boys argue before him like counsel before a judge. It gives opportunities of knowing them which are hard to find otherwise. I have found it myself a very valuable way of teaching fairness and honourable dealing. The challenges are different now from what they were.

649. In what points is there much difference?—There used to be much special pleading and many attempts at quibbling: for the last three years I have scarcely heard a single argument which was not perfectly fair and honourable.

650. (*Mr. Thompson.*) Do you not allow sophisms?—No.

651. (*Lord Clarendon.*) After the election have you not observed a sort of collapse on the part of the boys who had exerted themselves very much; do they become idle?—Sometimes there is a little collapse, but I do not think it does any very great harm.

652. Has it not occurred to you that the fact of that collapse is a drawback to the system of challenges?—The position of the juniors in college is one of a good deal of drudgery, which I am afraid blends itself with other causes of idleness, so that it is difficult to disentangle them. A junior in college seldom does much work; this is not, however, due to overwork in the challenge, in most cases.

653. (*Mr. Thompson.*) The juniors are the newly elected scholars?—Yes.

654. The first year?—Exactly.

655. (*Lord Devon.*) Will you explain how the paper of Latin prose and elementary mathematics, which you have introduced into the system, is dovetailed on to the challenge?—The way we manage it is this: I reckon the places in the challenge at so many marks, and I mark the mathematics and Latin prose under certain limitations, so that they should not be more than one-third in value of the ordinary marks of the challenge. Practically the system does introduce a little change. It changes one or two places, but it does not make any great change. Still it is very important, because instead of the boys neglecting their mathematics and Latin prose during the whole time of the challenge, it requires them to continue them.

656. A junior boy, for example, No. 3, wishes to take a place, would another boy, say No. 2, originate the question in Latin prose?—No, the Latin prose and mathematics are merely papers.

657. (*Lord Lyttelton.*) What the boys do in the way of examination is entirely oral?—Entirely.

658. They do not set papers to each other?—No, it is entirely oral.

659. Does it work equally or not. Are not some boys rather bashful and timid about it?—Yes, and presence of mind and confidence, being both qualities which will be of advantage to a boy in after-life, I do not think it is unreasonable to allow them some weight in determining his position.

660. Is the system of challenges one which you would introduce if it were not founded upon ancient tradition?—No, from the great expenditure of time which it involves.

661. You have not thought at any time of the propriety of abolishing it?—No, I think it is of great historical interest; and that is a very strong reason in its favour.

662. (*Mr. Thompson.*) Speaking generally, you would say it is a bad thing to interfere with traditions of such importance?—Yes.

663. It would be some time before you could replace it with something better?—It would be such an unpopular thing that its abolition would offend a vast number of old Westminsters.

664. Do you think any such change would be disliked by the boys themselves?—Very much.

665. (*Lord Lyttelton.*) I believe it is quite peculiar to Westminster school?—Quite so.

666. (*Mr. Thompson.*) Have you not heard complaints on the ground of the system of education at other schools, that they neglect to provide any means of encouraging presence of mind, self-reliance, and fluency of speech?—Yes, I have heard sentiments of that kind expressed.

667. Do you think to a certain extent that this system of challenges at Westminster school meets those objections?—Yes, to a certain extent, and I mention that as one of its most valuable characteristics.

668. (*Mr. Vaughan.*) I think we have had already explained to us the duty of the helps in preparing the boys, but you have mentioned in your answers that they are also advocates for the candidates in the contest. In what sense are they advocates?—I mean that one boy puts a question to another, and having received his answer, questions may arise whether the answer is correct or not, or whether the question itself is a legitimate one or not. The boys are very keen in arguing such points. That is just what I just now referred to when I said that it was an important means of teaching fairness. I have always said I should punish any attempt to argue dishonestly, by straining the laws to the utmost against the boys who did so.

669. I meant with respect to the functions of the advocate. Does the help stand by the boys?—Yes.

670. And would the advocate, or whatever he is called, defend the question on behalf of his pupil?—Yes, he would argue in his behalf just like a counsel before a judge, and even though he may have an untenable cause, his argument so far as it goes is generally fair.

671. Have you as moderator occasion to interfere pretty actively during the course of the challenge, as well as to be present?—It used to be extremely hard work to me at the outset. I have now become familiar with it, and therefore it is not so hard. Still it is a constant demand on one's attention which is never allowed to flag, because it often comes to a question whether a wrong word is used, or a word has been wrongly pronounced. If, for instance, a boy make a false quantity or uses a word in a wrong place, such questions arise. I have to watch everything step by step and line by line.

672. Was it in its nature, as you found it when you first came to the school, a mere test of scholarship, or was it also a test of controversial power?—It was a test of controversial power to some extent, and it depends very much indeed upon the training.

673. Especially as it was when you first came?—The boys themselves are not engaged in the controversial part of the challenge. They do not argue it.

674. Not at all?—They very seldom enter into the argument.

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675. It is the advocate then who takes up the argument?—Yes.

676. The advocate on either side?—Yes.

677. The promotion of the advocates is in no way concerned in the issue?—No, but they interest themselves very much in the success of their men, as they are called.

678. But with respect to the places obtained, they do not affect the helps?—No. The challenge as far as the men, as they are called, (though, of course, they are only young boys,) is concerned, is mainly a test of accurate memory, presence of mind, and self-possession.

679. Then I understand that as a discipline it affects two parties; in the first place, the boys who are candidates for the new position in the school, and in the next place, those who are helps and advocates?—Yes.

680. And it is in the latter part you have interfered actively to prevent sophisms being argued between the candidates?—I have always set my face against them.

681. You have not considered sophistry as a part of logical discipline that might be beneficial, but you have interfered at once when they have been raised?—I have always endeavoured, as far as I could, to make the challenge a training for the boys, and to lay before them the principle on which I consider the highest questions should be decided. I have endeavoured to point out, not only the way in which they are decided, but also the principles upon which they are decided.

682. You did not think that the logical controversy was so precious a part of the institution as to make it desirable to permit the advocates on one side to expose the sophisms used by those on the other side?—No, but they always do; they are always very eager on the point, and they may say whatever they have to say. I assure you they do not want any spur; but I found at first some used to have recourse to very dishonest arguments.

683. Would you call the sophisms of logic dishonest arguments?—There used to be attempts made to draw one off to something which was not really the point at issue, and which the boy who was arguing knew was not the point. Though I should wish to encourage ingenuity in anything, I could not allow him to argue what he knew to be a fallacy.

684. (*Lord Clarendon.*) You would not allow any sharp practice?—No.

685. (*Mr. Vaughan.*) Did you not leave it to them to analyze the causes of the unfairness?—I always endeavoured to point out the unfairness, but it was hardly necessary, for the opponent would see it quickly enough. I felt that if I allowed such arguments I should be really giving a prize to dishonest ingenuity merely, which I considered would be most unjust.

686. Is there any reward given to the advocate, or anything which he has at stake at all, except that he feels an interest in his own candidate, and would be naturally desirous that he should triumph?—Yes.

687. What is that?—It is a fee. In former times it appears that some fee was permitted to be paid to the helps by the man whom they trained in this way; and then that fee gradually increased until it became so serious that I was obliged to lay down a law about it. I found it was the custom for each boy so helped to pay 10*l.* to the help, while the boy who got in first paid 15*l.*, and I found that this payment of 15*l.* had grown up in three years, and there was every probability of its increasing. I therefore sent a letter to the parents on the subject, of which I can give you a copy if you require it.

688. (*Lord Lyttelton.*) What came of that interference?—I made a rule that the amount should not be more than 5*l.* in each case; and that it should be given in books, a practice which I found was in accordance with the old usage.

689. (*Mr. Vaughan.*) Then there always has been a usage that the help or advocate should receive something for his services?—Yes, though I am told in old times it was generally declined.

690. But the practice had gradually grown up?—Yes; and I found it existing in this rather gross shape of a fee of 10*l.* or 15*l.* from the captain, with the prospect of its being raised to 20*l.*

691. Was it conducted on the principle of "No "cure, no pay;" Did the advocate of the unsuccessful candidate receive anything?—That was the old usage, but even that was in process of abolition, and I found that the boys were, in some cases, getting paid for the year before the candidate actually stood.

692. We understand that it was the custom of a help to have as many pupils as he could attend to, consequently this must be to some a lucrative employment?—Yes, and when I made the change one of the boys would have received from 70*l.* to 75*l.* in cash.

693. I suppose the advocates are always taken from the sixth form?—Generally, not always.

694. May it happen that a boy on a lower form, but of great ability in this line, would be taken?—Yes; I have seen a young boy sometimes make a very good help.

695. May I ask how much you suppose it is possible, in the present state of the institution, for a boy to realize in this way?—He might have four or five pupils, in which case he would have 25*l.* worth of books.

696. (*Lord Lyttelton.*) This system of fees is not referred to at all in your evidence?—No, I was not asked about it.

697. Is it now limited to 5*l.* for the successful boys?—Yes.

698. How are the clients assigned to each help?—They apply to the helps themselves.

699. They arrange it amongst themselves?—Yes.

700. At the examination conducted by the boys, do the questions which are asked have reference to the schoolwork entirely, or would they range as widely as they please in asking questions of each other?—I have already said that the contest is governed by rules occasionally modified. There are regular rules. Each takes a passage, for example, of Latin and Greek, reads it, and construes it, and that must be done quite according to rule.

701. (*Mr. Vaughan.*) What you have told us about the reward being the consequence of success makes it the more necessary that the Head Master should be there to moderate?—There must be a moderator, or the contest could not be carried on.

702. (*Lord Lyttelton.*) I suppose the parents do not care about the 5*l.* in case of the success of their sons?—No, but there must be some limitation. There were other dues on entering college, payments for certain things which were transferred to the new Queen's scholars when they came in. They got an old surplice and an old gown, and two or three other things, but the payment of 10 guineas was unreasonably large, and likely still further to increase. The vitality of an abuse is wonderful. The only thing was to reduce it gradually, and to say that each year something less should be received.

703. Was it the scholars who received it?—Yes. Dr. Liddell began the reduction by saying that every one should receive a guinea less, and we have now got down to 4*l.* or 5*l.*

704. (*Lord Devon.*) What amount of extra work is done by the helps. How many hours have they in addition to the ordinary schoolwork?—I can hardly answer the question exactly, but a great deal.

705. They get up an hour or two earlier than usual, perhaps?—Yes, two or three.

706. The boys come to them, I suppose, about half-past six?—As early as half-past five o'clock, and they work at intervals in school and play hours. The extent of interference with the regular schoolwork which it causes is very serious.

707. So that there is really a *quid pro quo*?—Yes.

708. (*Mr. Vaughan.*) In its present state, and with the present scale of remuneration, do you approve

of it?—I do not think of making any serious alterations.

709. (*Lord Devon.*) You would not wish to see it abolished?—It has become such an historical tradition, and there are so many advantages connected with it, that I think there are quite as many arguments for its retention as for its abolition.

710. (*Mr. Vaughan.*) I asked the question simply in regard to remuneration. You do not consider that an essential part of the challenge system at all?—I think it would be difficult, the remuneration having so long existed, to get the work done without it. Some of it is very hard labour.

711. It is a peculiar way of instituting a sort of private tutor system among the boys themselves?—Yes; but the difficulty of obtaining an effectual supervision over it is considerable, because the boys do not like interference, and indeed one is somewhat unwilling to interfere.

712. (*Lord Clarendon.*) With respect to Bishop Williams's scholarships, there is a reference here to No. 16, in which it is stated that directions were given for the election of four boys on the foundation, who were to have gowns furnished to them, their meals in hall, like Queen's scholars, and to occupy the chamber which the bishop provided for them. Further directions are given for their election and promotion to St. John's College, Cambridge; and then you state that this last benefaction is wholly lost to the school?—Yes.

713. How is it lost?—Because at the time of the University Commission there was a clause which enabled them to confiscate to the College any such scholarships which had not been enjoyed within a certain time by those who were entitled to them.

714. Why was it that nobody enjoyed those scholarships?—Because the school was so low, and there were so few going to St. John's (in fact scarcely any went to St. John's from Westminster), and because the college kept the advantages, as far as they could, in their own hands.

715. Then you say they have been put an end to; confiscated, in fact?—Yes, they are entirely gone.

716. (*Lord Lyttelton.*) Long ago, probably?—Well, they are practically all gone. I tried to make a fight for them, but without success. There was some compromise about to be proposed, but it was discovered under the University Commission order that the whole thing had lapsed, and then St. John's College refused to enter into the arbitration which they had previously proposed.

717. You did not accept the compromise?—No; not in the form in which it was proposed. We agreed, however, to refer it to arbitration.

718. (*Mr. Vaughan.*) Do you consider that the suppression of the benefactions was contrary to the interests of Westminster, and unnecessary?—I cannot say unnecessary, because it was under the statutes. It was done, in point of fact, by the University Commission Act.

719. (*Lord Clarendon.*) But the establishment had not availed itself of the benefactions for a long time?—No.

720. It did not think it was of much value to Westminster?—It might have been, and I think would be now.

721. (*Mr. Thompson.*) Was the value large?—They proposed to give us 50*l.* a year.

722. And the Chapter, what did they say?—They thought we were entitled to more. We proposed to refer it to arbitration, and Sir W. Wood was asked to arbitrate; but he declined to do so, as he was a Commissioner. Eventually the authorities of St. John's College found it had lapsed, and they wrote to say that they would not refer it.

723. (*Lord Devon.*) For what time had it lapsed; that is to say, how long since had Westminster omitted to avail itself of the benefaction?—I cannot call to mind exactly. It was beyond the time of course that was limited in the Act. The last person who held it was Sir Patrick Colquhoun, now Lord High Commissioner of the Ionian Islands.

724. (*Lord Clarendon.*) The scholarships still exist. There are four boys still on the foundation of Bishop Williams, are there not?—Yes.

725. It says here, "For trouble concerning them, "the Dean is to receive 10*s.*, the Treasurer 5*s.*, and "the Head Master 5*s.* yearly." Do they continue to receive these sums?—As to receiving them, I do not believe they do; but that is the provision named. It is my translation of the old deed.

726. The "trouble," what does that mean?—The Head Master is to receive 5*s.* for teaching, and the Dean, I presume, is to receive 10*s.* to enter the names and superintend.

727. The income of the foundation is 72*l.* a year; how is that disbursed; is it distributed among the four boys?—Yes, it is distributed annually. I have said here that my predecessor altered the system by abolishing the blue gown, and that he offered to remit all tuition fees on condition of receiving the dividends, about 17 guineas each year. If you multiply these 17 guineas yearly by 4, you will find it to amount to 71*l.* 8*s.*

728. (*Mr. Vaughan.*) How are they elected?—By examination. The candidates present themselves, and then, if I have several candidates, I hold an examination in the presence of the Dean, and take the boy best qualified.

729. Do the candidates always come from the localities specified?—Generally they do; but sometimes we have boys from Westminster in default of Welsh and Lincoln boys.

730. Do you think that a fair average come from there?—I think so. The records are not in my possession, although I could get at them at any moment.

731. Do you consider that the mode in which that benefaction of 72*l.* annually is dealt with is a good one, or do you think that it would be improved by throwing it all into one sum, and giving it to one scholar only. Do you consider that if it were put into such a shape as that it would be more beneficial?—I think it would be more beneficial to the school if it were divided into two portions, and given on open examination, because it would enable us to draw more promising boys to the school; but I do not know that there exists any ground for destroying the original foundation.

732. I merely wish to ask you whether you consider that it would be more beneficial to the school if that sum were either lumped together or divided into two scholarships, and given after competition?—Yes; if you gave me 72*l.* a year I should never dream of putting it on the present basis.

733. (*Lord Devon.*) I apprehend that the social position of the boys on that foundation is rather inferior to that of other boys in the school?—No; I think not.

734. It used to be in my time?—Yes, they wore blue gowns, which of course had its effect.

735. Supposing a boy holding one of Bishop Williams's benefactions became a candidate, and obtained admission into college on the competitive system, would he still retain the benefaction?—No; that question was raised in my predecessor's time, and it was decided that admission to the college vacated Bishop Williams's benefaction, the ground on which it was so decided being that Bishop Williams's intent was to increase the foundation by four. The boys were to have meals in hall like the Queen's scholars, and to be kept up to the number which the bishop provided for. Bishop Williams was rather in the habit of leaving an inadequate provision for keeping up what he established. They complain of him in that respect at St. John's.

736. (*Lord Clarendon.*) "The statutes contem- "plate the admission of pensioners, town boys, and "others to the number of 80, in addition to the "Queen's scholars and choristers." That number has been exceeded very greatly, has it not?—Yes. I found the other day, in some notes of old Chapter

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orders which Dr. Cureton lent me, a record from which it appears that before the year 1600 the Chapter resolved to get subscriptions from godly disposed persons, in order to enable them to fit up the present school-room as a school-room, because the number of boys was too large for the original school, so that before the year 1600 an increase took place.

737. But 80 is the limit contemplated in the statutes?—Yes, but the limit of the statutes must have been exceeded before 1600, and that reminds me of another thing; in my evidence mention is made of a third master as early as 1600, and that just corresponds with the need of additional space. The two things tally.

738. And there has been no regard paid to the statutes ever since?—Never, in this point.

739. You said just now, Mr. Scott, that the necessity for the Queen's scholar and for the pensioner to provide themselves with a tutor within 15 days no longer exists?—Yes; there is no such thing now.

740. What is the meaning of this:—"Every boy "admitted into the college, that is, every Queen's "scholar or pensioner, must provide himself with a "tutor within 15 days, on pain of expulsion?"—I meant by that that it is clearly statutable.

741. (*Mr. Thompson.*) The words in the statute are:—*Et propterea volumus ut nemo ex discipulis, et pensionariis tutore careat; qui autem caruerit, nisi intra quindecim dies unum sibi paraverit e collegio ejiciatur;* does that apply to the scholars?—Yes; *discipulis* would mean scholars.

742. (*Lord Devon.*) Up to what period do you suppose the class of pensioners existed. They appear to be quite distinct from *oppidanis, peregrinis et aliis in scholam admittendis* a sort of intermediate class?—They are mentioned in a Chapter order of 1584, and possibly later still.

743. You say it does not seem that they were intended to be taught gratuitously. I cannot perceive what difference there is in the statutes in respect to the gratuitous education?—That is in reference to what I say in my evidence, that there is no clause in the statutes which prohibits the acceptance of fees.

744. What difference is there between the scholars and the others. How does it appear in the statutes that the scholars are to be taught gratuitously?—It is merely to be inferred from the fact that there is a provision which I conceive is adequate for the masters in reference to the Queen's scholars. I do not see why the master should be obliged to take *oppidans,* strangers, and others unless he chose, and he would not choose to do so unless he was paid for them.

745. Is there anything in the statutes which expresses or implies that the instruction of the collegers should be gratuitous?—I do not know that there is.

746. (*Mr. Vaughan.*) I will ask you this question. Do you not consider that the fact of the statute—"*De duobus præceptoribus puerorum, deque eorum* "*officio,*" citing the duties of the two masters without giving them any kind of remuneration for teaching the class of scholars referred to, of itself implies that it was part of their duty to do so without reward. You will find it at page 87, cap. 4. "*Ho-*"*rum officium sit non solum grammaticam Latinam,* "*Græcam, et Hebraicam literasque humaniores,* "*poetas et oratores docere, et diligenter examinare,* "*sed etiam puerorum mores instruere et corrigere.*" Does not the word "officium" make it part of their duty to do so?—The thing I built upon was that there was in the Winchester statutes a very significant provision upon that point.

747. Considering the *discipuli* and the *pensionarii* as opposed to each other, and that there is here a provision that the master must teach the *discipuli,* is not that a provision for the gratuitous instruction of the *discipuli,* who are in point of fact the Queen's scholars?—I think that the master has different functions.

748. It is said only in regard to the *discipuli,* one of the two classes in the school, which are the *discipuli* and *pensionarii,* as appears from the subsequent words: *Et propterea volumus ut nemo ex discipulis et pensionariis tutore careat?*—It is only *discipuli* in that statute.

749. (*Lord Clarendon.*) With respect to No. 8, the bills, specimens of which are sent, are half-yearly bills, are they not?—Yes.

750. The annual expenses of the boy would be about double?—The average annual expense, I imagine, is about 100 guineas.

751. Not more than that?—Not for these things.

752. One half I see is 50*l.* and the other 60*l.*?—Yes, about 110*l.* would be the average, I dare say. This does not include the pocket money, which the fathers may give their boys.

753. (*Lord Devon.*) Are all these which are marked private expenses at the bottom of page 8 optional?—"Drawing master," that is optional, of course.

754. (*Lord Lyttelton.*) "Bookseller." That is not quite optional?—No.

755. "Library subscription," is that?—There is no library subscription in the boarding houses; I suppose there was formerly, but there is not any now.

756. Then there is "water" and "football"?—There is no charge for football here; the football comes in the winter; the charge for "water" is 5*s.*

757. (*Lord Clarendon.*) The total amount last year was 2,926*l.* That is the whole of what was received from the boys' parents in 1860, does that include what was charged for the school also in 1860?—Yes, everything. You have got in my paper the same thing for five or six years, and this includes the whole amount that is received from all, Queen's scholars and others.

758. How many boys were there in the school in 1860?—About 123. That is the maximum for the year. I do not know that I can be quite certain that there were ever 123 in the school at one time. Those are the names that appear in the list. Sometimes boys go away in the course of the half year, and others come. They may not have been all there actually together, so that you might say there was a slight reduction, one or two, on the number given here.

759. What are the half boarders?—Those who come to us in the morning, dine at the boarding house, and go away in the evening.

760. (*Lord Lyttelton.*) They have breakfast and dinner at school?—No half boarders practically have breakfast at school now, because we have 9 o'clock school hours for boys from a distance. They have just the same time in school as the others. The boys who go into school from 8 to 9 o'clock in the morning, go out from 9 to 10 for breakfast; the boys from a distance come in school from 9 to 10, and the mathematical master takes them.

761. Then they lose the first hour?—Yes, but they do the same work.

762. It is rather hard on the masters, is it not?—No, because the masters who have been in the school from 8 to 9 go out from 9 to 10 for breakfast, and the mathematical master has his breakfast between 8 and 9, and comes into school at the latter hour.

763. You have a few half boarders?—Yes, and a good many home boarders.

764. Have the half boarders ever been a large class?—No.

765. (*Lord Devon.*) Do you find the half boarders mix much more completely with the boarders than they used to do?—Yes.

766. And the home boarders as well as the hall boarders?—Yes.

767. Do any of them come from a considerable distance?—Yes, some do.

768. What is the furthest distance from which they come?—St. John's Wood, or East Sheen, at present.

769. There are several, I suppose, that come more than a mile?—Yes, several of them come from May Fair, for instance, and from Pimlico.

770. Do you consider that the number of home and half boarders is increasing in proportion to the others?—Yes, gradually.

771. Do you consider that good or bad for the school?—I would much sooner see boarders of course, in every way.

772. You are going to make additional accommodation for the home boarders, are you not?—Yes, in the new house there will be a room for them.

773. Can you explain what is contemplated?—It is intended to have a hall where they may find shelter and a fire, and where there may be drawers and cupboards in which they can keep their books. The masters living in the house will exercise a superintendence.

774. Are they to dine there?—If there are a sufficient number who want dinner to make it worth while, we shall provide dinner.

775. Would not the size of the existing halls admit of their dining in the hall?—No.

776. (*Mr. Thompson.*) Not if the numbers were increased?—No; and in order to prevent difficulty arising from that source, the terms have been rather high for half boarders, because they are a class for which we did not exactly know how to provide.

777. (*Lord Devon.*) I was a half boarder three out of five years, but we lived in the boarding house?—That is the only place where such boarders do live.

778. We dined and breakfasted in the hall?—I did not intend to take the half boarders from the boarding house, but if a considerable number come we must make a provision, and having a room, we always can do so if we find it necessary.

779. (*Lord Lyttelton.*) As far as the home boarders can, and as far as they choose to take part in the games of the school, there is no social difference between them?—No.

780. Are they as often in the eight of the boats and the 11 of the cricket?—Yes; there are more boys wanted for the boats and the field, and whatever class they happen to be, the boys are only too glad to increase their strength. They often complain that the home boarders do not join in games more than they do.

781. You have nothing like compulsory joining in the games, have you?—There is no compulsion.

782. Is there any bullying of the home boarders?—I hope not.

783. I mean not specially, *qua* home boarders?—No.

784. (*Lord Clarendon.*) Do you find that 35 boys can be accommodated well in the boarding house?—Thirty-five might be accommodated in Mr. Marshall's, hardly so many in Mr. James's; but practically there never have been more than 26 in Mr. James's house.

785. (*Mr. Vaughan.*) Has the matron any great authority over the boys?—That depends very much upon herself. The matron in Mr. Marshall's house, who was introduced to Lord Clarendon before you left the house, is a most efficient one, and the boys attend to her.

786. Has she, by the rules of the house, any authority, or has she only that authority which her personal conduct and influence gives her?—She has both.

787. Does she rent the house of the Chapter?—No; Mr. Marshall rents the house of the Chapter's lessee.

788. (*Lord Clarendon.*) The matron is employed and paid by Mr. Marshall?—Yes.

789. (*Lord Devon.*) And he is the tenant of the lessee; in my time the matron rented the house and the master was her lodger?—Yes.

790. (*Lord Lyttelton.*) He pays the rent to the Chapter, I suppose?—No, I wish he did. He pays the rent to the person to whom the Chapter have let it. It is a most abominable system.

791. (*Lord Clarendon.*) Do you mean to say that the chapter has let it to somebody else, who has nothing to do with the school?—Yes, both houses.

792. (*Lord Devon.*) That is not a custom of recent times, is it?—No, they go upon the system of 40 years' leases, renewable.

793. (*A Commissioner.*) It was not the fault of the present Chapter then?—No, they did not originate the practice, and when they renewed the lease they introduced a clause which put us in a better position. They provided that the house should not be let to any person but a master except with the sanction of the Chapter, and if a dispute arises as to what rent is to be paid, the Chapter surveyor is to be the referee.

794. Do you think an exorbitant rent is exacted for that house by the lessees?—I do not think it exorbitant as rents are now.

795. That is dependent on the state of the market?—Yes.

796. Looking at the proximity of the school?—Yes.

797. He takes every advantage, I suppose?—The house is a house which other people would not like because there is no carriage access. It is only fit for a boarding house. The master has no option. He must have that or none.

798. When was the house built?—About 90 years ago.

799. For this purpose?—Yes.

800. And yet it has been let on lease?—The man who built the house had a lease for 40 years. He passed away and the successors have no interest in the school.

801. (*Lord Devon.*) The central house was a boarding house 90 years ago?—There is a record of when the centre house was built, it was about 90 years ago, I believe.

802. You are aware of the circumstances under which a portion of the yard behind one of the boarding houses was subdivided, and a bit taken off as a sort of private garden for a former master. It is behind Mr. James's house. Was that done before your time?—Yes; I do not know much about it.

803. Do you not think that seriously prejudicial to the accommodation of the house?—If Mr. James had a new lease of that house he would pull it down.

804. No doubt; that would be a great improvement, would it not?—Yes, they ought to pull it down now, but there is difficulty in dealing with it, because there might be claims made.

805. By whom?—By the lessee, who took it in this way; and if you choose to alter it you must pay him. If I pull down a wall in a house I am obliged to build it up again.

806. (*Mr. Thompson.*) So that the lessee is an obstacle to improvement?—Yes.

807. And that system therefore is bad?—Very bad, and very difficult to change.

808. (*Lord Clarendon.*) How long ago was it that they renewed the lease?—About five years ago.

809. (*Lord Lyttelton.*) With respect to the general question of dormitories, what is your opinion of the present plan as compared with the system of having open dormitories?—I think, on the whole, that it is an improvement; but that it would be better if they were closed with curtains. First the cubicles were like cells in a prison, and you could not see anything, or exercise any discipline without having every door open. The Committee which sat (and of which Lord Devon was a member) noticed this, the consequence of which was that the Chapter took away the top doors and top panels of the fronts and substituted curtains, which was much better than before, and it would have been still more convenient if it had been done in the first place. It would have saved 100*l.*

810. But you think that if the whole dormitories were curtained it would be better?—It is not worth while making an alteration about it now; but on the whole I think it would have been better to have had only curtains in front.

811. You think some degree of privacy is better than an open dormitory?—Yes, I think so. There

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were great complaints from the boys. It offended their sense of delicacy, and it was proved by experience that it was no safeguard. In point of fact, nothing could be said in favour of retaining it.

812. Do you think this modified system is better than the single bedroom plan, or do you think that the single bedroom plan is the best?—I like the Eton plan better.

813. There are studies, I see, for the college boys, but only for some of the elder ones?—Yes.

(*Lord Clarendon.*) There are eight studies and two boys in each.

814. (*Lord Lyttelton.*) Do you think it would be better that all the college boys should have studies?—I do not feel certain upon that point. Mr. Weare, the late under master, was strongly of opinion, and Mr. Ingram seems disposed to agree with him, that it answers better for the purpose of discipline to have the younger ones in a room where you can see them all at a glance and exercise due supervision.

815. The younger boys prosecute their studies together in a large room?—Yes, in one room.

816. For the younger boys, do you think this is as well as if they had studies to themselves?—One has to consider several things. Of course, when they are together they make more noise, and there is more likelihood of idling from the mere fact of a number being together, but at the same time, the way in which the under elections in college are managed is that it is the duty of one of the monitors to be in the room, so that they being altogether under his eye are supposed to be under his control, in order to see that they are not idling with one another, or playing.

817. With regard to the boarding house, we saw that the rooms have from two to five beds in them. Does it appear to you that these rooms are sufficiently ventilated for the number of occupants?—The ventilation is generally adequate.

818. Suppose that the boys cannot have single rooms. Do you think, apart from the question of health, that there is any real objection to a number of boys being together in one room. We very often hear objections to two being together. Do you think that if there is more than one in a room there should be four or five?—Three or four certainly.

819. You do not like two?—No; and I think boys of the same age should be classed together as much as possible.

820. (*Mr. Vaughan.*) Do the boys in the boarding house who lodge there or their parents complain of the want of privacy that arises from there being no separation of their beds?—No; I never heard any complaint.

821. Would that objection be less applicable to them than it was under the old system, with the beds in the large dormitory?—Yes, certainly. A large dormitory with 40 boys in it at once made too great a publicity with regard to everybody, both with respect to decency and the kneeling down for prayers. That was certainly felt more than in smaller rooms.

822. Do you think the feelings of the boys really were wounded both in respect to their kneeling down to prayers and in the other matters to which you have alluded, in consequence of the room being filled with so large a number of boys?—It was spoken of, certainly, and I think it very desirable in a boarding house to separate the dormitories.

823. You think the difficulty really was felt then?—Yes.

824. Otherwise, in a sanitary point of view, do you think the old system was preferable or not?—I do not think there was any material difference.

825. There was more circulation of air before these partitions existed, I suppose?—I do not think that partitions of that kind, which leave so large a space above, interfere materially with the circulation of air. If they had extended to the ceiling, of course they would interfere, and the ventilation would have been very bad. There were once two great fires in the room, which used to be constantly burning in the winter, and had large open chimneys, which conduced very much to ventilation. Dr. Buckland, amongst the various other things he did, stopped those fire-places up, and the communication which he made with the chimney was not sufficiently open and did not act well for the purpose of ventilation; besides which there was no opening in the ceiling. The first thing that I asked for was to have openings made in the ceiling, which have since been enlarged, and now the ventilation is good.

826. (*Lord Lyttelton.*) Do you know why Dr. Buckland stopped up those fire-places?—It was for economy, I believe.

827. With regard to the monitors, had they special places?—Yes.

828. They were not scattered about?—No, they were in regular order.

829. Do you think that the best arrangement in a large room?—I should not wish to scatter the elder boys about among the younger ones.

830. You think that the partition is more necessary for the bigger boys than the younger?—Yes.

831. (*Mr. Vaughan.*) Do the juniors sit there in an evening and really work in this large room?—The juniors so called, the boys for the first year after their entrance, sit in the large room below stairs.

832. Is that room practically devoted to them?—It belongs to the two lower years. I think the boys in the next year do work pretty well, those who are willing to work. I think the younger boys would like to have separate studies, but they would desire it rather as a distinction than anything else. I was guided a good deal by the opinion of Mr. Weare as to its practical effect on the management.

833. (*Lord Lyttelton.*) Do the boys consider it an advantage that any of them shall have studies?—Yes.

834. Are there chairs sufficient?—No, they are often broken, and there are always more wanting.

835. (*Mr. Thompson.*) The furnishing of the studies is done by the boys themselves; is that so?—Yes, it is done by the boys.

836. And the furnishing of the room in which they sit?—They can hardly be said to have furniture there. There is the great table and the chairs. The table is very old.

837. You yourself helped to furnish the boys' cubicula?—There were some old desks there, and I put in 16 chests of drawers as substitutes for the old trunks; but those sort of things the Chapter never provided.

838. They never did?—No, the Chapter never provided them.

839. (*Lord Clarendon.*) The Queen's scholars' meals, as supplied by the Chapter, are now considered to be sufficient, are they not?—Yes. Just of late the steward has made some reduction.

840. Did he seem to think that formerly they were superabundant, or what was the reason?—I believe he thought the meat supplied was not honestly accounted for.

841. The question is, whether you think the boys are sufficiently fed?—They have been sufficiently fed certainly, but there was a little grumbling the other day.

842. (*Mr. Thompson.*) Do you know the number of pounds allowed per day?—There are 40 boys, and two or three persons to wait upon them, who are supposed to get their dinner after the boys have dined, and it was found they did not get a pound per head a day for dinner and supper. I mean after the alterations.

843. What did they get before?—Fifty-three pounds, I believe.

844. Is that too much for growing boys?—I have not been consulted about it.

845. Is it understood that the boys should have a meat supper as well as dinner?—Yes.

846. Do you think that is necessary?—I never used to eat meat twice a day when I was at school. I do not mean to say that I could not have had it. Most of the boys did.

847. (*Lord Devon.*) Is the master present at the dinner?—The under master generally attends, and sometimes I go.

848. They do not dine there?—No; they hear the grace said, and see the boys dine.

849. Do they see what they eat, whether their plates are adequately filled?—Yes.

850. And if a boy makes application for a second helping, does he get attended to?—Yes; there has always been sufficient for dinner, but under the new order there is not supper sufficient forthcoming.

851. Is there a proper variety of meat?—No complaints have been made upon that ground; they have beef and mutton.

852. Have they pudding three times a week?—I cannot tell exactly.

853. (*Lord Lyttelton.*) What have they for supper?—Nothing but bread and meat.

854. (*Lord Clarendon.*) The meals in the boarding house, are they good?—Yes, I think they are.

855. Better than in the school, do you think?—No, I do not think they are better than in the school.

856. Has there been any complaint against the boarding houses?—No, I never heard any complaint.

857. Have you ever heard of that peculiar remedy which consists in eating up every possible thing they can get?—I have heard of such a thing; in fact, there is a record of a boy dying in consequence. There is evidence of a boy eating himself to death, in order to clear the larder, in Goodenough's time.

858. (*Lord Lyttelton.*) It is understood that the rate of profit of the boarding houses is about 10*l.* a head?—It is not fair to state it in that way. A master has expenses to pay to keep up his house till he has a certain number of boys. He may therefore have had to sustain a loss until he can get a sufficient number of boys to enable the house to pay its way; and then, beyond that, he has to provide and keep up a staff of servants. Rent and taxes are also to be paid.

859. Mr. Marshall estimates the pecuniary advantages derived from his boarding house at 260*l.*, and there are 25 boys. I think 10*l.* a year is about the average of profit we have found in our inquiries in other schools?—I do not think that is a legitimate way of estimating it, because the master must have a certain number of boys in order to make it worth while to keep the house at all; the profit varies with each boy. You alter the average cost if you have additional boys.

860. Taking the fact as it actually was when that answer was given, 25 boys produced a profit which can be reckoned at 250*l.*?—Yes; but if you reduce the number to 20 boys there would be no profit at all.

861. I am aware of that. I only wished to know the actual amount in that year. Taking the profit at 250*l.* in round numbers, that pecuniary advantage is to be added to his stipend?—Yes. You will understand how that return is calculated. The house, for instance, requires a certain amount of capital to carry it on, and you must take the interest at 5 per cent., and all the other expenses, which are to be deducted from the profits, into consideration.

862. (*Mr. Vaughan.*) Before the boarding house was kept by the master, the assistant masters had fees for corrections?—Yes; they used to have 10 guineas for corrections, as it is called. It was, in point of fact, for correcting the composition.

863. The master resident in the boarding house did that?—Yes; for each boy in the house who was under his charge.

864. When they made the corrections for the boys in the house, had they besides a portion of the school fees, as they have now?—Some portion.

865. When the late Head Master abolished the fees for corrections, was any additional fee given to the master who might have thenceforth to perform such duty?—No; the fees for corrections were not abolished till the whole school was put upon a new footing.

866. As I understand, before that change took place, the tutors had ceased to correct the exercises, and the work fell upon the master of the form?—Yes.

867. Was not that laying an obligation, and an additional trouble, on the master of the form, from which he was free before. Does he receive any payment for it which he did not before?—The payments were recast altogether.

868. At the same time?—Yes; because the whole system was altered.

869. I see you discourage the boys from going to pastrycooks' shops?—Because it leads to debt.

870. (*A Commissioner.*) Are they allowed what is commonly called "tick"?—No; but it is a kind of evil which is constantly appearing.

871. Respectable pastrycooks would not allow it, I suppose?—The recognized pastrycook, Sutcliffe, would not. We have no reason to complain of him; but there are little shops in the neighbourhood to which the boys are only too apt to resort.

872. The master of the house provided the furniture of the room. No charge is made for it, except the charge that is made for it on going away?—No.

873. (*Lord Devon.*) Are there any applications for admission for town boys who cannot be accommodated in the existing boarding houses?—No.

874. Then at present the inability to provide other boarding houses does not affect the school?—No; but boys are much attracted to the school by the personal influence of the master of the boarding houses, so that if you added another boarding house, the personal influence of the master might probably bring more boys.

875. Do you consider that it would be beneficial to the school that greater facilities should be given for the opening of another boarding house with your sanction than are at present enjoyed?—It would depend upon whether the school was sufficiently flourishing to make it probably a good speculation. At the present moment, I dare say, I should not be able to find any one willing to undertake a venture of such magnitude.

876. Would it not be better for the Dean and Chapter, instead of letting houses in Dean's Yard on lease, to let them from year to year, so that you might have the option of trying one of them as a boarding house. Do you imagine that there would be any objection to that?—I should imagine that tenants on the terrace might demur to a boarding house being established next door.

877. Is it not a decided prohibition to the health of the school that it should be confined with respect to boarding houses?—Yes.

878. So that whatever increased number of boys might come to the school, the boarding houses would not increase?—I do not think the school will progress much where it is.

879. (*Mr. Vaughan.*) Do you find that the boys who have failed in their trials leave the school soon after their failure?—Not very much; some do.

880. Do you think it can be traced to their having failed in their object?—Yes.

881. Do you think that the boys that remain, having failed, become discontented and careless, and fall behind in their work until they leave the school?—Those who fail were for the most part not diligent boys before, and it does not make much difference. As a general rule, the competition has not been sufficient to exclude any boy of much promise.

882. Considering the length of time that elapses between the success of the boys in getting places in the challenge and their going to the universities, do they require any stimulus in the meantime to keep them up to their work?—I have introduced the stimulus of altering the places. I think it was very much wanted. The matter was discussed before the Committee of which Lord Devon was a member. I think some change was very urgently called for, by which there should be some promotion in the four years that elapsed between the admission to the col-

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lege and the ultimate election; and now, when I see a decided superiority, I give a boy a higher place in the annual review of the college before the Dean.

883. Above that which he occupied in the former year?—Yes: a higher place in the list of his own year.

The witness withdrew.

JAMES MURE, Esquire, examined.

J. Mure, Esq.

884. (*Lord Clarendon.*) You were a Queen's scholar at Westminster, I believe?—Yes.

885. Any information you could give us which you think likely to prove beneficial to the school we should feel extremely obliged to you for. What are the particular points to which you wish our attention to be directed?—There are some opinions which I entertain as to the difference in the manner in which education is carried on at the school now, and the way in which it was carried on in my time, to which I wish to call attention. But the question will extend itself through the general range of education. Everybody knows that in former times there was nothing in the world taught at public schools but Latin and Greek; indeed, I may say that the education was confined to grammar. There was a simplicity about the whole system and the manner in which it was carried on, which I think tended to initiate in a young lad habits of self-confidence, and that was done principally by promoting what I should call private study. We had at Westminster private studies. When a boy, about the age of 12 to 14, was in the fourth or fifth form, there was nothing to do but to instruct him in grammar, Latin, and Greek. The authors we had to read were studied solely with a view to construing and parsing. At the age of 14 we got into the shell and the sixth form. There was then adopted a system of private study, independently of the form work. Every boy was expected to enter upon a career of private study, and to ask the Head Master to grant him permission to read particular books. The particular books read at the time I was there were Virgil, Homer, Xenophon, Cicero, Sallust, Sophocles, and Euripides. I read these during the five years that I was in college.

886. Was this private study with private tutors?—No, the Head Master watched over the private study of the boys. That was his business. He went round every Saturday, with a pen in his hand, and made the marks on the pages of the book which the boy was reading, and compared it with a similar entry made in respect to private study the previous week.

887. Would you think that was sufficient assistance given by a master to a boy in his private study on such advanced subjects?—He had the boys up one by one for examination. It came round to each boy once a fortnight, and he questioned him for about three-quarters of an hour, in order to ascertain whether the progress which he professed to have made was real and true. The Head Master conducted the examination entirely himself, and the result was that at the time I was a boy there I had read the Æneid of Virgil twice over, the Iliad and Odyssey of Homer twice over, Xenophon's Anabasis, the Cyropædia, Sophocles, about 12 of the Tragedies of Euripides, the Tusculans of Cicero, and Sallust. You will probably think that those who did that were unusually willing readers, but, I assure you, there were many such cases. Now the greatest extent of Homeric reading seems to be for a boy to get through four books of the Iliad. I think that that was a very good system, because it inspired a boy with a certain feeling of confidence, and he felt a pride in his progress.

888. But do you not think that a system which may have been very successful with yourself, or with any boy who was really desirous of making great progress, might not be so successful with all, or of great advantage to boys who did not manifest a desire to advance, but who required a stimulus to be applied to them?—No doubt there was a great number of boys who did not and who never would look into their books; but they were all forced to attend to form work as well. I think the master took this view of the matter: that there was a certain number of boys really of great promise, and some who never would become scholars, but he advanced them all *pari passu*, because it is a bad thing for an elder boy to remain behind with the younger ones, and left it to the private study system to distinguish those who worked well from those who did not.

889. Was it substantially the fact that those who desired to advance themselves under this system could do so successfully?—Yes, there can be no doubt of it.

890. (*Lord Lyttelton.*) Who was the Head Master?—Dr. Carey, and a very admirable man he was for the management of boys. In those days young men were allowed to work at Oxford in their rooms alone; they were allowed to read in their closets, and they were inspected in the same manner by their tutors about once a week or fortnight, so that, having previously worked in the school in this way, when they went to Christ Church they continued the same plan. When that system was done away with, I think a great deal of time was lost by tutors not allowing their pupils time to read alone, their attention being chiefly directed to hearing lectures. I have been told by young men over and over again that all their time in Christ Church has been taken up by running across from one quadrangle to another, to attend a lecture perhaps from 10 to 11, and another from 11 to 1, or at some other time, so that they had never an opportunity of settling down to their books to study. I think that has done a great deal of harm to Christ Church. Of course, I know very well that a Head Master can only be expected to adopt a system of which he himself approves, because he adopts it on his own responsibility, and his own reputation is at stake. But I have pointed out this matter to Mr. Scott, and I thought he was inclined to approve of it in some respect at first; but I think the system which is pursued, both at school and the university, at present is productive of a great loss of time, and that the boys do not go out with the same amount of reading that they did when I went to Westminster. I left it in 1817.

891. Do you not think you are deducing from your individual case a general rule?—No. There were many in the college who had beaten me. I only mention my own case because I know the facts more accurately. It was but an average case, showing the working of the school.

892. You seem to have read a great many books thoroughly, and some of them twice over. Were there many boys who did the same?—There were many in my time that did exactly the same.

893. (*Mr. Vaughan.*) Do you think there were many either at that time or since who had read 12 plays of Euripides?—About 12 plays.

894. Do you think there were many who read what you did?—Yes. Of the seven highest boys in my election, five gained university honours; and one of those who did not might easily have done so had he tried, for he was as good as the best. There was one wrangler, one first class in classics, one first class in mathematics, and one boy who gained every prize at Oxford.

895. Do you think there was then more reading, but a less critical method of reading books than there is now?—There was more ground got over. The books were read at first thoroughly gramatically, afterwards with as much attention to criticism as boys are capable of.

896. Do you think that the boys who were at that time reading in a general manner would read the

books without entering into the minutiæ of grammar?—They would not enter into the minutiæ of grammar, perhaps, in reading these books; they would read them with reference to criticism or to the examination. We were well grounded in grammar before we began this system. We were engaged for two years in studying the book which was considered the best of all grammars for our purpose, namely, Busby's; and we were never allowed to pass over a single word without repeating every rule of construction, and parsing every part of speech. In order to show how we were grounded in Greek, I may mention that when I went to Oxford I did not take up a sufficient number of books for the highest honours, but when the time came for me to be examined, I was asked whether I had any objection to be examined in other Greek books, and I said that I had read Euripides at school. They took the book, and, opening it, gave me passages to read and translate, and I certainly did it in such a way as to show that I had not read it superficially when I was at school, for they were satisfied.

897. (*Lord Lyttelton.*) Would you not have known Euripides from your general scholarship, so far as being able to translate it?—It might be so: still I found I remembered it well; and had done that well at school on the whole.

898. (*Mr. Vaughan.*) May I ask you if the masters of the forms were good Greek scholars generally?—Yes. The masters of the fourth and fifth forms were Fellows of Trinity.

899. And had plenty to impart if you had continued to work under their eyes?—Yes.

900. (*Lord Devon.*) Are we to understand that this system of private study is entirely abolished?—Yes; I think by Dr. Williamson. About the time Dr. Liddell came, or perhaps it might be a year afterwards, I was with Dr. Williamson in the college gardens one day, and he was astonished at what I told him in respect to the private study. I should say that at that time we had three half-holidays in the week, and therefore we had plenty of time to work. I dare say there are many old Westminsters now who could hardly tell the amount of reading that they have gone through.

901. Do you think that after the time the private studies were abolished, and concurrently with the abolition of that system, there was more work done in the schools?—There was more of different sorts, but not so much Greek and Latin.

902. Do you think they read more books?—No; I should think not. There were arithmetic, Euclid, and other branches of learning introduced, but our time was entirely taken up by the study of the grammar of the two learned languages.

903. Supposing you were in the shell and engaged in private studies, what books would you be reading in the form; you would be five hours in the day there, would you not?—Five and a half hours on Mondays, Wednesdays, and Fridays; only three on the alternate days, which were half-holidays. In the morning school we had a book called *Orationes Græcæ*, and extracts from Livy. In the form work the boys were called out singly by the master to construe in front of the form, and questions were put on style and history.

904. Do you not think that the abolition of private studies implies on the whole that there is more work done in the school?—Less of the classics; more of arithmetic and Euclid.

905. But there are less classics?—Yes; it may be more accurately done now, but I am sure if my son should go to Oxford, after having read only the four first books of the Iliad, he would be placed in a very different position to what I was, having read the Iliad and the Odyssey twice over.

906. Would you say that it is an admitted fact that Westminster does not carry its head as high at Oxford as it used to do?—It does not, and it is a curious fact, notwithstanding in those days the students of Christ Church elected from Westminster (and who composed something like two-fifths of the whole of the college) were actually elected by interest, for Dean Jackson did not deny that he elected those belonging to old Westminsters and Christ Church families through interest. When the system of competition and special examination as to the merits of each boy was introduced, and the examination was thrown completely open, the decline of the college was contemporaneous with the change. That is a very singular thing, and I cannot account for it, but I have no doubt whatever about it. From the time I have known the college, which is 50 years (and I have known the school as long), up to Gaisford's reign, the boys were elected upon the principle of interest. Gaisford was contemporaneous with Williamson.

907. Do you think that the system of private studies to some extent ought to be reintroduced?—I do, and, as I have already said, the same principle should be carried out in the colleges at Oxford. At present everything depends upon lectures. There is a disposition to reduce everything to a matter of attendance upon lectures, and to keep the young men running about from one quadrangle to another for the purpose of attending some half dozen lectures in the day.

908. (*Lord Clarendon.*) Do you consider that the system of which you have spoken would be beneficial to a great majority of the boys, or only to a few?—I think it would be beneficial to the majority, because it would be a means of inspiring them with self-confidence. I think if it were introduced in a modified degree it would prove advantageous. They have not as much time as they used to have for private study, but still their facilities for private studies are very great, and those facilities are first offered at an age when it is necessary they should be in some degree emancipated from school harness. You might drive 20 or 30 boys in the same harness in the earlier forms of the school, and teach them from one book until they got well grounded, but at a certain period of life you should teach a boy what it is to distinguish himself single-handed; and I think that the system of private study is much more effectual for such a purpose than any other, provided the proper superintendence is given by the tutors.

909. (*Lord Lyttelton.*) You do not think that the system of private tutors is absolutely essential for that?—No, I do not.

910. (*Lord Clarendon.*) Judging from your recollection of Christ Church, would you say that those young men who complain of having their time take up by attending lectures would employ it in reading?—I am quite sure of it. I think that it was the reading men who felt the inconvenience of the interruption to their studies, which was occasioned by their being continually called upon to pack up their books and attend lectures. These were the very men who felt it.

911. Yes, they might feel it; but would others, who formed the generality of those who were at Christ Church, would they, if they had not lectures to attend to, be reading privately?—I think they would, because they would be forced to make a certain show at the college terminal examination before the vacation, and they would fear to be found fault with and criticised according to their progress. I think they would have quite as good an opportunity of being idle when attending lectures as when they were doing anything else, and generally those who objected most to the lectures were those who were best able to do the work.

912. In your time there was not much opportunity for the study of geography, history, the modern languages, or mathematics?—Not in the school; we left all that to the university.

913. And did it follow from that that young men always learned at the university history, geography, mathematics, and the modern languages?—We read through the regular course of Greek and Roman history, and of course we obtained a knowledge of

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ancient geography. With respect to modern geography, one might get a good idea of the geography of Europe in a three weeks' tour up the Rhine.

914. But you could not learn modern history in the same way?—The attention is then drawn to it with more interest. Of course I can only speak with the most confidence of what I did myself. I have read modern history, but I knew nothing about Gibbon then, or Hume, or Robertson. I subsequently read these histories by myself in the long vacations. But when you come to force, if a boy, after a certain time, will not read except by force, I am afraid you must give it up as a bad job.

915. Do you think that a journey up the Rhine would promote a knowledge of modern languages as well as modern geography?—The study is at least presented with greater interest, and the knowledge acquired in less time. I had some little knowledge of French, and I learnt Italian and French fluently in a year and a half. I had been at French, more or less, since I was seven years of age, and I went abroad during the long vacation and got up Italian and French perfectly fluently. I think that in respect to most things, when the mind has been thoroughly disciplined in early days by the study of something that requires intellectual exertion, the acquirement in after life of such things as geography, chronology, and so on, is comparatively easy. The mind is prepared and methodized as it were for the reception of knowledge, and is enabled to grasp it with ease. I know that I have learnt five times as much since I have grown up from youth's estate; that I am sorry to say is a long time ago; but I am perfectly convinced that during the first 10 years after I left Oxford, I learnt five times as much as I did at school, and by having been put to learn things which required great intellectual exertion when I was at school, I mastered those things much more easily than if I had learnt them at school. In point of fact, I took much more interest when I was grown up in mastering geography and chronology than if I had had to learn them as part of my school duties. What they did for me at school was to make me work hard at something which required great intellectual exertion, such, for instance, as Greek and Latin. Having done that, the intellect became disciplined and ready to be applied to any branch of knowledge whatever which was required.

916. Have you any very strong opinion as to the practicability as well as of the expediency of restoring more or less a system which you appear to think was so advantageous?—Well, you know it is one thing to find fault with changes that may have been made, and another to retrace your steps; but I think that system might be adopted partially. I have frequently talked to Mr. Scott upon the subject, and he seems disposed to view things much in the same light that I do; but the fact is, that in the present generation a greater variety of knowledge is attempted to be imparted, and Mr. Scott has not made any attempt to introduce the old system, though I believe that at one time he thought that there was a possibility of introducing something of the sort into the school. If I was master of Westminster school I would begin to introduce it to-morrow, though of course I would do it by degrees.

917. Perhaps as an old Westminster you have formed some opinion as to the desirability of removing the school to another locality, which is a question that interests many people?—I have pledged myself to do all that I can to induce people to allow us to remain where we are. I feel very strongly upon that point, and am a great apostle of the *genius loci*. For my own part I cannot but think that the decline of the school is attributable in a great degree to what I may call the dilapidation of the premises, which is a great impediment to the progress of the school and one of the many causes of the decrease of numbers. Fathers and mothers go there, and seeing the appearance of the school and the neighbourhood, are horrified at sending their children there; whereas in the beginning of the present century half the nobility were educated in places the purlieus of which were just as bad as those of Whitechapel, and where you could scarcely go a yard outside the gates without encountering the risk of being knocked down. Formerly it used to be the practice of parents to look upon school not only as a place where their children were to be taught, but where they were to be inured to all sorts of hardships, and to be flogged and licked into shape. I have frequently heard my father say, "Never believe what a boy says of his own school." The late Duke of York always used to say, "If you want to send a boy to rough it in the army, send him to Westminster school." I have no doubt the hardships were very great, but it cannot be denied that the system produced splendid boys and men.

918. (*Mr. Vaughan.*) Is it a system which you would wish to see restored?—No, I don't think it would suit the present times, certainly; nor do I mean to say that just as brave officers and soldiers are not sent out now as formerly; I merely mention it as a rough way they had of bringing up boys.

919. (*Lord Clarendon.*) That is not a part of the old Westminster system which you say you would wish to see restored?—No; nor would it be possible. You could not now expect the public to put up with the limited accommodation in Westminster school, which existed in my day. There were four boarding houses, some of which you visited yesterday, two in Little Dean's Yard, and two in Great Dean's Yard, one of which was the large house with a pediment in the centre of the terrace. In those days there were 300 boys in the schools, of whom 40 were Queen's scholars, and about 40 home boarders. About 220 boarders were shopped in those four boarding houses, crammed together and placed higgeldy-piggeldy, side by side and topsy-turvy, like pigs in a stye. There they were, some blacking shoes, others cooking mutton chops, others boiling coffee, all in one room together doing all sorts of things. In point of fact those boarding houses were perfect pigstyes; yet the boys' fathers and mothers used to go and see them there, and they used to think nothing of it. Now nothing of that kind would be submitted to in the present day. I confess the greatest difficulty we experience is to provide sufficient accommodation for the school, so as to give it that appearance which would be more in accordance with the views of the present generation of what a great public school should be. If you could clear away everything between the school and the Abbey, and make the Abbey one side of a quadrangle of which the other three sides should be composed of handsome Tudor buildings, and so on, so as to make a clean appearance, like the colleges at Oxford and Cambridge, people would come to you and be so pleased with the appearance of it that you would have the school full almost directly.

920. Do you consider the falling off in the number attending the school is to be attributed to the want of proper accommodation rather than to its being situated in the locality in which it is?—I really do, because there are a great many families who, living in London, prefer to send their sons to Westminster on account of the convenience of the distance. I do for one, and I think it is very hard that I should not be able to do so. There are plenty of country schools, but as an individual, I prefer having my boy in London, because I like to see how he is going on. The metropolis ought not to be without a public school.

921. There has always been a system of allowing boys to go home on Saturday afternoons and remain till Monday?—That has always been considered a great convenience.

922. (*Mr. Vaughan.*) That applies principally to the parents of children living in London?—Yes.

923. (*Lord Lyttelton.*) And that is a large class?—No doubt it does apply more to people living in London than to others who have not that benefit.

924. (*Mr. Vaughan.*) But is there not a large

Westminster connexion in the country as well?—Yes, no doubt.

925. Do you think the present generation representing that connexion entertains the same feelings respecting the advantages of the school being situate at Westminster as those who live in London?—They need not send their sons to Westminster if they do not like, but the proof that the situation does not influence them is to be found in the fact that they do send their sons there, knowing that they can give them country air in the holidays. With regard to sending boys to Westminster school, I think if a boy could be sent there and still remain in constant communication with his parents and family, he is less likely to get into mischief than he would be otherwise. No doubt the parental control is much stronger if there is that constant communication. Another advantage in favour of the present site is the vicinity of the school to the Houses of Parliament and the courts of law. You are aware that the boys have certain privileges of attending the House of Commons and the courts. They see what is going on in actual life and take an interest in it. The vicinity of the Houses of Parliament, especially is an advantage. I remember when I was at Westminster school I used whenever I could to run across Palace Yard and into the House of Commons and the courts, and hear what was going on. I consider that a very great privilege; and as far as morality is concerned, I am perfectly satisfied that Westminster school is as moral as any public school. I was two years a senior at Westminster, and if there was any mischief going on it was always a matter of mystery, and not a matter of general conversation among the boys. Some few of the boys may have got into mischief now and then, but there are so many attractions in London that the inducements to immorality are really much less than one would expect, for when a boy gets out of school he will perhaps run off to some kind of exhibition or other, such as Madame Tussaud's or German Reed's, and then come back again and not end his time in getting into mischief in the dirty purlieus of the town.

926. (*Lord Lyttelton.*) In your judgment, there is no great temptation to immorality in consequence of the school being on its present site?—There is no greater temptation on the present site than in any other part of London, nor so much. The dirty streets that formerly surrounded Westminster Abbey were quite the reverse of tempting. If you went there you ran the risk of being murdered. My own experience has been that there was no general countenance given to immorality by the boys. No doubt, occasionally, they got into mischief, but if they did commit anything that was an impropriety, the way in which that was received by the other boys was such that no countenance whatever was afforded to impropriety of conduct. For instance, I may mention this: swearing was very much more the habit of the young than it is now, but I can recollect the time when, if any Westminster boy was in the habit of swearing, he was looked upon by the other boys with something like horror, and they would say to each other, "What "a blackguard he is." In that way such things would be kept down, and certainly not rendered popular. Any boy would consider it a great disgrace to be charged with anything in the shape of immorality before the rest of the boys.

927. You are speaking now of the time when you were a boy?—Yes, and I am perfectly satisfied that we were as good as the boys of any school. I have heard stories respecting Eton and Harrow, and other places, which rather lead me to believe that the boys in those schools can get into public-houses and run about the country into a good deal of mischief; and we all know that goes on very much at Oxford. I am perfectly certain that Westminster is quite as good as any other school in this respect.

928. (*Lord Devon.*) I think that it would be satisfactory to the Commissioners if, on the assumption of no removal taking place, you would indicate what alterations as regards the premises or general arrangements you would think it desirable should be made?—I think one of the leading features of the alterations should be to throw open College Gardens.

929. Every day, do you mean, or on Sundays?—I would have those gardens thrown open every day. If I had the thing in my own hands, I would throw College Gardens and Little Dean's Yard into one quadrangle, and have nice buildings erected, instead of the mews that are there. I think you might, with the assistance of College Gardens, make a handsome quadrangle with an area something like that at Christ's Hospital in Newgate Street, or still more perhaps like the smaller colleges in Oxford.

930. Large as the expense might be which would be necessary to connect College Gardens with Little Dean's Yard, you think it would be advisable to incur it?—Yes, if the money could be found.

931. Would it be desirable to cut off a small portion of them for the use of the people who live in the houses?—No doubt; that would, at all events, prevent the boys talking to the nurse-maids.

932. Would any limitation as to hours be practicable?—It would be perfectly optional for them to have the gardens open at what hours they liked. You might say after 2 o'clock, and the children belonging to the prebendal houses might take their walks in the morning.

933. Can you indicate any other alteration with regard to the building or the grounds?—No, I have nothing that suggests itself to my mind at present. I was, in the first instance, in favour of pulling down the boarding houses, and either building them up or having more, and making such alterations as we might be able to make, providing that no obstacle interfered.

934. Do you think that a more enlarged communication between Great and Little Dean's Yard would be of advantage and importance?—Yes, I think the taking down of Woodfall's house would be of importance.

935. What would you put in their place, a passage, or would you build any other house?—I do not know that the Dean and Chapter could be benefited by it, their revenue being in the hands of the Ecclesiastical Commissioners; but I suppose the Chapter would be content with about 30 feet, which would give 40 as an opening to Dean's Yard.

936. You are aware that since my time and yours, considerable additions have been made. Additional rooms have been built for the boys and others given up. The library in your time was not used as a class room?—No.

937. Do you know that there has been a gymnasium established?—Yes.

938. There are three rooms attached to the school and the gymnasium?—Yes; I would not make any alteration in the school room. It is capable of holding 320 boys. It is a fine room if it were properly cleaned, but you cannot deal with the names. There is a peculiar sanctity attached to the names, and you cannot touch them. There are few rooms in London finer than Westminster school, with its chestnut roof.

939. Is it your idea that a difficulty would exist in procuring more boarding house accommodation, supposing the number of boys in the school to increase?—Yes, the Dean and Chapter have not so many houses in Dean's Yard as they had in my time; there were the centre house and two boarding houses in Little Dean's Yard, and a house on the site of the one that is now building, or has been recently built.

940. Assuming that there is a demand for 40 additional boys who might come to the school, could they provide for them now?—I do not know how they could manage unless they could take some of the houses in Victoria Street or the neighbourhood, which would be most available, because the Dean and Chapter have let all the houses on the terrace, and I do not know where we could put the boys.

941. Are they let on lease?—I do not know.

942. Would it not be paying a proper regard to

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the welfare of the school to expect that some of these houses should be held in such a manner that the Dean and Chapter might make them available for the accommodation of the boys, supposing the number to increase?—Yes, that might be done with respect to all the houses in Dean's Yard. They might all be let by the Dean and Chapter to parties who might be bound in under-letting them to give the first refusal to the school.

The witness withdrew.

R. Phillimore, Esq.

ROBERT PHILLIMORE, Esq., D.C.L., examined.

943. (*Lord Clarendon.*) There are three or four points, Dr. Phillimore, with respect to which we wish to ask your opinion; but I will ask you in the first place whether you, having heard Mr. Mure's evidence, concur generally in the opinions which he has expressed?—I was about to say that I am very glad that I have heard Mr. Mure's examination, because I came a generation after him, and certain changes took place in the school between his time and mine.

(*Lord Devon.*) There were two generations, I think, between Mr. Mure and you. I believe I came between you.

944. (*Dr. Phillimore.*) There are one or two observations which I wish to make in regard to what he has said. I certainly do think that the abolition of private studies was a blow to the school; because, in my opinion, it encouraged boys to read for their own benefit out of school, and during a portion of the time allotted to the play hours, which had a great effect in raising the character of the boys. The Head Master used to take notice of the boys who made the greatest progress, and he used to call them up when they least expected it, and put them through their books. That was a very great trial at once to the boy's memory, his truthfulness, and his self-reliance. There was another thing too, which used to be a great feature in my time, I don't know whether it was in Mr. Mure's, it is connected with another part of the evidence, but I may as well mention it here. It was always the practice of the senior boy in college to take care of the junior boy, his fag, and he was brought up almost immediately under his eye, as it were. Indeed, the whole system was intended to work in gradation from the captain to the monitor, from the monitor to the senior, and so on; so that the seniors always felt a great interest whether the juniors succeeded or failed. Much depends upon whether the master possesses the secret of making the boys trust him, by trusting to them, and rather appealing to their honour than exercising his authority. The whole system of school discipline was built upon that foundation in my time, but with respect to the other matters to which Mr. Mure has alluded, as to the rough manner in which the boys were treated, I must say there has been a very great improvement since I was there.

945. (*Lord Lyttelton.*) Were there also great improvements introduced during the time you yourself were there?—I was about to say that a great improvement was introduced in my time under Dr. Goodenough, who introduced the study of geography, ancient and modern; that is to say, he introduced the study of Dr. Butler's geography, and he used to require every boy, before he took his remove, to give the ancient and modern names of all the places in Greece and Italy. He introduced that kind of limited geography. Modern history was not taught in my time, but just as I was leaving the school, mathematics were being introduced into it.

946. (*Lord Clarendon.*) Mathematics not having been taught during the first period of the time you were there?—Nobody ever thought of teaching them. They were introduced just at the close of the time when I was there.

947. When was that; about what time?—It was about the year 1828. I left in December 1828, and the teaching of mathematics had begun that year.

948. Was it at the commencement of the year?—No; at the close. I was about to say also that in my time Hebrew was taught, and really efficiently taught. It was carried on in one particular form, but I believe it has ceased to be taught now. We used to be called the seventh, I think, but I am not quite certain. I believe it is required to be taught by the statutes.

949. The seventh being a form above the sixth?—Yes, it was a very small form, and they never got further, I believe, than the Psalter, but many boys could read the Psalter in Hebrew. It was always the custom to make a Hebrew speech at the elections, as well as a Latin one. I heard Lord Barrington speak two lines of the Hebrew speech he spoke at Westminster school at a public dinner the other day. I have no doubt it was some set speech, but I recollect I myself learnt a little Hebrew. I concur entirely in what Mr. Mure has said about private studies, and I also agree with him in another observation he made; (I speak openly in the presence of Mr. Scott, to whom I and all other old Westminsters are under great obligations) and, that is, that reading a portion of several authors at one time is much less advantageous to the boy than if he is reading only one, if he read that one thoroughly. Not only was there the attraction of novelty when one was reading Horace, Homer, and other books, but the general discipline of the mind was far greater than when a boy was reading extracts and scraps from several works. Westminster used to be famous for its knowledge of Homer. At the same time I think the introduction of the teaching of French is a great improvement, and a very great advantage to the boys in after life. Of course I am quite aware that the line must be drawn somewhere, for if you were to teach all the modern languages at Westminster school, the natural consequence would be that the ancient languages would be ousted altogether, but French is so useful to boys that many of their parents are rather inclined to see them make progress in that language, even though they do not make so much in the Greek. I think myself that it is a very useful addition to the school teaching. A boy who knows the Latin grammar thoroughly, possesses the foundation, if I may so speak, of all grammatical knowledge, consequently the foundation of all modern languages. Nothing therefore is more important or more useful in after life than a thorough knowledge of Latin, for even those who hold that the knowledge of modern languages alone is actually useful in life, must know that nobody can learn any modern language so easily as he who is thoroughly conversant with Latin.

950. Will you permit me to ask you whether you think that the system of private study, which to a certain extent you regret the loss of, like Mr. Mure, would be useful to the generality of the boys, or to a few of them only?—I do not think it would be useful to any but the senior boys, and in point of fact it was never adopted except with respect to about 30 of the head boys of the school. Indeed I do not know that it ever reached as high as that.

951. (*Mr. Thompson.*) Thirty out of how many?—In my time there were about 300 there. I do not know that it would at all answer for all the little boys, and, as for the boys in the lower form, I do not think it would answer at all. I think if you take the ages of the boys, it would answer very well for boys from 15 to about 16 and a half or 17. That is the age at which I have no doubt it would operate very well, especially if the Head Master had leisure and inclination to put to the test the boys' proficiency in their private studies.

952. (*Lord Clarendon.*) The success would depend very much upon the character of the superin-

tendence given by the Head Master?—Very much indeed; that I quite admit; in fact I should say almost entirely. I wanted to say a word with regard to the general system of elections in college.

953. (*Mr. Vaughan.*) Before going to that point, will you be good enough to tell the Commission what place you would wish these private studies to occupy in the present condition of the school. Would you wish them to be substituted for anything that now exists, or do you suppose that there is any vacant time under the present system which would admit of the boys pursuing them, without sacrificing any of the things which they now do?—I must give this answer. In my time there were three half-holidays, Tuesday, Thursday, and Saturday, which gave pretty good time for private reading and study. Now there are only two half-holidays a week, I believe; but I should have thought that, with diligent and ambitious boys, there is still left time enough out of school to do, in addition to what they do in school, a certain amount of private study, especially when it is to be remembered that a boy can choose the book he likes best; some the Odes of Horace, some the Georgics, some Homer, and, to show his taste in any classical line of reading which he likes.

954. If, as you suppose, they were to devote the half-holidays to it, would you not think that they would be devoting a little too much time to study in private, and too little to exercise?—It would be a great evil, if that were the effect of private study. I think, however, it would rather be a question as to the amount of time which should be given to private study. I think there would be hardly a day during which some period could not be advantageously devoted to private study, if it received the approbation of the Head Master and he was disposed to cultivate it.

955. Do you think that private lessons should be given out, or that that is a matter which should be left to the discretion of the boys?—I should think it would be better to leave it entirely to the discretion of the master as to whether he would encourage private study. He might, from time to time, say to a boy, "Are you doing any private studies or not?"

956. Would that, or would it not, interfere with the teaching of the school?—I would rather not give a positive opinion upon that. But in giving out the work that was to be done out of school, there would be necessarily a great deal given out that would have been done in school.

957. Would there not be a difficulty in seeing where the additional work was to be edged in, as it were, without trenching on the school duty or the school play?—No doubt it would depend on the work done in school as to the degree of private study to be done out, because if it did trench on the time for play, it would be a great evil. I feel strongly on that point.

958. (*Lord Lyttelton.*) I think your son is captain of the school?—He is.

959. He will be leaving soon, I suppose?—He will be leaving about this time next year, in the natural course of things.

960. What age is he?—Sixteen.

961. I believe he has obtained considerable distinction at Westminster school?—He has done very well.

962. Do I understand he has no time, and never has had time to any extent at all, for private study?—I do not say that; for this very vacation I set him to do one of the Georgics, which he did not finish, and I said, "I daresay you will find plenty of time to "finish this, and read it with Dryden's translation." Nor did he think he would have any difficulty at all about the matter, and he knows I am a great advocate for his having his full play hours.

963. Is he a boy of good health?—He is a boy of good health, but not a strong boy. He never was strong enough to take very violent exercise.

964. Can you say, taking one day with another, how much time a day he would spend in intellectual work?—No, I cannot answer the question. He has the whole routine of the school to do.

965. Do you expect that when your boy leaves Westminster school he will be thoroughly acquainted with Greek and Latin grammatically?—I believe he will; but he has had the good fortune to be under a Head Master to whom Westminster has been much indebted. He has been extremely well taught.

966. (*Lord Devon.*) In your time was it the practice to prepare lessons in school up to a certain period?—Yes.

967. At Eton I believe the opposite system prevails, and the boys learn them out of school, and only come into the school for the purpose of repeating them?—Yes, always.

968. What is your opinion of that system? Do you think time was lost when you were there?—I think the lessons, generally speaking, were better prepared out of school than in school. My own inclination of opinion is that way.

969. Your boy has never been a home boarder or a half boarder, has he?—Yes; he was a half boarder for a short time.

970. You, I presume, live in London; he might therefore have been a home boarder?—Yes.

971. Do you prefer the other system?—I prefer the half boarder system very much. I think that to a delicate boy the system of coming home at night is a very good system, because if anything is the matter with the boy you can remedy it; but I must say, as far as my boy is concerned, he is extremely reluctant to come home, and wishes to stay at the school.

972. Do you think that boys generally like it?—He did, most certainly. He had the strongest possible wish to remain at school, but there was no particular reason why he should, and he did not.

973. You think that boys of good health like to live at school?—Yes.

974. Although their parents are in London?—Yes.

975. If the parents are in the country, it is very often a question of convenience and economy that the boys should live in, because they very often go home on Saturday and Sunday?—Yes; and I have the very strongest opinion as to the advantage of a boy coming home on Saturday and Sunday. It extends further than their being able to see their parents, for boys have other friends and connexions. It tends to civilize a boy; the parents can see whether there is any moral injury done to him. I think the coming home harmonizes and civilizes him extremely, because it blends the home system with the school system, which I consider to be a very great advantage.

976. Have you another boy?—I have only one boy.

977. You have not any reason to suppose that there is anything like bullying in the school?—He was a very delicate boy, and I never had a complaint about bullying.

978. (*Lord Clarendon.*) Not one?—None at all.

979. (*Mr. Thompson.*) I asked a question with regard to the system of private studies. Does your experience of that system agree in the main with the description which Mr. Mure gives of it?—I believe it does in the main.

980. Mr. Mure said that he read in private study Sophocles, most of the principal plays of Euripides, and the whole of the Iliad and Odyssey twice over. Do you ever recollect a boy reading as much as that?—No, I do not remember any boy reading so much as that; but I remember a boy reading several books in the Iliad and in Virgil in private study, and a portion of Cicero, besides studying particular treatises of which he was fond. I was about to say that the whole system of election into college in Westminster is a very peculiar one, and it is hard to understand, except by a person who either has had a boy there or has been there himself. From time immemorial the choice of the boys has been strictly by competition. In the senior class are four monitors, of whom the chief is the captain, and according to the statutes made in

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Queen Elizabeth's time, the election on the foundation was only to take place by election from the body of the school. The system has been combined with a singular institution, by which the senior boys become "helps," a term that is well known at Westminster; that is to say, one of the boys undertakes to assist another to get into college, and when the competition comes on, and the candidate submits questions to the boys, the help defends him, argues for him, and assists him generally to carry the election. There is no emolument attached to this office at all, except that the parents of the boys usually make a present to the help of books after the election. I think that the whole system has a most beneficial effect, and I should be very sorry indeed to see it abolished.

981. (*Lord Clarendon.*) It is the system of challenges, I think, to which you are alluding?—Yes; I think the whole system of challenges is a very good one. It very often establishes a friendship between the help and the junior, which goes on through life.

982. (*Lord Lyttelton.*) Similar to the friendship which very often springs up between master and fag?—Yes, with this addition, that it was the pride of the big boy that the little boy should have distinguished himself in his challenge, because it reflected great credit upon him, and if his boy got into college it was a great advantage to him, because it depended mainly on the exertions of his help. I daresay you are aware that the immediate care of the college is always placed under the second master, but if he understands the character of the boys, and can inspire those boys with confidence in him, and treat them as gentlemen and young men, (and, indeed, they always arrived at a considerable age before they left, and were actually young men,) he could always depend upon them for the maintenance of discipline in the school. This system has always worked well, and I have often seen a very slight and feeble boy who was captain govern resolutely with the aid of the monitors very well. On the other hand, if they were bad and corrupt monitors, the master had great difficulty. Very much, of course, depended on the monitors and on the captain, but the whole discipline of the college is so much improved since my time, the comforts of the boys are so much attended to, and they are so divided in different apartments, that I think quite as much has been done as any person can reasonably desire in that respect. There is abundant comfort for each boy, and the hardships which they experience, if any, are not more than they would experience at any school. In all other matters the school has undergone a great improvement. I have heard remarks about the food now and then. Complaints have been made that the food is not always as good as one might expect it to be.

983. Is there any complaint, also, as to the quantity?—There have been complaints both with regard to quantity and quality.

984. Have you heard any complaint about any recent retrenchment in the quantity of the food?—I am not possessed of sufficient definite knowledge to be able to speak on that point. I have heard complaints occasionally that the boys do not get quite enough, and that the food is not of very good quality; but no definite charge has been brought. On the whole, I think the comforts of the boys have been greatly improved. Their playgrounds are very greatly improved, and the one in Dean's Yard has been surrounded by iron rails. I can recollect that at one time there were continual battles between men who crossed that space and the boys. Indeed, there were certain boys with whom it was always a point of honour to fight anybody who would not get out of the green when told to do so. All that has been altered now, and the ground is properly railed in, so that such conflicts cannot take place.

985. Do the boys very much use that place as a playground?—Yes, it is used for football, principally in the winter time. When I was a boy, we used to play very much at a game which I am afraid is now gone out of fashion, and which was called hockey.

986. Vincent Square is a very good place for the boys to play in, is it not?—Very good, indeed. It is 10 acres in extent, and is or was very much resorted to, especially in the summer time. I go still further in my opinion about the college gardens than Mr. Mure does; for I never can believe, if the matter was fully inquired into, it would be found otherwise than that the college gardens were originally designed for the use of the boys, and not for the use of the canons and the canons' wives and children. The college gardens were laid out at the same time that Burlington House was built, and by the same architect. There was a beautiful façade looking towards the gardens, which was evidently built in order that the gardens should pertain, in some degree, to the college. It was always admitted during the days of the election, when the electors came from Christ Church, Oxford, and Trinity College, Cambridge, that the gardens must be thrown open, and during those three days the boys always used to go into them. There is another reason that confirms me in the impression that it never was intended that the college gardens should be kept up simply for the use of the canons who happen to have houses abutting upon them, because the house of the Dean himself, and the house of one of the canons, looks on to the great playground where the football may be kicked against the windows half-a-dozen times every day. All the great games of the school used, in my time, to take place in that square, and there would be no greater inconvenience to the houses of the canons if the college gardens were thrown open, than there is at present to those houses which I have just been alluding to, the Dean's house, and the other; while, on the other hand, it would be impossible to overestimate the advantage which the throwing open of those gardens would be to the school.

987. They are never used at all, at present, I believe?—The boys occupy them for the three or four days that the election lasts, every year. I am very glad to take this opportunity of saying that I do not know any Dean to whom Westminster is more indebted than to the present Dean. He has done a great deal, and I have no doubt will do a great deal more. I do not wish to speak disrespectfully of any canon. Lord John Thynne, during the time of the deplorable illness of Dr. Buckland, did a great deal; but I conceive that if the college gardens were thrown open to-morrow, nobody would complain of the site of the school. I was at the school for some years, and I may say, in passing, that my ancestors for three generations, both on my father's side and my mother's side, were at Westminster school, and my only boy is there now; so that you may readily imagine I have some knowledge of the school, and feel the deepest interest in its welfare. I believe a healthier place never could be found than where it is situated. We never had a fever there until Dean Buckland opened the drains. All you want is, a little more room for the boys. In my time they made much use of the cloisters, and I believe some mischief might have been done in them. Now they are altogether excluded from them. We used generally to play at football there; and your Lordships recollect that Addison, in one of his most famous papers in the *Spectator*, says that he was disturbed in his meditations by the Westminster boys playing at football in the cloisters.

988. (*Lord Clarendon.*) You are aware of the reasons why the Dean and Chapter of Westminster would allow them to play there no longer?—Yes; but I think that when they were turned out of the cloisters, they certainly ought to have been given the college gardens, and if a strong pressure had been put on the authorities at that time, they might have obtained them as a matter of exchange. They had had the use of the cloisters for hundreds of years, and I believe originally they had the use of the college gardens. There is no doubt that the school fell off very much in Goodenough's time, or at all events very shortly after his time. I believe, and I am bound to say so, that the causes of that falling off were to be found in the extreme roughness and hard-

ness of the life of the lower boys. We certainly had services to perform which were excessively hard. Fagging was carried on with the greatest severity, and there was constant fighting taking place, besides which there was a general carelessness and roughness with respect to the accommodation, or rather the want of accommodation, in the boarding houses as well as in the school. I remember hearing of the present Lord Mansfield's brother being very ill in one of the boarding houses, and his mother, Lady Mansfield, coming there to see him. There was only one chair in the room, upon which the poor sick boy was reclining, and a friend who was with him was sitting on the coal scuttle. When Lady Mansfield entered the room, the lad who was sitting on the coal scuttle got up, and with perfectly natural politeness and good breeding, offered it to her ladyship to sit down upon. Now that was a thing which I believe actually happened in my time, and it gives an extremely good notion of the want of all kinds of accommodation in the boarding houses as well as in the college itself. I certainly think myself that the want of all the little conveniences of life and the falling off in obtaining the honours at the university led to the decline of the school. That decline was very rapid for a certain time; it was, however, arrested, and since Dr. Goodenough's time it has not been in so prosperous a state as it is now. I am speaking in Dr. Scott's presence, and as an old Westminster, who has a boy actually at the school, I am proud and delighted to say, that I could not desire to have a boy better educated than he is with the education which is now given at Westminster school.

989. You are against the removal of the school to another situation, I presume?—I was not so, until I was very much struck with the remonstrances of the old Westminsters on that subject. On the contrary, I thought the question as to the desirability of the removal of the site of the school was quite a matter which should be taken into consideration, the main point in my view being whether sufficient funds could be found to place it in another position; but after the meeting which took place, the most rooted opposition to the proposition for removing the school was shown by the old Westminsters.

990. Shown by some of them, I suppose?—Shown by the great majority of the persons who attended the meetings, and by others warmly attached to it, so that I was quite led to the conclusion that it would not work well for the school at all, and that to remove it would destroy all the old associations connected with it. Of course there were strong points urged the other way, but still certain privileges must necessarily be lost if it were removed. That privilege of visiting the Houses of Parliament while the debates are going on, for instance, is not a light one, and I remember Sir James Graham saying, in one of his most brilliant speeches, that his first desire to become an orator was stimulated by listening, when he was a Westminster boy, to the great speeches of Pitt and Fox; and I myself remember when I was a Westminster boy, hearing Mr. Canning's splendid speech on the affairs of Portugal, the effect of which I never forgot.

991. But did not the late Sir James Graham conclude the very speech to which you have been alluding by saying, "But I do not send my son there, "because Lady Graham objects to the situation of "the school"?—I must confess that I believe after all it comes very much to a mothers' question. They seem to entertain a theory, and which is a mere theory after all, for the fact has been disproved and is being disproved daily, that London is a very unwholesome place to send a boy to.

992. (*Mr. Vaughan.*) The position of Westminster is known to be a healthy one, is it, as compared with other schools?—Yes, especially as compared with Eton and Winchester. The fevers at Eton are most notorious, whereas such a thing as fever at Westminster school is hardly known.

993. (*Lord Lyttelton.*) Is it not the fact that a great many Westminster parents do not send their sons there now?—A great many do not; but I think there is a turn in the tide beginning to manifest itself, and that parents are now sending them there more than they did before, or at all events than they have recently done.

994. (*Lord Clarendon.*) You think a reaction has begun to set in?—I think so.

995. (*Lord Devon.*) Is there not a very great change in the system of fagging as it existed in your time as compared with the present system?—Yes; I do not think there is any hardship to the boy in the present system of fagging at Westminster.

996. (*Lord Clarendon.*) Are there juniors enough to do the duties which they are called upon to perform?—Yes, I think so. I have never heard any complaints about the system of fagging of late, and I think I should have heard had there been any.

997. (*Lord Lyttelton.*) Your boy gets fagging enough done for him?—Yes. There is one more subject upon which I wish to express myself, and that is with respect to the annual college play. I think the advantages of that play have of late years been very much underrated. I think that advantage did not lie alone in the fact that it made the boys acquainted with the best specimens of Latin that exist, and that it teaches them to speak well, but it lay also in the training which the whole of the boys underwent in learning the parts, especially those who were to speak. Such boys as took part in the play soon got accustomed to speak with great fluency. Everybody knows that the Westminster play was always well sustained and acted; and Lord Grenville once said that he never understood Terence until he saw the plays acted by the Westminster boys. It was not more the discipline of the boy's mind, which resulted from the study of the play, which was advantageous to him, than the readiness in speaking and replying which it produced. Dr. Hawtrey, when Provost of Eton, often said, "I wish I could get "Eton boys to speak as well as the Westminster "boys do;" and I have always attributed that fluency and readiness to the discipline and training which the boys undergo in practising the speaking of the lines which they have to repeat at the play. In my time the boys used to study very hard indeed to be selected as actors in the play.

998. (*Lord Clarendon.*) How do they select the boys who are to be the actors?—The head and under masters select those they think are best fitted to act. It has been said that the acting of Terence's plays is likely to lead to immorality, inasmuch as the boys acted girls' parts. Of course it is quite impossible to say what might operate on a boy's mind who has been guilty of immoral conduct, and it has been said that the acting of Terence's plays was likely to incite to immorality. All that I can say in reply to that is, that in my time there was not the slightest indication of a tendency of that kind. Great jokes there were, certainly, but not any immorality, nor is there the slightest reason to suppose that an inclination to immorality was fostered in the mind of any one boy in consequence of his acting a woman's part. I mention the circumstance merely because an objection has been taken to the continuance of the play upon that ground.

999. (*Lord Lyttelton.*) You prefer the play to the system which prevails at Eton and Harrow of making speeches?—Yes. As a mere matter of discipline for the boys I greatly prefer it.

1000. (*Mr. Vaughan.*) Let me ask you one question. Do you think that the average number of boys who listen and take part in the play understand it and become better Latin scholars in effect than the average of the boys who are educated in other public schools?—I should say so. In my time Terence was read in the school for the elegance of the Latinity and the turn of the phrases.

1001. I am speaking of the average number of the boys. Do you think it acted on the average of the boys who sat and listened to it, so that they under-

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stood it sufficiently to make them better scholars. For instance, do you think that the boys who were accustomed to hear or take part in the Westminster play had fewer failures on account of their Latin at the Oxford examinations than the boys educated in other public schools had?—My impression is decidedly no. I do not know that I have anything further to say connected with that other point respecting the college gardens, or the increased accommodation that might be given with regard to the school buildings. I certainly agree with Mr. Mure that the result of opening a communication between Great and Little Dean's Yard, throwing down one of the houses, and connecting the two by an iron grating, would be a considerable improvement.

1002. (*Lord Clarendon.*) Would there be any great difficulty in doing that, supposing there was the good will to do so?—No difficulty at all; and a space might be still left in which a boarding house could be built on the right-hand side as you go into Great Dean's Yard, which is now occupied by stables.

1003. Between Queen Ann's Bounty office and the entrance?—Yes; and I hope the school will, at no distant time, require more boarding houses. At all events I am sure that is a contingency which ought to be provided for.

The witness withdrew.

Rev. C. B. Scott.

The Rev. C. B. Scott, B.D., further examined.

1004. (*Lord Clarendon.*) "Every boy is examined "by the Head and under master on his admission to "the school." Do you think, on the whole, that they come tolerably well prepared?—No; I think at least one-third of the boys who come are very deficient.

1005. Would you say that a boy from 11 to 12 years of age would come deficient?—Yes, even older than that. Boys often at 12 years of age come to us sadly ignorant.

1006. Do they come from home generally, or from preparatory schools?—Sometimes from the one and sometimes from the other. The worst boys generally come from home, where they have been utterly neglected and allowed to grow up learning nothing.

1007. Are any of them so ignorant that you do not admit them?—There are some that come whom I have advised their fathers to take away and to send them to a preparatory school first. Of course if we had a very much larger number of boys than we have we could afford to be more select, and to be very much stricter than we are now.

1008. (*Lord Lyttelton.*) After admitting some you send them back again?—If a boy come to us so utterly ignorant that he would have to be placed with juniors half his own age, we tell the father to give him another year at a preparatory school. In some cases the boys have been so very bad that we have sent them back, stating that there was no use in their parents sending them at all.

1009. Do you consult your assistant masters on anything of importance with reference to the school?—Yes.

1010. You have no periodical meetings?—No. Whenever anything is worth talking about, we arrange to have a meeting, and of course, if a man have not sufficient experience to guide him, his opinion is of less value.

1011. Does the responsibility rest wholly with yourself?—Yes.

1012. (*Lord Clarendon.*) In one of your answers you make this remark: "In estimating the relative "value of different subjects, I should say the classic "is reckoned as fully two-thirds of the whole; the "remaining one-third being scriptural subjects, his-"tory and geography, both ancient and modern." Do you mean modern history and geography, or both ancient and modern?—Both ancient and modern.

1013. With respect to English, it is no part of the English language or literature that is taught, except so far as it relates to historical and other questions on paper which may be considered English composition?—No.

1014. You would not say that the English language is much studied in the Westminster school?—No.

1015. Or literature?—No.

1016. (*Lord Lyttelton.*) It is only in regard to history?—Yes, it is not the English language or literature that is taught so much as history.

1017. (*Lord Clarendon.*) Is it really modern history. How far does it come down?—We do not teach practically any modern history, except English history.

1018. Where does the modern history begin and end?—Practically the history of England down to the time of the Georges.

1019. (*Lord Lyttelton.*) And that is part of the school work?—Yes.

1020. You say the mathematical divisions of the school are generally coincident with the classical; and then you add lower down that the masters of the mathematical class need not be, nor are they in fact, working at the same subject. How is that?—Suppose a mathematical class to be at work, one boy might be at trigonometry, another might be at conic sections, another at something else; all of them might, however, be referring to the master when they met with difficulties. So likewise in Euclid, a boy might be studying one theorem or problem, another boy another; they also would refer to the master in cases of difficulty. I think it is a very proper system.

1021. (*A Commissioner.*) I should think the master would give himself a good deal of trouble by adopting it. It was certainly not the system with us?—It is a simple way; it gives to each boy the opportunity of doing his best in what he is fit for.

1022. (*Mr. Thompson.*) I suppose he would learn mainly from the book, and not so much from the master?—Mainly from the subject.

1023. You have some hope of improving the present system of teaching French, have you not?—Yes. What I have done is that each division is subdivided, so that a class containing 25 or 26 boys is split into two classes, according to their respective attainments in French.

1024. I think you told us how many hours a week the French master was there?—Eight; two for each class.

1025. Does he give that time to each boy?—Yes, to one-third of the school, except quite the little ones.

1026. (*Lord Lyttelton.*) Then there is time for preparation besides?—Yes, the exercises are all done out of the school.

1027. That would add another hour, perhaps?—Yes.

1028. I understand the mathematical class is quite separated from the classical as to the distinctions to be obtained?—Entirely.

1029. Promotion at school appears almost entirely to depend upon classics?—Classics, scripture, history, and geography are massed together, but promotion is not given in mathematics, except in cases of eminence.

1030. It is sometimes a set off against inferiority in other subjects?—Yes, but that is very rare.

1031. (*Mr. Vaughan.*) You say that twice a year you require a boy to translate passages new to them at the time?—Yes.

1032. In what parts of the school are you able to apply that system?—It goes all the way down, each form having their own work to do.

1033. Practically do you find that they can do this work low down in the school?—Sometimes they do it abominably, but they get gradually better.

1034. Have the boys of the mathematical school, who do different kinds of work, an individual rank in the mathematical school?—No, it shows itself

when they come to the end of the examination, at the end of the half year.

1035. Does it strike you, then, there would be any practical difficulty in making an entire separate classification for the mathematical school as distinct from the classical school?—We should want more teachers. In fact, except myself and the under master, and the mathematical master, there is no one who would undertake to teach mathematics, therefore I should not know what to do if I attempted to change the system.

1036. Then you have not the means of carrying it out?—No, I have not the means of carrying such a system out.

1037. Does that apply to French also?—French I can manage better. The mathematical master, fortunately for me, is a good French scholar, and he takes French four hours in the week. There are two divisions, and the upper one is sent to M. Dupont, our French master. The boys are always taught by the master of the form first.

1038. Are these divisions entirely independent of the school arrangements, or is there a subdivision of the form?—There is a subdivision of the form. It would serve no good purpose to have boys of 17 and 12 years of age together. You could seldom class them together at all. If you subdivide to a certain extent, and within certain limits, it will effect all that can be desired.

1039. In what respect; do you not think that a good French scholar for his age of 11, and a bad French scholar of 18, could not be in the same class?—The younger would be, as a rule, in the lower class, and the elder in the upper. Exceptions are rare, but when they occur, we sometimes put a young boy in a high class.

1040. Would it not economise your powers if, instead of treating one or two individual boys exceptionally, you took all of different ages in the same degree of proficiency, and taught them together, so that it would not be necessary for the French master to do the same work more than once?—I do not mean that I send a single boy to the French master alone, but with the higher classes. I take him away from his own class, and send him with a higher and more advanced class.

1041. Belonging to a different part of the school?—Yes.

1042. So that you do in fact break up the classes?—Yes. When there is a manifest injustice in keeping one boy to a particular class, he placed in another.

1043. You do modify the system?—Yes, when it is necessary.

1044. (*Lord Clarendon.*) You say that you have an annual examination in French, when books are given as prizes. What do you consider has been the result of those examinations. Have they been satisfactory. Have the boys shown as much proficiency as you could have reasonably expected?—No.

1045. To what do you attribute that; I mean of course proficiency only with reference to the time devoted to the study?—I think the answer I have given in No. 11 contains very much what I wanted to say on this point. The difficulty of the French class is greatly enhanced by the fact that the results of the examination do not affect the election. Now, however, I have got permission of the electors to submit the results of the French examination to them, and they will exercise their own discretion as to the amount of weight they will give to those results.

1046. I ask you, so far as you know of the results of the French teaching at Westminster, do boys after learning for three or four years go away able to read a common French book with fluency?—Just a few, who have learnt French in childhood, or who have the prospect of going abroad. Some boys, who had this before them, have worked up their French and got a very fair amount of knowledge. Others also who have learnt it at home, in their childhood, get on well, but, as a general rule, I have been much disappointed with the result of the French teaching.

1047. Generally speaking, then, you would say that the French instruction has been a failure at Westminster?—I fear so.

1048. If a boy cannot read a common and easy French book it must be so?—I have answered the question.

1049. It does not seem to prove, as has been said, that an accurate knowledge of Latin affords great facility for the learning of French?—The failure is due to want of will, not want of opportunity of learning. There has also been some distrust of the marks.

1050. (*Lord Lyttelton.*) The prizes are given in consequence of the marks?—Yes; but this time we are going to have a regular examination, and the marks are not to be mixed up with the marks of the regular form work.

1051. And you say that only a few boys are able to read a French author after having been educated in French that time for two hours a week?—Some of them only.

1052. (*Mr. Thompson.*) If French is part of the curriculum, I conclude it is taught by a gentleman and a scholar?—M. Dupont is that.

1053. If an Englishman could be found to teach French, who was a gentleman and a scholar, and one of the regular masters of the school, you think there would be no difficulty?—No; it would be much more desirable. To the small extent to which we have already tried it, some of the junior classes being taken by one of the other masters, it has worked more efficiently, and I have no doubt whatever it is infinitely easier for one of the ordinary masters of the school, even if he be not an accomplished French scholar, to manage the boys.

1054. (*Lord Clarendon.*) I suppose it is only the little ones who can be taught French effectually by such a person. Does he not speak good English?—He speaks grammatically, but with a foreign accent.

1055. Have you any boys in the school who begin the rudiments of the Latin grammar?—No, not any who begin the rudiments of the Latin grammar. Sometimes, if they do not wish to learn Greek, they learn French instead.

1056. (*Lord Lyttelton.*) Have they prizes enough to stimulate them in mathematics?—Yes.

1057. You are satisfied with the mathematical instruction?—Tolerably satisfied.

1058. What is the amount of time you give to the study of mathematics?—Four hours in the week and five in my own form.

1059. You say the progress in mathematics is not very different to the progress in Greek and Latin. Are you satisfied of that?—Yes. I do not think that the progress of any of the boys is all that we might wish it to be.

1060. As a training for the mind, do you consider that the study of mathematics should be put upon a par with the study of Greek and Latin?—No, I do not think that it should; not if they were taken alone certainly.

1061. If Greek and Latin were taken alone they would be superior?—I think they would be better than mathematics, taken alone.

1062. You said just now it is only in cases where the boys do remarkably well in mathematics that their places are materially affected?—A remove is given for form work, but when I find a boy who has done remarkably well in mathematics, I put him up. Last year there was a boy whom I removed to the sixth form. He had not earned his remove, but he had shown mathematical ability sufficient to justify promotion.

1063. You said mathematics did not tell in the progress of the school?—Some change in that respect is going to be made. We have arranged to have a little examination, which we are going to throw into the form work; it would not make any material difference in the position of the boys, but it is much

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more easy to get the work done when they have an idea it would be tangibly paid for.

1064. (*Lord Lyttelton.*) You have not yet actually introduced the system to which you have alluded?—Yes; it is now begun.

1065. (*Mr. Vaughan.*) In the final examination for studentships, &c., you say that mathematics have a considerable value. What value do you give to them proportionately?—About one-third.

1066. That is a very large proportion, is it not?—I do not mean one-third of the whole, but one-third in value compared with the classics; that is to say, one-fourth of the whole.

1067. (*Lord Lyttelton.*) Do they affect the elections to college?—Yes.

1068. But they do not enter into consideration in the old system of challenges?—No; the challenge did not include them.

1069. Has there been any question of introducing it into the elections?—Not till the last time, when I begged the electors to let me lay the French examination before them, and they agreed that I should do so.

1070. (*Mr. Thompson.*) It will lie with them to attach what weight they please to it?—Yes.

1071. (*Lord Devon.*) Practically, is there any weight attached to it at the present time?—There never has been.

1072. (*Mr. Vaughan.*) Do you find, as we have had reason to find in some other places, that there is any dislike for the French language?—The boys think it is useless generally. Silly as such a notion is, it is very difficult to fight against the impression, and practically their view is very much confirmed by the fact that French is not taken into account in the elections.

1073. You have spoken of teaching French by means of classical masters in your written evidence. Do you ever think seriously in respect to teaching French of requiring it as a qualification for your classical masters, and then teaching it through them?—No.

1074. (*Mr. Thompson.*) If you did it would limit your choice of masters?—Yes; and it is quite limited enough at present.

1075. (*Lord Clarendon.*) You say, "the Head "Master examines ordinarily once a month." Is that examination severe; that is to say, is it a searching one?—I do as much as I can. The form bring up to me what they have done; for instance, supposing they have been doing Xenophon, they bring their work up to me, and I give marks for it, and if I find gross ignorance or neglect, I give an imposition.

1076. Is that sufficient to make your supervision felt?—Yes; my assistants seem to think it is adequate. I give all the time I can to it. When I am not actually at work on my own form, I always take some other.

1077. In addition to that you say, "There are also "some examinations in which the work is not only "looked over by the Head Master, but is submitted "to some independent gentleman." Is the examiner appointed by you?—No; that is with respect to the Latin and Greek composition for the prizes, such as Greek phrases and Latin hexameters. I look over them and pick out half-a-dozen of the best, and then Mr. Mure or Dr. Wordsworth have kindly acted as judges for me.

1078. Is that the way in which superiority is determined?—Yes; the boys prefer to have a stranger for that purpose, and it relieves me from any invidiousness with respect to the distribution of the prizes.

1079. "Three junior studentships of Christ Church, "Oxford, tenable for seven years." These, you say, "are augmented by certain benefactions; the total "annual value is at present about 100*l.*, and it is to "rise to 120*l.* when the new system is in full opera-"tion." What does that mean?—The new studentships at Christ Church when the old studentships shall have dropped.

1080. (*Lord Devon.*) In the elections is it necessary that the number should consist exactly of 10?—No.

1081. Sometimes there may be eight or nine?—There is hardly ever the exact number. The number varies a good deal. There are 40 collegers altogether, supposing the college to be full (which it has been of late), and consequently if there are more than 10 one year, there may be less another. Just at the present moment the vacancies are 12 for the next election; next year there may be 10 or 11.

1082. It partly depends upon the fact of some of the boys staying over?—No, staying over is at an end; but it depends on the vacancies that occur. Boys may leave, and you have to supply the vacancies.

1083. (*Lord Lyttelton.*) With regard to that new benefaction which has just fallen in of 600*l.* a year from the gift of Bishop Carey, which is to be distributed by the Dean and Canons of Christ Church at their annual audit among the Westminster students; is it to be distributed among those who are elected from the school?—Yes.

1084. At Oxford?—Yes.

1085. Is that given on examination?—It rests with Christ Church. They have not given it yet. I do not believe it will be given on examination.

1086. On selection?—Yes.

1087. You consider the exhibitions and rewards for the present number of the boys at school are ample in number?—Yes.

1088. (*Mr. Vaughan.*) Are the open exhibitions open to the whole school except such of the Queen's scholars as are elected to Christ Church studentships. I understand they are open to the other Queen's scholars as well as to the town boys?—Yes. The boys elected to Christ Church studentships are excluded, because they are so valuable in themselves that it would be unreasonable to allow them to be added to.

1089. But with respect to the exhibitioners for Trinity College, they are admitted?—Yes, they may compete, because those exhibitions to Trinity College are only worth about 40*l.* a year, while the studentships at Christ Church are valued at 120*l.*, besides what they may get from the Carey fund.

1090. Do you consider you have enough inducements in the exhibitions now open to the town boys to apply a proper stimulus to that part of the school?—I should like to speak very decidedly on that point. If the collegers were better provided for, it would be of the utmost value to the school if the whole of the competitions could be thrown open, but in order to keep the college up, you must make it more desirable than it is at present. I have no doubt that if it were not for the prizes, the college would not be filled now.

1091. Does it occur to you that you have boys who are not upon the foundation, who would be able to take away some of the studentships if in the earlier part of their career they had got on to the foundation?—Sometimes we have a boy whose father would rather that he did not go upon the foundation.

1092. Are exhibitions open to the whole school given away in competition in the same examination under which the studentships are awarded?—Yes.

1093. At that examination the Queen's scholars are pitted against the town boys?—Yes.

1094. Does it ever happen that when the examiners give in their report of the examination, the boys not on the foundation are presented to you for higher places than boys who are on the foundation?—Hitherto I have always had Queen's scholars at the head of the examination, but sometimes I had certain boys,—town boys,—who have stood very high for selection. A town boy last time stood next to the three who went to Christ Church. Those who went to Trinity as exhibitioners were below him.

1095. (*Mr. Thompson.*) I see the first-form boy is

only fifth in the school?—You must not build on that; that is conventional.

1096. Do I understand you that all the examinations for the prizes in the school are for the regular work of the school, and not for private reading?—The only private reading for election is six books of Homer and Virgil.

1097. Are all the passages from classical authors in the work of the school limited to those books?—They have their unseen pieces, as they are called, sometimes.

1098. Is that advantageous?—I think it would be advantageous to be able to have an additional paper of critical questions in the sixth.

1099. I understand you have applied this principle to the lower forms of the school?—Yes.

1100. Is there not rather an *à fortiori* reason for applying it to the higher boys in the school?—If they are working for the final examination they are fully employed already.

1101. Would you not like to have an independent result that would enable you to test matters, which the former could not so well test?—I think that something of that kind would be very advantageous.

1102. (*Lord Lyttelton.*) What is the sixth form examination. Is it for the purpose of entering it?—No; that means for the election. The whole form is examined then.

1103. Should you see any advantage in introducing any translation of passages of Greek and Latin, new to the boys, into the schoolwork?—I think it very advantageous to the students. The examination already is a long one; that is the chief thing which has influenced me. There is a great deal to be done. At the very least there are two Latin authors, two Greek authors, theology, composition, history, and all the mathematics besides.

1104. You say you doubt whether the college would be filled without the stimulus of the studentships. The average expense of the boys in the college is only one-third of that of the boys who are not in college. Is not that so?—About one-half, taking into consideration the incidental expenses.

1105. Such as could not be incurred in the case of collegers?—Yes.

1106. (*Lord Clarendon.*) Dr. Liddell abolished the system of private tuition that formerly existed, and you to a certain extent have restored it, but I apprehend that is only in exceptional cases, because I understand you are rather of opinion with Dr. Liddell, that it is not an advantageous system?—Not for us here.

1107. The exceptional cases are only those where you think the boy could not get on without the assistance of a tutor?—That is merely because I am here. If I were elsewhere, I should undoubtedly have private tuition; but here we have to consider that the system must be one that will enable the home boarders to be efficiently taught, and you cannot teach them on a system in which large private tuition is a regular supplement.

1108. Why not?—Because they are away in the evening.

1109. (*Mr. Thompson.*) That system entirely prevents your getting hold of the metropolitan scholars?—Yes; but I do feel the want of what is mentioned in this answer, that "private tuition stimulates an "honourable emulation between the tutors themselves, and produces an influence for good."

1110. (*Mr. Vaughan.*) When you are speaking of the advantages of private tuition, do you mean that the work which should be done by private tutors is form work help?—I think form work help by private tutors is usually time wasted.

1111. (*Lord Lyttelton.*) From what you say here, you would divide the relations between the private tutor and his pupils into two heads, one of which is, that he is to assist the scholar in his intellectual progress, and the other that he is to take general charge of his discipline and moral conduct. Now, with regard to the boarders at present, do they not look up to the master of the boarding house for advice, and do not the parents look to him to take charge of the boys, both in respect to their general character and moral conduct?—Yes, but the boarding house master cannot see so much of the boys in private as the private tutor does at Eton, because he has a longer time in school, and less time out of it.

1112. But if there were any considerable moral defect, would the parent speak to the tutor about it, or to the boarding house master?—If he would have spoken to the private tutor before, he would speak to the boarding house master now.

1113. He is the private tutor?—If the parent spoke at all about it, he would probably speak to the boarding house master.

1114. Do the boarding house masters send any report home of the state of the boys?—Yes; and it is rather a question discussed among them whether we should have a system of monthly reports. I always write about the boys in my own form, and the other masters write about those in theirs.

1115. That would of course refer to their conduct in school time. The boarding house master, I presume, writes with respect to their conduct there?—Yes, and the under master about those in college.

1116. (*Lord Clarendon.*) At Harrow the monthly report is with reference to the general conduct and progress of the boys. Each master furnishes a report to the Head Master or Tutor, who sends it home to their parents?—Yes.

1117. (*Lord Lyttelton.*) In cases of difficulty would the boy consult the master of the boarding house?—Most boys would.

1118. (*Mr. Vaughan.*) From what point of view is it necessary to place the elder boys on a form of which they cannot do the work, because I understand that to produce, under the Westminster system, a necessity for private tutors?—I think a great dunce in a low form is a monstrous evil.

1119. (*Lord Lyttelton.*) Under the present tuition system, as you have restored it, one master takes all the private pupils?—Yes; but just now there are very few private pupils.

1120. I suppose you consider that it is an advantage that it should all be done by one master?—There is no option about the matter, because the boarding master's time is so fully occupied already.

1121. With the duties of the boarding house?—Yes. Mr. Marshall will explain that to the Committee. He sits in the evening for an hour in the hall with the boys.

1122. (*Lord Clarendon.*) You say that "owing to "our narrow limits of space and small numbers, it "is very difficult to deal with exceptional cases of "special bias or endowment," where they may exist, but you add that in the case of boys intended for the army or navy, you have sometimes allowed Euclid or algebra to be done instead of Greek, where there seemed little prospect that enough Greek would ever be learnt to be of any service. Has that been carried to any extent?—Do you mean are there many boys to whom the system is applied?

1123. Yes?—Not any very large number; perhaps half a dozen or nine in the school; but now we have another master added, there may very likely be more.

1124. Do you make any application to the boys' parents, or do you act upon your own judgment?—It is generally in consequence of an application from the boys' parents.

1125. You do not think it is sometimes made an excuse for idleness and shirking other work?—That is the danger of the system. It does nor work very efficiently; but you get more work out of a boy than if you were attempting to make him do Greek when he had made up his mind not to do it.

1126. But there must be a great many boys who never learn Greek enough to be of service to them, and who are not going into the army. Do you do anything to make their studies profitable?—It is difficult to conduct a school unless the boys are desi-

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rous of achieving a certain amount of success. For instance, there are a number of boys learning Greek, who aim at becoming something of Greek scholars, but it is of no use attempting to prepare lessons for those who set their faces completely against it.

1127. Are there many who do that?—If a boy wants something else, and considers that the learning of Greek is merely wasting his time, he tells his parents so, and it is no good whatever keeping him to Greek. In fact it is more advantageous to all parties that he should not continue it.

1128. (*Lord Lyttelton.*) Then do they leave off Greek entirely?—Yes, and something is given as a substitute.

1129. (*Lord Clarendon.*) And would they have Latin?—Yes, always.

1130. Would that enable a boy so allowed to leave off Greek, and possibly Latin to a certain extent, to be better prepared to undergo an examination for the army?—Better prepared, probably, than he would otherwise be.

1131. (*Mr. Thompson.*) You say that the boys who go into the army and navy are not the *élite* of the school?—No.

1132. (*Lord Lyttelton.*) As unwilling learners of Greek, would they gain the same benefit?—I do not think they would gain much.

1133. (*Mr. Vaughan.*) Do you think that the boys who are idle in Greek and Latin, having obtained a moderate knowledge of it, would be equally idle in school work, supposing there was a greater latitude in the subjects of instruction in the school?—Yes, I do.

1134. (*Lord Clarendon.*) You say that the Committee who superintend the examination, that is the military examination, wrote last year to you, and no doubt to other Head Masters also, regarding the extent to which boys were withdrawn from the public schools to prepare for those examinations, and asking whether some means could not be devised by which the candidates could be retained at the schools themselves. Was that because they had boys sent to them with a very superficial education, and who, although they might have been crammed for the examination, could not be relied upon afterwards?—The letter I received did not explain altogether what kind of dissatisfaction it was, but I rather inferred, from the tone in which it was written, that they considered the training and character of the boys whom they received to be defective, and that the training of public schools would be advantageous to them. They thought there had been a system of cramming by which they had not learnt anything well, and that it had not left permanent results. I do not mean that the system is in itself a bad one, but the endeavour to arrive in a moment at attainments that ought to be the result of a study of two or three years is attended with bad effects.

1135. Has there been any attempt on your part to place yourself in communication with that committee of examiners in order to understand exactly what their requirements were, and to see how far they could be met at Westminster, so that a boy might be fully and honestly prepared at school to compete in the military examinations?—No, I have not, because I do not think we have had a sufficient number of candidates to render such a step necessary.

1136. (*Mr. Thompson.*) The best men, I suppose, want to go to Oxford and Cambridge?—Yes. Besides I think that, as far as we are concerned, the statement you will find in the written answer is most true, namely, "That candidates for the army are usually amongst the most idle boys at a public school, and the spirit of indolence is confirmed by the persuasion common among them that a few months' work with a crammer is not only requisite, but sufficient to make up for all lost time.

1137. And you have neither numbers nor space sufficient for working the two systems at once?—No.

1138. If you had numbers and space, would you have introduced it?—Yes. I think the army examinations very good, and I should not object to prepare for them.

1139. You would introduce a class by what we have heard called bifurcation, in which there should be no Greek taught at all?—Yes. I should like, however, to keep it in subordination to the other portion of the school.

1140. You say in your answer, that in the senior assistants' boarding house there is a library of above 600 volumes, carefully selected in almost all classes of literature. It is supported at the master's expense, by the payment of 10*s.* per annum for each boarder. What are we to understand by that?—That is what Mr. Marshall showed you. With respect to the expense of keeping it up, he charges for each boarder 65 guineas a year. That will come to 68*l.* 5*s.*, and out of that money he lays aside 10*s.* for the library fund.

1141. Then it is not actually supported at the master's expense?—What I mean is, that Mr. Marshall makes no charge to the parent for it; he merely deducts so much out of the amount that is paid to him.

1142. (*Lord Lyttelton.*) It is a payment by the parent if it is not a charge. Has that payment increased since the first establishment of the library?—I think not.

1143. (*Lord Clarendon.*) It is precisely in the same way as each parent is charged for medical attendance. It is put into one lump. You could not say that the parents of the boys are not charged for medical attendance?—It is, as you say, put into a lump.

1144. (*Lord Lyttelton.*) How long has the library been established?—About 15 years, I believe.

1145. The question is, whether the parents are charged more than they were before?—No. It is not supported out of money which the parents pay specially for it, but out of money coming into the master's hands. Ultimately, no doubt, it comes out of fees.

1146. Then it is actually paid out of the master's own income?—Yes. You may, of course, say that the parents pay for everything if you take it in that way.

1147. (*Lord Devon.*) With regard to the school library, is that practically used by the boarders?—In that library, there are a certain number of old ecclesiastical books and some modern classics, a gift from the late Dr. Bull's library at Christ Church; and there are also a number of modern English books, together with the Quarterly and Edinburgh Reviews. That library is called the Queen's scholars' library, and they have access to it at all times. I put new books there from time to time.

1148. Towards the support of the library there is a payment of 5*s.* from each of the Queen's scholars?—Yes.

1149. Who manages it?—I keep the funds: some of the boys are librarians, but the boys do not use it very much, with the exception of the Edinburgh and Quarterly Reviews.

1150. May they take them into their studies?—Yes.

1151. You think that additional library accommodation is desirable?—Yes, if it were fitted up properly. At the present time, the scholars can rarely use it, because we are constantly using it for drawing. When it is not used for school purposes very often visitors who come to look at the building go there, and in point of fact there is endless interruption.

1152. Supposing that alteration which has been mentioned more than once respecting the removal of the house between Great and Little Dean's Yard were accomplished, your plan would be to form a library over the gateway, I presume?—Yes; but if that is done, there must be a house for one of the Chapter provided.

1153. A house for one of the Chapter?—Yes, that must be provided.

1154. Is that house at present occupied by one of the Chapter?—It is at present in possession of one of the Chapter.

1155. But not occupied?—Not by him; it is let. And thus there is an opportunity for carrying out the improvement, which may never recur again.

1156. Does the door belong to your house?—No. It is divided into two bays, and one of them is the entrance to my house, but the part above is not my house.

1157. (*Mr. Vaughan.*) Do any of the boys learn instrumental music in the school?—I have had boys once or twice who learnt instrumental music.

1158. What was the instrument?—The piano. One of them learnt the violin.

1159. Do you know the details of the teaching of music in the school enough to say whether they learn it scientifically?—I am sorry to say that I do not. Mr. Turle, the abbey organist, is our teacher, and when a sufficient number of boys can be got to form a class, he teaches them. The musical teaching is mainly singing. It is left in his hands, and the boys seem to be quite satisfied.

1160. Are these extras learnt chiefly by the boys who have little to pay,—namely, the Queen's scholars, who have nothing to pay for the other part of their education, or is it the town boys principally who learn?—They have a good deal to pay, but not so much, of course, as the other boys.

1161. You do not find the Queen's scholars learn very much more than the other boys in consequence of their not having so much to pay?—There is no great distinction between them. If a boy has a taste for drawing, he usually joins the drawing class.

1162. (*Lord Devon.*) Is that held on half holidays?—It is held on Wednesdays, and two or three other evenings.

1163. What is the fee?—About a guinea three times a year.

1164. (*Lord Clarendon.*) You say the under master is specially charged with the moral and spiritual superintendence of the Queen's scholars. Will you state what means he takes to promote good conduct and morality. In the answer of Mr. Ingram, the under master, who has the special charge of the college, I see nothing concerning religious instruction. He attends to hear them say grace in hall, and to observe their conduct when they are in college, but is religious instruction formally given, even on Sundays?—There is preparation for the Holy Communion from time to time, and the scriptural work of the school; there is very little on the Sunday, from the fact that nearly all the boys are absent on that day, so that it is scarcely possible for him to do anything.

1165. (*Lord Lyttelton.*) You mean that the collegers get the ordinary religious work of the school to do?—Yes.

1166. (*Lord Devon.*) Perhaps Mr. Scott will tell us what is the religious work. He has the general charge of the moral and spiritual superintendence of the college?—Yes.

1167. (*Lord Clarendon.*) Does Mr. Ingram do with respect to the Queen's scholars the same as your senior assistant does, go round the room and encourage the boys to private prayer?—I have no doubt he will do as much as Mr. Marshall as soon as he has felt his way.

1168. Have the boys hitherto been left entirely to themselves with respect to their religious training in college?—Besides what I have already mentioned, his predecessor used to see a good deal of the boys when they were in the sick house.

1169. (*Lord Lyttelton.*) Mr. Ingram has only recently come here?—Only since last autumn.

1170. Then with respect to the abbey service. The boys attend the abbey, but there is now a special service for them, is there not?—Yes, on Saints' day mornings. There is one to-morrow, for example.

1171. (*Lord Clarendon.*) On these occasions is it the practice to address sermons to the boys particularly?—Yes; I preach to the boys, and there is hardly anybody else there.

1172. That, I suppose, is because it is so early in the morning?—There are a small number of attendants at the early service, but those who do attend seldom remain for the sermon.

1173. You say that in the sixth form on Monday, the subject is generally one of St. Paul's Epistles, and afterwards a portion of the Acts in Greek, the Epistle always being said by heart. At the same time you add, some other book is carried on; Butler's Analogy, for instance. Is not Butler's Analogy rather a hard book?—It is only used with my own form.

1174. You do not find it a hard book?—I have not been dissatisfied with it to work from.

1175. Is it a book the use of which you have introduced into the upper form, or has the sixth form always been in the habit of using it?—I introduced it. We take only the first section one year, and next year we take the second part.

1176. (*Lord Lyttelton.*) With regard to the attendance at the Holy Communion, the regulations are a little different from what we have generally found in other schools. You say that four times a year the under master specially prepares all who have been confirmed for the reception of the Holy Communion, and that at such times all the Queen's scholars are expected to communicate. Is that a rule which is enforced. Is it obligatory upon them to do so?—Yes.

1177. Is it at your discretion either to enforce or to alter that system?—It is not at my discretion. It would be at the Dean's discretion to do so, and no doubt if I expressed a strong opinion upon it, he might do so. I have taken the responsibility to a certain extent, and have never pressed the matter upon him, because I thought I was bound not to propose a change, unless I could show that the system I wished to substitute would practically work, and I think that the result of an alteration of the old rule making it optional whether the Queen's scholars should attend the communion or not, would be, that they would not attend at all. The confinement on Sundays is much disliked, and if the present system were altered so as to make it optional, we should have applications from parents that the boys might attend the communion at home, so that some would keep away, and others would be accused of hypocrisy if they remained here, and eventually we should have none at all.

1178. Does it not seem essential that the attendance at that observance should be left free to those who are confirmed?—If the point were raised anywhere but where we are, I should not think there was the smallest question about it, that it ought to be left free; but I have shrunk from proposing any alteration in the old system here.

1179. Is that one of the points with which you would not like to deal without the Dean's sanction?—I do not conceive that I could deal with that question without the Dean's sanction.

1180. (*Lord Devon.*) Is there any question with respect to the boys declining to attend?—No; boys certainly have attended, who appeared afterwards to have been unfit, but you cannot prevent this, and there may be hypocrisy under any system.

1181. (*Mr. Thompson.*) I think it is hardly fair to call boys who are forced to attend, hypocrites?—No, I do not mean that. I meant merely that in making it optional, if some of them attended, they might be taunted with this.

1182. (*Lord Clarendon.*) With regard to the punishments, I observe that the punishments in use are the rod, impositions, confinement to the Dean's Yard, and refusal of leave. The rod, I see is applied to the back of the hand, which is held out. Is it used otherwise?—Yes; grave offences are punished, if necessary, by flogging.

1183. Has the system of flogging diminished very much lately?—Yes, very much. In former days flogging was very much resorted to, but now it is very rare; there being only one or two cases in half a year.

1184. You think the average would be four or five

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cases in a twelvemonth?—Yes; sometimes there is no case in the half year, but that is rare.

1185. Are the impositions set to be written or learnt by heart?—Sometimes the one, sometimes the other. I found that a certain number of boys were in the habit of avoiding their work, and getting lines to write instead. Thus a particular lesson might be systematically evaded. Now we always endeavour to insist on the task itself being done.

1186. Are any of the impositions learnt by heart?—Yes; where a boy will learn by heart you can set him an imposition and tell him to learn it; but if a boy sets himself against it, and is determined not to do so, you cannot compel him, because you cannot go on for ever insisting upon his learning what he never says.

1187. You would prefer, if you could, giving him an imposition to learn by heart rather than giving him it to write?—Yes; we give lines as little as we can. We prefer to give impositions to be learnt by heart if a boy has not said his repetition. Sometimes we set him down to make a literal translation, to do an exercise, or what are called derivations at Eton.

1188. (*Lord Lyttelton.*) Do you attend to the handwriting?—Yes; we allow fewer lines, if the writing is good.

1189. (*Lord Clarendon.*) You give fewer lines?—Yes.

1190. You think that giving them too much is a bad practice. You may remember, probably, what they do at Harrow?—Yes, they set very long impositions at Harrow.

1191. (*Lord Devon.*) Does the flogging take place in a room at the back of the school?—Yes.

1192. Is it in the presence of the master?—Yes, the master punishes, and there is always one boy there besides the culprit.

1193. (*Lord Lyttelton.*) The præpostor, I suppose?—I do not mean the monitor.

1194. (*Lord Clarendon.*) As a spectator?—Lord Devon can tell you.

1195. (*Mr. Vaughan.*) With regard to the punishment on the hand, are the boys formally sent up to be punished on the hand?—What happens is this—Supposing a boy misconducts himself, the assistant master sends for the monitor, and desires him to take up the culprit to me in school for punishment; the boy is then directed to hold out his hand, and receives the punishment as before described.

1196. How many blows are given?—Four or five.

1197. That is a punishment of course below the ordinary flogging?—Yes, it is not a severe punishment, especially when the boys get hardened. They would much rather have it than imposition.

1198. Is that punishment traditionary in the school?—Yes.

1199. (*Lord Devon.*) The other masters, I suppose, have the same power, if it is necessary, to punish the little boys?—Only the under master.

1200. (*Mr. Vaughan.*) Only the four head boys on the foundation are monitors?—That is all.

1201. Are they sufficient in number to attend to the order and discipline of the school?—Yes.

1202. You rely upon them?—Yes, very considerably.

1203. The head town boy has also an authority over the town boys, but the monitors on the foundation have authority over the whole school, boarders as well as others?—Yes, a certain authority; but there is jealousy about this.

1204. Their authority clashes with the authority of the head town boy?—Yes, as to the town boys it might do so.

1205. The town boys would resist the monitor, as you think?—It would depend upon what it was. With respect to any great breach of discipline the monitor, before he punished, would make a communication to the head town boy, but he would have authority to punish.

1206. In what way?—That point needs watching. The old Westminster custom was, that nothing but the fist should be used, whereas if a big boy uses his fist unmercifully, he would inflict a far greater amount of punishment than by striking with a light cane, for example. On the other hand, I have had to lay down a rule that no cricket stump, or racket, or anything of that sort shall be used.

1207. What are limitations as to offences under the power of the monitors?—Grave cases, such as indecency or dishonesty, are reported to me.

1208. Is it the head boy alone who has a similar authority over the town boys?—No; all the sixth form town boys have authority, but the head town boy has the chief responsibility. What makes the difference between them and the monitors is, that monitors are formally appointed in school.

1209. Is there any form of words for the occasion?—There is a regular form of words used.

1210. Would the authority of the town boy monitors be submitted to and acknowledged by the Queen's scholars?—Not at all; nor are they called monitors.

1211. (*Lord Devon.*) Does the authority of the monitors extend to prevent such school offences as going out of bounds, and do you except the monitors with respect to going out of bounds?—No.

1212. Would they even report such a matter as that?—They do not.

1213. (*Mr. Vaughan.*) What is the difference between what you call a sort of authority and responsibility which belongs to the sixth form town boys and the actual power of the monitors?—The head town boy, for instance, in a house would have a monitorial authority in that house, with reference to offences committed within the walls.

1214. The same kind of authority as the monitors have?—Yes, the same kind of authority.

1215. Is it one of the duties of the monitors to keep station, as it is called?—Yes, the head town boy has the duty of keeping station for the town boys.

1216. Is that to compel them to be in the field at play or to prevent them being in improper places?—It is not that the monitors should be there all the time; but they are to see if the boys are there or not, or if they are in improper places.

1217. It is not incumbent on the boys to be at play as well as on the ground?—It is the duty of a boy to be at play, but the head boys cannot always enforce this thoroughly.

1218. Was it to provide fags for the games which the other boys play that that system was adopted?—No; it is simply his duty to be on the playground.

1219. If a boy is in his study would that be an excuse for his not going to play?—No excuse whatever, unless he got leave; but he probably would have got leave.

1220. Can the monitors set impositions?—They never do that.

1221. (*Lord Clarendon.*) The four head boys on the foundation, called the captain and monitors, are formally intrusted with authority by the Head Master in presence of the school. They are specially charged with the maintenance of discipline generally, and in respect of Queen's scholars particularly. You also observe that the head boys are bound to see that the rules and discipline are observed, and that the boys do not absent themselves from the playground unless leave is given, and that the captain and monitors have a recognized and limited power of punishing breaches of discipline or offences, such as falsehood or bullying in college and generally; practically do they really set themselves to prevent that?—Yes, I think they do when they see it.

1222. Is there much bullying now at Westminster?—I hope not. I do not think there is. The form in which bullying is most vexatious and mischievous is when it makes its appearance in deterring young boys from doing their best in form.

1223. They take away their books, I suppose?—Yes; very often the elder boys themselves do not know it. It is a class matter, and of course there is a great deal of jealousy, because it is obvious that the

dunces would gain by deterring the others from doing their work.

1224. (*Mr. Vaughan.*) Is that one of your reasons for promoting all boys after a time?—Yes, in the hope of preventing it. I think it checks it.

1225. Is it the custom for any of the monitors to be walking the school at the time the other boys are preparing their lessons?—No, because they prepare their lessons in school hours, and the masters are there.

1226. And is that a thing which the Masters cannot prevent, namely, the interference of the bigger boys when the juniors are learning their lessons?—Boys may be discouraged, and prevented saying what they have learnt, and know.

1227. Do you think that that is much more common than you could desire?—I cannot give much more than a guess when it takes place.

1228. Does it take place even in the highest forms?—I do not think it does in my own form.

1229. But nearly up to that?—Sometimes perhaps; but chiefly lower down.

1230. (*Lord Clarendon.*) Do you think that there ought to be only a few monitors, in order to diminish the chance of any abuse of power?— Yes, I do. I have heard Dr. Temple describe his system at Rugby, which seems to me to work well; but I do not see how we could graft it on ours.

1231. Why not?—Because the boys are so wedded to old usages.

1232. (*Lord Devon.*) In what does the difference consist?— At Rugby a boy has a right to appeal from one monitor's authority to that of the whole body, and if not satisfied with their decision, to appeal to the Head Master. I very much doubt, however, if the boys would consent to any appeal to me if they thought it was a case which they could govern with their own authority.

1233. Are you on such a footing with your monitors that you could depend on them to assist you to prevent breaches of school discipline, or is it merely for the purpose of enforcing the observance of their own regulations that they exercise the authority they possess in the school?—It depends very much on what kind of monitors we have. If there is a good set of monitors they will work with the master very willingly in what they consider is fairly punishable; but there are other things which the master might consider properly punishable which they would not. Of course for falsehood, indecency, bullying, and the like, they would punish, and do so.

1234. (*Mr. Thompson.*) I suppose that anything that offended their moral sense they would punish?—Yes; I need not say that they would do it, for I know that they have done it in such cases.

1235. (*Mr. Vaughan.*) Would you explain how the limitation of the number of the monitors prevents their using their authority in a moment of irritation or to gratify pique?—Perhaps I ought to explain that more fully. I meant that there was not so much chance of the monitor himself being aggrieved. It is generally some other sixth form boy, or a senior against whom an offence is committed; and he ought not to have power to punish the offence while his blood is hot.

1236. You say that the general exercise of the power of those few has been attended with good, but that the power is principally exercised with respect to any breach of their own regulations?—Yes.

1237. (*Lord Devon.*) With respect to a breach of their own regulations is there any interval of time between the commission of the offence and the infliction of the punishment by the monitor?—No.

1238. You say, I think, that there are some schools in which such a rule exists?—Yes, and it is a very excellent thing, because I do not consider it advantageous that punishment should follow immediately on the offence.

1239. (*Mr. Vaughan.*) Permit me to ask is the monitorial power generally exercised on the complaint of some one boy other than the monitor?—Yes; I have known cases of falsehood, and bullying, and indecency punished, in none of which cases was the monitor who punished the offences a sufferer by them.

1240. (*Lord Clarendon.*) It is only the Queen's scholars at the second or third election who have the right to fag?—No; the seniors of the third election. The right of fagging is limited to such Queen's scholars, and to such of the town boys as may be in the sixth form or the remove, but if it should happen that a junior Queen's scholar is so high that does not give him the right of fagging.

1241. Why?—Because he is so young.

1242. He must be of a certain age or size. His mere position on the form does not of itself give that right?—No; and for this reason—it sometimes happens that a clever boy will get up there in consequence of his attainments, while still too young to be fit to be intrusted with authority.

1243. He would not be fagged himself, I suppose?—Any junior of the college would be liable to be fagged, except the captain of his election. There is no exemption from fagging, generally speaking.

1244. Do the junior Queen's scholars fag for the town boys under any circumstances?—No; they have quite enough to do to fag for the seniors.

1245. There is plenty to do, I suppose, in the fagging way?—Yes.

1246. Can the Queen's scholars fag the town boys?—Yes, but they have not much opportunity of doing so. The only thing they could do would be to send them on a message, to fetch their ball or bat, and little things of that kind when they are together.

1247. But a Queen's scholar has a right to fag the town boys, and the town boys have not the right to fag a Queen's scholar?—Yes; the younger Queen's scholars are excused because they have their hands full.

1248. Should you say there are scarcely fags enough for the duties they have to perform?—Not enough; but you cannot help that; you cannot make more.

1249. You might reduce the fagging, might you not?—I should like to do so.

1250. Are not the opportunities for reading and playing on the part of the junior boys greatly interfered with by this system of fagging?—Yes, but one can only work through it. It would be impossible to deal with it in the way of putting it down.

1251. May not a boy when he finds a junior at his lesson in school send him away?—Not when he is in school in school hours.

1252. But if he finds him reading in the college, in his bed-room, or wherever he is, may he interrupt his reading and send him away on any trifling message?—Yes.

1253. Do you think the fagging system a useful one?—I do not see how to alter it.

1254. Do you think it a beneficial system?—No, not altogether. I think the juniors have more than they ought to have, but there is no hard work to be done.

1255. It does not strike me as being a very useful system?—Nor does it strike me, but it has always been a system when boys have been together in an evening, or at any other time, that the junior should fetch and carry for the elder, and they do make them do it perpetually, so that unless you are constantly with the boys you cannot prevent it.

1256. Do you think the school would suffer supposing the system of fagging as it at present exists were put an end to?—I think you must have a system of recognized authority, or you would have a system of unrecognized authority. If you had not a recognized fagging system you would have a bullying system. As a general rule fagging as it at present exists is of a very modified character.

1257. (*Lord Devon.*) Do you concur with others in opinion that the system of fagging as it at present exists is much mitigated?—Yes.

1258. Do you think that the system has any

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tendency to breed up any kindly relations between the fagger and the faggee?—Often it does.

1259. (*Lord Clarendon.*) And sometimes the reverse, I suppose?—Occasionally.

1260. (*Mr. Vaughan.*) Does this evil which you seem to admit, of the constant employment of the little boys on the foundation, appear to you to be capable of mitigation by limiting the power of fagging to the highest form boys instead of the two highest forms?—In the college only the seniors have the power to fag.

1261. (*Lord Devon.*) The third election boys have the power?—That is with respect to what we may call the external world. When they are out of college in the fives court, or the cricket ground, the seniors have the power to send the little ones on messages and so on, but in college the junior town boys attend to the senior town boys of the sixth form, and no others; while the junior college boys attend to their seniors and no others.

1263. (*Mr. Vaughan.*) How many seniors are there in number?—Twelve; while there are only 11 juniors.

1263. Again would it not be practicable to limit the amount of fagging of the individual boys by extending the number of those who were liable to be fagged?—You can only extend the number of those who are liable to be fagged by carrying the work on another year.

1264. Do you not think it might extend not only to the junior form for one year, but that it should extend to the next form above?—The great evil of the thing is the constant calling away of the boys; and this had better not be prolonged. It is not that the boy is made to labour like a slave.

1265. Does not the power of fagging belong to more and lower boys than even the power of maintaining discipline, I mean the monitorial power?—Yes.

1266. Do you think it a power less liable to be abused than the monitorial power?—Yes.

1267. (*Lord Devon.*) Do I understand you that if a small boy obtains the position of captain of the school in the sixth form, he has no power to have a fag because he wants a few inches in height?—It depends upon his standing, not his stature.

1268. The captain of the school is the head of his election, necessarily?—The captain of the school is the head of the senior election.

1269. But supposing he was a very little boy?—He might not have the same influence, probably.

1270. (*Mr. Vaughan.*) Through these distinctions between the town boys and the Queen's scholars, of which you have spoken, do the Queen's scholars bear anything in the relation of a school aristocracy to the rest of the boys?—Perhaps; but the *minores gentes* are a more numerous class in the school, and they have their own privileges.

1271. But still you think that the Queen's scholars have the greater authority over the juniors?—Yes.

1272. And are they not elected by competition?—Yes; moreover the majority of the elder boys are Queen's scholars, so that they have physical force on their side as well. It was not so in my time at Eton.

1273. Then there is something like an intellectual aristocracy which has the command of the school; does it amount to that?—They must obtain their places by competition, but as to saying it was an intellectual aristocracy, I should not use that word necessarily.

1274. Comparatively so?—Some of the best of the town boys are equally promising.

1275. Is it not the fact that, taking the school as a whole, one class is decidedly superior to the other. I do not mean to say that there is in all cases a difference, but speaking of them as two classes would not that be the character of the one with reference to the other?—That may be so, but the boys who remain on to the end mostly stand well amongst the others.

1276. (*Mr. Thompson.*) Do you think that they would be looked up to as they are at present if the condition *inopia* in the statutes had been literally enforced?—No.

1277. That would have been a misfortune to the school?—It would have been if anything but free competition had been introduced.

1278. If poverty was insisted upon as a *sine quâ non?*—With respect to *inopia*, there is no ground for making that a qualification.

1279. Is not *inopia* mentioned as a condition in the statutes?—I think there is something about it.

1280. (*Lord Devon.*) There is a provision here that *collegii choristæ* should be preferred; has that ever been carried out?—Never.

1281. The words are: "*Collegii choristæ firmario-*" *rumque filii si modo cætera respondeant semper aliis* "*præferantur*"?—Yes, but it must be taken with the condition, I presume, that they must always be qualified.

1282. (*Lord Clarendon.*) You say you have known powers usurped by boys not entitled to them, and punishments harshly or improperly inflicted, but that in such cases it would be almost sure to be reported to you. By whom would it be reported?—by the boys or by the monitors?—I can hardly say exactly; some of the elder boys probably would report it.

1283. Do you think that any very harsh punishment, or great abuse of power would be pretty certain to come to your knowledge?—Yes.

1284. Have you any fear about it?—No, I have no fear about that. I think it is very seldom likely to happen without a complaint being made at once, and then it would come to me without a doubt. In the case that I refer to there was involved a contention between the town boys and the Queen's scholars, and the parties who were outnumbered in the conflict of authority came to me about it.

1285. Does much collision take place between the authority of the town boys and the Queen's scholars?—Not very much; though, as you may suppose, there is always a great jealousy as to any encroachment on what each party considers its own peculiar privileges.

1286. (*Mr. Vaughan.*) Do you prefer the arrangement whereby there are three vacations in the year to that of having two long vacations?—I certainly think it better for us, situated as we are in London.

1287. Do you find immediately before the breaking-up of the school, and immediately after the assembling, that you get less work done; that is to say, before and after the holidays?—No, not before the holidays, because we keep them up by examinations.

1288. Do you think that three breaks in the year are desirable; that is to say, can you get as much work done, there being three short vacations, as you would if there were only two longer ones?—It is decidedly best for us, situated as we are; because if you have only two, one must occur during the summer; the consequence would be, that we should be in London in August and September, which is not a desirable time to be here.

1289. It is a local reason, then?—Yes.

1290. With respect to the other point,—with respect to the studies of the school,—you do not speak about that?—I have never tried the system of having two vacations only. I have tried having eight weeks holiday here, and I do not think it works well. I think if you take seven weeks, it is quite long enough for the boys.

1291. (*Mr. Thompson.*) Do not you think four weeks at Christmas a rather short vacation?—That is rather short, certainly; it hardly gives us rest enough.

1292. (*Lord Devon.*) Have you the practice of early plays now?—Yes. I made a change about that some little time ago; now we have generally a late play, at 11 o'clock.

1293. Lord Lansdowne used to come down for the ceremony, and he knelt down by the side of the Head Master?—Yes; the statute which has reference to that matter is the statute *De Venia Ludendi*, which says, "*Nunquam fas erit discipulis ludere absque de-*

" cani, aut, eo absente, ejus vicemgerentis et ludi-" magistri venia, idque solum post meridiem, nec " sæpius quam semel in una hebdomada, ulla de " causa: in qua autem hebdomada dies festus in-" ciderit, in ea nulla ludendi venia detur."

1294. (*Mr. Vaughan.*) You say that the juniors go to bed at 10 o'clock and the seniors are required to be in bed at 11 ; how do you prevent the rest of the juniors from being interrupted by the seniors coming to bed an hour afterwards ?—They are not much disturbed, and if they are a little, it does not seem to do them any harm.

1295. They do not wake them at night ? There is no playing or annoying by the elder boys when they go to bed ?—No.

1296. (*Lord Clarendon.*) Should you consider that the new room which has been built is a fair compensation for the cloisters ?—It is not so good, of course, but it is better than nothing.

1297. Do the boys use it ?—Yes.

1298. Do they like it ?—Yes.

1299. What do they do there ?—They play fives and knock about balls.

1300. (*Lord Devon.*) Do they fence there ?—Yes, and box.

1301. (*Mr. Thompson.*) Do you happen to know when the cloisters were taken away ?—It was later than Mr. Weare's time ; he left in 1830.

1302. Was it in Dr. Williamson's time ?—Yes.

1303. Why was that done ?—It was not thought decent that schoolboys should be playing about over the graves.

1304. (*Lord Clarendon.*) You have had no rifle corps, have you ?—No. We tried the experiment, and the boys were drilled one summer, but we could never carry it on.

1305. (*Lord Devon.*) Your numbers hardly admitted it, I suppose ?—No.

1306. How many boats have you ?—Two eight-oared boats.

1307. Are they manned by town boys or by collegers ?—Mixed.

1308. (*Mr. Vaughan.*) Have you been in any matches or boat races ?—Yes ; they have pulled against Eton for three years.

1309. What was the result ?—Defeat.

1310. Every time ?—Yes.

1311. Do you attribute that to the shortness of the numbers from which to choose ?—Yes ; we have not the same strength to choose from. It is with the greatest difficulty that we can get up a racing crew.

1312. I suppose the same observation would apply to cricket ?—Yes, though the boys do play matches. One is glad of anything that will give life to the game.

1313. Do they play with Eton ?—No ; it would be absurd ; besides, the Eton masters object to it.

1314. (*Mr. Thompson.*) They will not allow the Eton boys to play the London boys ?—No.

1315. Have you played any matches lately ?—Yes.

1316. (*Lord Devon.*) Who is the judge of the swimming. Is there a swimming master ?—The head boy is responsible. We have had many boys who could swim very well.

1317. Are boys of all ages allowed to go to the baths ?—Yes ; boys of all ages learn to swim in those baths

1318. (*Lord Clarendon.*) Have you any bath belonging to the school ?—No.

1319. In your answer to question 43, with reference to the results of the education at Westminster, you say no system appears likely to be so effective as the one which, taking for its groundwork the grammatical and logical study of the languages and literature of ancient Greece and Rome, should add to this mathematics and a fair amount of history, geography, and the modern languages, and should you say that with the generality of the boys a proficiency in the languages and literature of ancient Greece and Rome is obtained during the time that they are at Westminster ?—I do not think that they arrive at very brilliant results, as a general rule.

1320. Do they arrive at a fair proficiency ?—The boys who remain long enough to enter the sixth form, I suppose most of them attain to something that might be called a fair proficiency.

1321. Do you think that such boys as those of the sixth form, not selecting any passages containing any remarkable peculiarity, would be able to read a Latin book, we will say, which they had not seen before, and for which they were not prepared, and in which there was no peculiar difficulty of construction ?—I suppose that about two-thirds of the sixth form would do it accurately ; such a style as Cæsar's, for instance.

1322. That is to say, boys who have been on an average between four and five years at Westminster ?—Yes.

1323. And the remainder would be unable to read a moderately easy Latin book that they had not seen before ?—Without a Lexicon I should think that they might fail in doing it accurately.

1324. And with respect to Greek, how would it be ?—I should suppose nearly the same, about half of the sixth form.

1325. That certainly confirms an opinion that was given to the Commission by the Dean of Christ Church, who stated that they were obliged to make the test of classical examination exceedingly low ?—Yes.

1326. The Dean of Christ Church told us, that the matriculation test was a mild one and applied moderately, notwithstanding which that it constantly happened that boys, coming from the highest forms of the public schools, were unable to stand it. Marlborough seemed to furnish those who were best able to stand the test ?—Marlborough is a public school, to all intents and purposes.

1327. (*Mr. Thompson.*) Very much, I suppose, depends upon the number of boys in the school ?—Yes ; and very much of the excellence of Marlborough is due to the principal, Mr. Bradley.

1328. (*Lord Devon.*) I was going to ask you, Mr. Scott, if you would be good enough to explain that line in italics : "further improvements are still urgently needed" ?—The chief improvements to which I have alluded I have embodied in my letter. I think one point of great importance is respecting boarding houses. We ought to hold directly from the Chapter, and to have the power of providing additional room when there was a demand for it.

1329. You certainly cannot afford to have more in a boarding house than you have. Any information which you can give us, Mr. Scott, that might be useful with respect to the relations between the Dean and Chapter and the Head Master of the school we shall be very much obliged for. Do you consider, on the whole, that those relations are satisfactory ?—I do not think that there is anything to complain of in the subordination of the Head Master in reference to the school discipline and management, but there is a difficulty in the absolute impossibility of doing anything except by an application to the Dean and Chapter, with regard to the buildings or the carrying out of any improvement whatever. That is, undoubtedly, a serious evil. I think it will be very important, as relates to the future of the school, if some independent provision could be made for it.

1330. (*Mr. Thompson.*) Would you take the power into your own hands, and have funds invested for it ?—I am afraid nothing could be done without an Act of Parliament. The school has no corporate existence whatever. It would require some corporate body to be constituted, of which the Head Master should be part, and have cognizance in some way of any proceedings relating to the improvement of the school; for I think if the Head Master had had opportunities of being present at the discussions which have taken place as to what was to be done for the school, there can be no doubt it would have made an enormous difference to it. At present the Chapter do all the business by themselves. It is quite in their power to

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prevent the thing being done that ought to be done, while they conceal any discussion that has taken place upon the matter.

1331. In the first answer you have given you say that Westminster school is not a separate foundation endowed with any special property or estates of its own by the royal founders, but that it is a school similar to others in many of our cathedral establishments attached to the collegiate church; do you think the collegiate authorities really have the interest of the school at heart, or do they rather consider it an incumbrance?—I think it is different with different individuals. Our present Dean has always been a most kind friend to the school; but there may have been some Canons in old times who have regarded it somewhat as a nuisance, which it was desirable to abate as much as possible.

1332. Probably the school would be more acceptable to them if it were at a greater distance?—Yes.

1333. Is the majority of the Chapter in favour of removal?—The Dean was, but scarcely a majority of the Chapter, and one at least was strongly against it. They thought there were difficulties in the way, and so indeed there are.

1334. Have you any difficulty in getting personal access to the Dean and Chapter?—No difficulty whatever in getting access to the Dean, but there is no getting access to the Chapter at any one of their meetings.

1335. You never were introduced, in order to give you an opportunity of stating your grievances?—I write a letter to the Dean if I want anything, and the Dean communicates it.

1336. (*Mr. Vaughan.*) Is the system of education at Westminster more calculated to produce critical scholars in Greek and Latin than general proficiency in mathematics, history, and philosophy?—Yes.

1337. Does that account for your distinctions in classic moderation examinations being so far above your distinction in final examinations?—I imagine it does.

1338. Have any university prizes for composition been obtained by Westminsters during the last 10 years?—I do not think any have in composition.

1339. No university prizes for composition are returned in this table?—No, I wish they were.

1340. Have any university scholarships been obtained?—No.

1341. Can you account for the fact that Westminster being a school having a foundation, and its scholars supplied by competition, has omitted to gain university scholarships or university prizes, while another London school whose scholars are nominated, that is to say, a very large portion of its pupils are supplied by nomination, has succeeded to a great extent in obtaining those prizes?—I suppose you are alluding to the Charterhouse.

1342. I was alluding to the Charterhouse, but I did not put it forward by name?—I do not know enough of the system of the Charterhouse to account for it, but I think that in our own system, looking at the time that I have known the school myself, there has not been as a general rule that spirit of industry and diligence that one would desire to see; the existence of such a spirit being necessary in a school if it is to achieve a success of that kind. When we have had a willing horse now and then, I do not think he has had an adequate spur of emulation to keep him up to his mark. It is rather a delicate question, because one cannot tell how far one's own shortcomings may be a cause of failure. I have tried to a certain extent to introduce private studies, *i.e.*, books read in addition to the work which the boys have to do for the examinations, but I certainly have not hitherto succeeded, even with those who seemed willing to work, in getting a materially greater quantity done.

1343. Do you think as a matter of fact that the school has not been very fortunate in producing a first-rate style of scholarship, particularly as respects composition and attainments in classical history and philosophy?—I think the best materials have been a good deal drawn off by Eton and Winchester of late; but I cannot answer the question, by comparing Winchester and other schools with ourselves, because our circumstances in respect to numbers are entirely different.

1344. I put the question with reference to the Charterhouse, where the numbers are somewhat smaller, because, *prima facie*, their system seems less favourable on the whole in getting good materials than your own?—They live within their own walls, and cricket is their only amusement in summer.

1345. (*Mr. Thompson.*) You rather affect the water?—We could not do without it.

1346. (*Mr. Vaughan.*) Permit me to ask one or two questions respecting the system of the school; do you teach the commencement of the Latin at Westminster through the poets; do you commence with Phædrus under the name of Æsop's fables?—Phædrus; then Ovid and Nepos, followed by Cæsar and Virgil.

1347. Is it not almost necessary that the study of poetical authors should be more difficult than that of prose authors?—I do not think it necessarily follows. I do not think Ovid is harder than Nepos.

1348. You do not think that the more artificial collocation of words produced by metre introduces greater difficulty into the study of the poets?—I think it is merely necessary to understand the measure and style, and as far as construing goes, I think Ovid is easier than Nepos.

1349. In the highest forms of your school do you systematically avoid the harder plays of Æschylus, Pindar, Theocritus, and Thucydides?—Æschylus we have seldom read, except in the sixth, but Thucydides constantly in the next form.

1350. Have you Pindar?—Not usually.

1351. Thucydides does not appear on your return of Table D?—In that particular year to which you are referring, Table D, Thucydides did not come in.

1352. Is it upon any distinct principle that you teach the beginning of Greek in the non-Attic poetry?—Delectus first; then Epigrams, which are convenient as affording lessons of a definite length.

1353. You then go to the Iliad; then you go to the Attic in Euripides?—No; Xenophon comes in between.

1354. That is prose. Is it intentionally that you put Homer before a Greek play?—Yes.

1355. In teaching the grammar, do you teach all the dialects equally, or do you take the Attic as the standard, and teach the others rather as incidental to it?—Yes.

1356. Would not that point rather to the expediency of making the Attic authors also the basis of Greek instruction?—It is rather difficult to get an Attic author easy enough to begin with.

1357. How long have the Pauline Epistles been read in the school?—I believe they were read before I came.

1358. In what point of view practically are they made the subject of instruction in the original?—Mainly with reference to the understanding of the text and what its real force is, and also for the doctrines embodied in them.

1359. The Pauline Epistles are also studied for the sake of the doctrines?—Yes, illustrated from parallel passages elsewhere in the Scriptures.

1360. Do you think it advisable to have criticism of that kind at that very early period of life?—It is only the sixth form. They have done the Gospels in the lower forms; and the very easiness of the Greek in these makes them less adapted for form work.

1361. Do you think the average boys among the bigger boys of the school ever attain, either at the school or afterwards, to being able to read Horace or the Georgics with facility and enjoyment?—Yes, I think some do.

1362. Of the highest average boys there is a sufficient to constitute a class of that kind?—Yes.

1363. Original Greek prose is not written by the

best scholars of the school?—No, it is very little written. Latin composition is much more studied; the words being more nearly connected with our own language, much more easily suggest themselves to the minds of the boys. I do not think that school boys anywhere obtain a sufficient command of Greek to write original Greek prose.

1364. There are difficult passages given them for translation into Greek, are there not?—Yes.

1365. (*Lord Devon.*) What is the greatest number of hours you have in school in a day; five hours and a half?—Yes, sometimes the boys stay up another hour or more besides.

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1366. (*Lord Devon.*) There is one point upon which we wish your opinion, namely, the question of the removal of the present site of the school, what is your opinion upon that?—I was a strong advocate for removal before the discussion took place which resulted in the appointment of the Committee, but when we saw the small amount of support which, on the whole, the scheme obtained in the Chapter, and the strong opposition to it, I gave up the point and merely devoted myself to seeing what could be best done on the present site, because even if the removal should be in future contemplated, manifestly that is no reason why we should not put the school in the best possible state at present. It seems to me that when the votes of the old Westminsters are analysed they resolve themselves into three classes:—Old Westminsters who send their sons to Westminster school; old Westminsters who have no sons to send, but who look at the school with a sort of sentimental affection from old association; and old Westminsters who send their sons elsewhere and who came and advocated the removal, but seeing the feeling which was expressed against it did not attempt to press the change. With respect to those old Westminsters who send their sons here it is to be presumed that they are satisfied with the present condition of things; but its strongest supporters were the second class who have no sons, but who fee a devotion to the school and who like to come down to the elections and to the plays. They raised a strong outcry in favour of the retention of the school on its present site; but I think myself that the feeling of parents against having a boarding school in London is so strong and so general that the future of Westminster, if it remains where it is, must be to become mainly a school for half-boarders and home-boarders, coming only for the day.

1367. Have the number of boarders increased in your time in proportion to the number of home-boarders?—No.

1368. The latter have increased in a larger ratio?—Yes.

1369. Am I correct in supposing that, in your judgment, even if all the improvements you have suggested having reference to the present site were carried into effect, you still would not feel very sanguine that the school would increase very largely in numbers?—I should think it would not increase very largely; but I cannot say to what extent it might increase. I have always felt that the duty that has been entrusted to my charge here is perfectly clear, namely, to do the best I can in order to enable us to carry on the school efficiently, and therefore I should advocate anything that could give us more air, as being most desirable for the sake of the health of the school, even although it did not bring us another boy.

1370. (*Lord Lyttelton.*) You would be glad to see it removed from its present site?—Yes; but I think it would be putting an end to the present school, taking its funds and establishing it elsewhere. Removing the school would be really destroying its identity. The effect of such a proceeding necessarily would be that you would abolish Westminster school and establish a new school, keeping up a certain amount of tradition that would attach to it from its having been founded on the remains of what was once Westminster school, and that is all.

1371. You think that a certain amount of tradition would still be kept up?—Yes, a certain amount.

1372. You think it would be rather hard upon the old Westminsters, and that its removal would destroy the old feeling attached to it from early associations?—I think it would, and I am an impartial witness as far as that goes.

1373. (*Mr. Thompson.*) But there may be a chance that, in some respects, the school would stand better; that is to say, some of the traditions which attach to it in consequence of its site being in the midst of the purlieus of the Sanctuary, and which cannot be other than evil traditions, would disappear also if it were removed?—I certainly feel that our position is not in all respects a good one, besides being inconvenient to the boys.

1374. In what respect is it inconvenient to the boys?—They have half a mile to go to their principal playground, and our narrow limits of space are much felt on a wet day, for instance, and on Sundays, if any number remain here.

1375. (*Mr. Vaughan.*) Do you not think it possible if some of the things which have been spoken of as being of great advantage to the boys, such, for instance, as the opportunity being afforded of being present at the debates in the Houses of Parliament, and of hearing the proceedings in the courts of law, may not be rather an evil than a good, as giving them a premature interest in the affairs of life above their age, besides rendering their school duties less important in their eyes?—It may be so, perhaps. As to the exercise of their rights in going to the Houses of Parliament, the boys cannot attend there to any great extent, being obliged to go away before the serious business of the evening begins. There may be a few that go there constantly, but I am afraid they are the idlest of the boys. At the same time, I am quite aware that the old Westminsters are very much in favour of that privilege.

1376. (*Lord Devon.*) Have you ever gone into the pecuniary part of the question, as to the expense of the removal?—Yes; I have thought about it.

1377. What is the result?—I did not see my way.

1378. (*Lord Lyttelton.*) At the Charterhouse we were told that the sale of the site would produce something enormous, would not that be the same here?—No; we have no property of our own. The school not being a corporate body has no property. At the present moment we have no playground, because the inclosure in Vincent Square is the property of the Dean and Chapter, and although they allow us to play there, they could lock it up to-morrow, if they like, and we should have no remedy for it. It is theirs to all intents and purposes.

1379. There is the site on which the school stands?—Yes, and there is my house, and the under master's house, and some other little property; but it is so completely in the heart of the Chapter property that it would be impossible to sell it in open market, because they could not allow a nuisance to be established under their noses.

1380. (*Mr. Vaughan.*) Could they not make any use of the site of the school so as to derive a revenue both with respect to that and Vincent Square?—With respect to Vincent Square, they have let on long leases the site all round, subject to the condition of the square being kept open as a square, and of course, if it were built upon, all those tenants would come for compensation.

1381. (*Lord Lyttelton.*) I understood you to say that the Dean and Chapter were not very strong on the other side?—They were divided.

1382. You think that in case a removal could be accomplished, we should see a considerable increase in the school?—Yes, that would be a great advantage,

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especially if we were placed under the same conditions as other schools; there could be no doubt whatever about it; or if we did not succeed, it would be the fault of the masters, and we should deserve to be sent about our business. Under proper masters, however, we should have every prospect of doing well.

1383. It has been said that if the school were placed in a place like Eton, where there is much space and great opportunities for recreation, it would tend to encourage idleness among the boys?—Many things tend to promote idleness at Eton, and none more so than the fact that the larger proportion of the boys have money enough to live without working.

1384. The feeling of parents against the present situation is simply an indefinite feeling of preference of country to London, not from any specific objection?—I imagine it is simply an indefinite feeling. They entertain great objection to all the streets and courts round the school.

Victoria Street, Tuesday, 24th June 1862.

PRESENT:

Earl of Clarendon.	Sir S. Northcote.
Earl of Devon.	H. H. Vaughan, Esq.
Lord Lyttelton.	Rev. W. H. Thompson.

The Earl of Clarendon in the Chair.

Rev. J. Lupton, Mr. J. Turle.

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The Rev. James Lupton, M.A., and Mr. James Turle called in and examined.

1385. (*Lord Clarendon.*) You are a minor canon of Westminster, Mr. Lupton?—Yes.

1386. How long have you been a minor canon?—Thirty-three years.

1387. And you, Mr. Turle, are the Abbey organist?—Yes.

1388. How long have you been organist?—Thirty-one years.

1389. Mr. Lupton, we want to ask your opinion on the present state of the choristers, more particularly in regard to their education, in reference to which we have received some remonstrance. A memorial has been presented to us this morning; it is more, I think, in regard to their pay than their education, but we do not consider that the question of their pay comes under our cognizance. With respect to their education, however, we are entitled to inquire; therefore, I should be much obliged if you will tell us what is their condition in that respect?—Do you mean within my own knowledge?

1390. Yes; will you state whether there has been any deterioration with respect to their education that has come within your knowledge?—I do not know whether it has ever deteriorated, but I have always considered that the Dean and Chapter are responsible for the education and bringing up of the chorister boys, and I believe it would be found, on reference to the statutes, that the boys are considered as part and parcel of the College establishment. I presume you have the statutes before you; I think in page 92 it will be found that the boys are to be taught by the master, that is to say, the master of the choristers, until such time as they shall be found fit to be admitted into the school. Again, a little further on in the statutes it says that after they have been taught the eight parts of speech they shall be admitted into the grammar school, and shall be taught two hours a day at least by the master. Both these clauses identify them with the grammar school.

1391. (*Lord Lyttelton.*) By the master; would that mean by the master of the choristers?—Yes. They are to be prepared for the school by the master of the choristers, who is to be competent to teach them, and when admitted to the school to be taught by the masters there.

1392. (*Mr. Vaughan.*) With respect to the first part of your statement, where do you find that they are to be taught until they are fit to go into the school?—I understand that is the effect of the words "Prospiciat item puerorum saluti, quorum, et in literis, donec ut in scholam nostram admittantur, apti censebuntur;" and further down, "Choristæ postquam octo orationis partes memoriter didicerint et scribere mediocriter noverint, ad scholam nostram ut melius in grammaticâ proficiant singulis diebus profestis accedant, ibique duabus minimum horis maneant et a preceptoribus instituantur."

1393. (*Lord Lyttelton.*) Does not that mean that they are to be separately brought up by the master until they are fit to be admitted into the school?—Yes, the master therefore of the boys is not only to teach music but grammar.

1394. It must refer to music as well?—Yes, but he is to teach them letters as well—"et in literis." I was merely asked to come here on behalf of the boys, and I thought before I did so I had better look over the statutes, and I certainly think these words will show that the boys, although their duties were confined to the Cathedral, were also identified with the school. The statutes, which were framed in the time of Queen Elizabeth, contemplated that the choristers were to go to college, and that they and the sons of the tenants were *cæteris paribus* to be preferred, both as to becoming King's or Queen's scholars and going to the University: "Et collegii choristæ firmariorumque filii, si modo cætera respondeant semper aliis preferantur."

1395. They are to be taught two hours a day as soon as they are fit?—Yes. I am sure you will pardon me for speaking of myself, but I may mention that I was a chorister at York. Dean Markham took the greatest interest in me. I went to the grammar school there, to which the chorister boys were entitled to go if they pleased. I asked leave of the master to learn Latin when I was about 14 years of age, and the master said of course I might. I, therefore, took very great pains, and went every morning before the 10 o'clock service, to say my lessons, and I worked very hard. My so doing was reported to the Dean; and he asked me what I wanted to be, and I said I should like to become a clergyman. I never contemplated at that time going to the university; I thought, however, I might be ordained as a literate. Shortly after an exhibition from the school to Queen's College, Oxford, became vacant, which was offered by the master to the Dean for me. The Dean, however, having already made provision for me to go to Christ Church, declined it.

1396. (*Lord Lyttelton.*) When did you begin learning Latin?—I do not think I began till I was 14 years of age.

1397. When were you in a fit state to go to the university?—At the age of 20. I went in the year 1819, and I was born in the year 1799.

1398. You began the rudiments of the Latin language about the age of 14 or 15?—Yes.

1399. I suppose there was Greek taught also?—Yes.

1400. Was that at the university?—Previously.

1401. Do you remember when you commenced Greek?—No.

1402. You began before you went to the university?—Yes, I was examined in it by the present Bishop of St. Asaph after matriculation, that he might know in what class to place me. When at the university I succeeded in being placed in the second class, mathematics. My name will be found in the class paper of Michaelmas term, 1822. I was put on in Herodotus.

1403. Would that be when you were about 17 or 18?—Twenty.

1404. Is it not a short time from 14 to 17 or 18 to get a good knowledge both of Latin, and also of Greek so as to be able to construe Herodotus?—Perhaps it may be, but I began late in life.

1405. You cannot remember how many hours a day you gave to it?—No, but I know I was always reading.

1406. (*Mr. Thompson.*) May I identify the school you were at by asking whether it was kept by a Mr. Grayson?—Yes.

1407. Was it a large school?—It was a small school at the time I was there, but it has been enlarged since.

1408. (*Lord Clarendon.*) Was the school in connexion with the cathedral?—The cathedral authorities were trustees.

1409. (*Mr. Thompson.*) It was not strictly speaking a chapter school?—It was the only school we had.

1410. Did you think it was considered at York as a school in connexion with the cathedral?—I do not know, it is such a long time ago. This I know that I am indebted for my present position to the advantages which I obtained by going to that school.

1411. You said that the condition of the Westminster choristers had not deteriorated in your time?—I think not, I think they have always been the same.

1412. (*Lord Clarendon.*) The memorial to which I alluded just now, and which we received this morning, states that the choristers were formerly granted a free education in Westminster school; but in 1848 they were excluded from such rights and compelled to receive instruction of an inferior description imparted by one of the sacrists of the church, who receives annual emoluments to the amount of 100*l.* or thereabouts?—That was true, and is evidenced by Mr. Turle, the organist, sending his own boys there.

1413. Went to what school?—To the great school. Three of his sons were educated there.

1414. (*To Mr. Turle.*) Tell us, if you please, what the change was that was made in 1848?—The school which was established then for the chorister boys was somewhat on the National school system, and the present master teaches the boys their own language, with writing, arithmetic, and the Latin grammar. He is altogether a different kind of master from a grammar school master.

1415. (*Lord Lyttelton.*) As a matter of fact did they use the privilege?—Not very much; my three sons went to Westminster school.

1416. They did, we understand, but did any of the others?—I think so.

1417. Were there always in the great school some of those boys?—Not always; sometimes there were two or three there, and sometimes there were considerable intervals when none of the boys attended, but still I always thought that it was an inducement for superior people to bring their sons as choristers.

1418. Was it by a regular order of the Dean and Chapter that they were excluded?—Yes.

1419. (*Lord Clarendon.*) Was it ever the habit of the boys to attend the school for the purpose of standing for the scholarships?—No.

1420. Because that is supposed to be, as I understand, one of the objects in admitting them to the school, that after they had lost their voices, and even before they might be able to compete with the other boys on the foundation?—My sons had the same opportunities afforded them of standing for college as the other boys in the school.

1421. In consequence of the education they received there?—Yes, in consequence of the education they received there.

1422. They were fit for it then?—Yes, but they declined to stand.

1423. That is to say that up to the year 1848 those boys were permitted to receive a classical education?—Certainly.

1424. And since 1848 the classics have been excluded as far as their education is concerned?—They have been excluded, with the exception of learning the mere rudiments of Latin grammar.

1425. The system of education provided for them being purely that of the National system?—Yes.

1426. Do you think that has altered the character of the class of boys who are sent as choristers?—Most certainly.

1427. Where do the boys go to now, where is the new school?—It is held at the back of my house. A room was built for that purpose by Dean Buckland.

1428. Do you consider that the choristers are now entirely excluded from the great school?—Entirely.

1429. They have nothing whatever to do with it?—Nothing.

1430. Was the school built on purpose?—Yes, it was a new building.

1431. It was built by Dean Buckland, you say?—Yes.

1432. How many boys is it calculated to hold?—I cannot say; 16 now occupy it.

1433. Does it accommodate them properly?—Hardly.

1434. The office of schoolmaster was given to one of the sacrists, was it?—Yes.

1435. (*Lord Clarendon.*) Do I understand you to say that the National schoolmaster was made a sacrist for that purpose?—I believe so.

1436. And to his office of sacrist was added that of sub-librarian?—I think so.

1437. So that the two offices being united paid a National schoolmaster for that purpose?—That is so, I believe.

1438. Without any expense being charged to the Dean and Chapter for a schoolmaster?—Yes.

1439. I suppose if the two offices of sacrist and sub-librarian continue to exist they will have to be paid for?—Yes.

1440. They have generally been separated, have they not?—Yes; I believe the two amount to something like 100*l.* a year.

1441. Is the attendance at this school compulsory?—Yes.

1442. The boys are obliged to attend?—Yes; I can speak positively on that point, because I know that some of the boys' parents were much dissatisfied with the new style of education adopted, and therefore wished to avail themselves of Westminster school, but were not allowed to do so.

1443. That is to say that the parents are compelled to send their children to that school, they not being satisfied with the description of education which the children obtain?—Yes, they must go there; my three sons were not compelled to leave the great school, they being at that school before the choristers' school was established.

1444. Was it by a written order of the Dean and Chapter that that regulation was made?—I have seen nothing in writing about it.

1445. Do you know on what the determination to establish a new school was founded?—Many of the boys had a difficulty to fill up their time between the morning service at 10 o'clock and the evening service at 3; they would frequently be running about the streets, idling their time, consequently this school was established for them. It was done, I believe, from a very good motive by the Dean and Chapter,

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for I am firmly convinced that Dean Buckland wished to do what was for the benefit of the boys, but it has not turned out a style of education which is calculated to induce people of a better class to make their sons choristers.

1446. What alteration would you wish to see established there, what do you believe would be satisfactory to the parents of the choristers?—I think if Westminster school was too inconvenient,—and there is certainly some inconvenience about it, the service of the church interfering a good deal with the school hours,—they ought to have done what has been done at St. Paul's, namely, to have had a clergyman, a man of classical attaintments, appointed to superintend the education of those boys, which would have answered every purpose.

1447. (*Lord Devon.*) Is there any provision whatever, Mr. Turle, either in the shape of apprenticeship fees or superannuation allowances when the boys come to that age that they lose their voices, by which they can be apprenticed out or put to any business?—None whatever.

1448. The boy is merely discharged from the choir?—No further notice is taken of him.

1449. He is left to shift for himself?—Yes.

1450. (*Lord Lyttelton.*) Was the regulation of 1848 made by a written order?—I do not know.

1451. Before 1848 was there no school provided for them at all?—No.

1452. Those who did not go to Westminster school went where they could?—They went home, and I presume their parents sent them to evening schools, or obtained private tuition of some kind.

1453. You yourself only taught them music?—That was all.

1454. No one taught them the classics before?—No.

1455. How long are they at their musical duties in the day?—They come to me before morning service every day, and then when the service is over, as far as the music is concerned, I have done with them. Occasionally I am obliged to take them out of school again if there is anything particular required for the service, so that I am obliged sometimes to interfere with the school hours, but I do not do so if I can possibly avoid it.

1456. Can you say how many hours, taking one day with the other, they spend in their musical work?—One hour a day besides the cathedral services.

1457. About three hours and a half a day?—Yes; they go into school from eleven to one o'clock, and after the afternoon service from a quarter to four till five, so that they have a little more than three hours schooling a day.

1458. Do the Dean and Chapter appoint the chorister boys?—That entirely rests with me. People bring their children to me, for it depends of course on their having a voice fit for the office.

1459. Ordinarily speaking, from what class of life are they chosen?—Sometimes they are the sons of tradesmen, of clerks, of people engaged in commercial houses, and generally of that class. I was looking over my list a day or two ago, and I found that one or two of the boys had no father or mother. They are poor boys, and it was an object with them to obtain the office.

1460. Are any of them children of the labouring classes, and of mechanics?—They are not exactly mechanics, rather above that; but I have had, in former times, the sons of men possessing an income from 400*l.* to 600*l.* a year.

1461. Do you think something above what is called the National system, some sort of commercial education, is what the parents would wish to obtain for these boys?—Yes.

1462. Together with some provision for them when their voice fails?—Yes.

1463. Do you think they might be apprenticed?—That might be done, but at present nothing is really done for them at all.

1464. You do not think the education they have is sufficient for them. Is it that you think that according to the letter of the statutes they have not the education which was originally intended for them, or that you really believe that a classical education is desirable for them?—I think the fact of their having a classical education would very much raise the class of boys who are sent to me, and in this opinion I am confirmed by the example of Magdalen and New Colleges, Oxford, where, not only is a classical education given, but also the prospect of scholarships in the university.

1465. You wish them to have a classical education?—Yes.

1466. Should you wish to return to the old system of admitting them to the great school?—Yes; I think they should be compelled to attend.

1467. (*To Mr. Lupton.*) By the statutes they are only required to be two hours in the great school?—That is, two hours at least; "duabus minimum horis."

1468. (*To Mr. Turle.*) Do you not think that the hours of school should be made to suit the hours of their musical work?—Their musical work, I think, need not interfere with their school hours; that might be arranged. The church service no doubt does interfere; I know that from my own experience.

1469. I am including that in the musical work?—Yes.

1470. Before 1848 they were admitted to the great school, and were still under your teaching in respect to music?—Yes.

(*Mr. Lupton.*) You see, it is contemplated that they should be resident the same as the scholars, and if they were resident there would be no great difficulty, but as they were driven away that created a difficulty. They ought to be resident, just the same as the Queen's scholars are.

1471. (*To Mr. Lupton.*) Where do you find that?—The statute talks about their table.

1472. You have no doubt that they ought to have their meals?—It is evidently contemplated.

1473. Do you think they should live at the school?—I have no doubt that was the original intention. They were all intended to be together, and as a confirmation of that, you will find that they were to wear the same dress, gowns, and caps, like the Queen's scholars.

1474. Do they do so now?—No; they have never done so in my recollection.

1475. Do they wear any college dress whatever?—No; none whatever; but if you look to the statutes, you will find they were to wear the same dress. You will find it in the statute "De Vestibus," and that presumes that they were in the college: "vestitus—sit "et modestus discipulorum et choristarum unius "modi et ejusdem coloris."

1476. There can be no doubt about that, I think?—And further they were to sing in the morning, and then go to school.

1477. (*To Mr. Turle.*) Do they themselves have to pay for their surplices?—Yes.

1478. And for their washing?—Yes.

1479. They have no allowance whatever?—They have the Easter guinea.

1480. They do not pay for the school?—No.

1481. (*Sir S. Northcote.*) Do you hold the office which is described in the statutes as *magistrum choristarum*?—Yes.

1482. Have you any direction from the Dean and Chapter that in giving the choristers their instruction you are to be guided by the statutes?—I have simply to teach them their duty, to teach them the art of singing as well as the rudiments of music generally. I have nothing more to do with them. I do not observe the statutes as regards their education beyond that.

1483. That is what I want to know. Do you consider yourself bound by the statutes or have you any other regulations given to you by which you are to be guided?—No, none whatever.

1484. With regard to the boys who you say before 1848 were running about the streets, were they not

in any way under your charge?—No; not after they left the church; they were then supposed to go home.

1485. Are you not considered responsible for the morals or health, or in other respects for the well-being of these boys?—Yes, of course; I look after their general character and demeanour as far as their living out of college will allow.

1486. I mean with regard to the employment of the boys during the time they are not under your charge?—Not beyond my giving general instructions. Of course before 1848 they used to have to go home after service, and I always ordered them to go direct to their respective homes wherever they were, and they lived in all parts of the town, as is still the case.

1487. Have you read that part of the statutes which relates to the duties of the master of the choristers?—No.

1488. You have a general idea of those duties?—Yes; I know, I am supposed to teach them musical instruments and music.

1489. Then in fact the boys have never been given into your charge except for the purpose of teaching them music?—No.

1490. They never went from their homes without your knowledge, that is to say their friends never allowed them to go out to sing?—As far as I know, their friends never allowed them to go out to sing without my knowledge. I always had the supervision of them.

1491. With regard to what you said as to the boys running about during a considerable length of time, that did not apply to the time since they had been attending the present school?—No; their time now can be better accounted for. They are at practice, church and school, from 9 to 1 and from 3 to 5; all the rest of the day they are entirely left to themselves.

1492. Do you know what proportion of boys have at any time been in the great school besides your own three sons; have you known any other boys to attend?—I have known other boys, but certainly a very small proportion

1493. (*Lord Lyttelton.*) Have you a degree yourself?—No.

1494. (*Mr. Thompson.*) I think you said that the boys who come to you now are often of a different rank in life to those who used to come?—They are certainly not like what they were 20 years ago.

1495. Were they 20 years ago all equal in rank and position?—No, I mean taking them one with another.

1496. They were of very different ranks in life?—There was a difference certainly.

1497. Should you say that it was at any time good for the choir that they should all be obliged to attend the grammar school, and do you think their parents would be of that opinion?—I have always been an advocate for their going to Westminster school.

1498. But their friends have only very rarely acceded to your wish?—Only very rarely.

1499. So that in point of fact their attendance at the grammar school became a nullity?—Nearly so.

1500. That I suppose was Dr. Buckland's reason for making the change?—I believe only five ever did attend the great school, but I cannot but think that, supposing it to be generally known that the choristers would be educated in Westminster school, professional men would be only too glad to send their sons to the choir in order to obtain for them a good classical education. As before, I instance Magdalen and New Colleges, Oxford.

1501. Out of 16?—There were only 12 chorister boys at that time.

1502. Within what time have you heard of any choristers going on the foundation and becoming Queen's scholars?—I do not know any single instance, but I know it might have happened in the case of my own sons, because the under master came to me and asked if they should stand.

1503. You did not wish your sons to go to the university?—No.

1504. Do you think that the parents of any boy at any time in the choir wished their sons to go to the university?—There was one boy named Gurney, who lived with me, and his friends wished him very much to go.

1505. That is one instance?—Yes.

1506. But beyond that one instance have you known such a wish to exist in the course of your experience?—Only one in my time, but before my time I believe there was one who took a degree at Cambridge, and was afterwards organist of Trinity College.

1507. (*Mr. Vaughan.*) Did you at any time give to the choristers literary instruction of any kind?—None; it was always understood when I was appointed and by others before me, that they were to receive instruction from the masters in Westminster school if they so pleased.

1508. Were they compelled or expected to receive any literary instruction from anybody?—They had simply the privilege given to them of going to the school.

1509. I mean before they were fit for going to the school?—Most boys go to school somewhere, and I think their friends generally provided some sort of instruction.

1510. It was left entirely to their friends?—It was left entirely to them.

1511. Were your sons who went to Westminster school choristers at the time they went?—They were.

1512. Were they formally admitted as members of the school in any way by the Head Master?—On the receipt of an order from the Dean, they were received in precisely the same manner as any other boy.

1513. After they had attended the school some weeks?—No, immediately on their becoming choristers.

1514. Did the master admit them and enter their names?—Yes.

1515. At the time of their admission were they informed that there was any limitation either as to the instruction they would receive or the number of hours during which they would be admitted?—Certainly not; they partook of all the advantages of an education at the school exactly the same as the other boys.

1516. Did they remain in the choir after their admission to the school?—Yes, just the same.

1517. Did their attendance at the school at all interfere with, or was there any complaint of its interfering with their duties in the choir?—Not at all; the master would let them out as the bell rang for service. Their attendance at service might possibly have interfered with their play.

1518. Did not their attendance at choir interfere with their duties in the school?—No; the only thing that occurred might be this, my son might have been at the head of his class when he left the school to go to church. There may have been 10 or 14 boys in the class, and when he came back from the church he was put down to the bottom in consequence of his being absent so long, and then he worked up again.

1519. Could he make at all the same degree of progress in the school so as to enable him to continue on a level with other boys of the same age?—Certainly.

(*Mr. Lupton.*) I think the accident of Mr. Turle living in the cloisters, and thus being enabled to send his sons to the school, confirms the opinion I entertain that these boys were intended to be resident. I think, if we could ascertain the original practice of the foundation, it would be found that the choristers were housed within the walls of the college.

1520. (*Mr. Vaughan to Mr. Turle.*) If your boys were able to attend to the whole of the education sufficiently to be on a level with the other boys, in what point of view do you recommend some other provision to be made for the instruction of choristers now, for we understand you do not propose that they should return to the grammar school, but that they should have an instructor to themselves?—I recommended a separate provision being made, sup-

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posing the choristers to remain unboarded. * [But in the event of their being boarded, an arrangement which I have always desired to see carried out, as it would be a great gain, both to the service of the church and the choristers themselves, I see no reason why they should not be made to attend Westminster school.]

1521. You would desire to have a schoolmaster appointed to teach them in particular?—I should see no objection to that. That would be a very excellent plan, always supposing them to be unboarded.

1522. You mean that they should be taught by a person having a degree of master of arts; you would prefer that to their being taught in the great school?—I know that the masters did not like the interruption to the work which was occasioned by the boys going to church.

1523. It deranged the teaching of the form, I suppose?—Yes.

1524. Did it materially throw back the boys themselves?—It vexed them occasionally, and rather overworked them, but this difficulty could be easily overcome did the choristers as a rule, and not as the exception, go to Westminster school.

1525. So that there was a difficulty to make it work well?—Yes.

1526. And in consequence of that you do not ask for a restoration of that system?—That is a strong reason why I should think it would be better if they could have a separate school, supposing the existing arrangement of living at home to be continued.

1527. If you were asked to propose a remedy to the present state of things, what would it be. Suppose, for instance, the Chapter should propose that you should name your own remedy for the present state of things, will you inform the Commission what that remedy would be?—In the event of it not being possible to send them to Westminster school, I should say give them a similar education to the boys at St. Paul's, where they are placed under the charge of a master of arts, and where, as at Westminster, they are not boarded.

1528. (*Lord Lyttelton.*) They do have a classical education at St. Paul's?—Yes.

1529. (*Mr. Vaughan.*) Do you know the qualification of the master who gives them their education there?—Yes; he is one of the minor canons.

1530. (*To Mr. Lupton.*) I would ask you the same question, Mr. Lupton, that I asked Mr. Turle, what would you ask of the Chapter as the best mode of meeting the present difficulty?—My remedy would be this:—I would bring the boys back to college, give them a house, put them under a master of arts, and let him be their superintendent master, and send them in for general education to the school, letting them take their lot with the other boys and go to the university if they could succeed in obtaining an exhibition.

1531. (*Lord Lyttelton.*) Do you think that they could go to the school for the full hours?—If they were a little inefficient it might be made up by the help they would obtain by the separate master, whose duty it would be to see that their lessons were done, and that they were educated in such a manner that he would be able to send them to the great school and give them all its advantages.

1532. (*Lord Clarendon.*) You think they should be instructed by a master of arts who should prepare them?—That would be the simple remedy. I do not know what the state of things may have been formerly, but I am clearly of opinion that the boys ought to be within the walls of the college, and if they were there the difficulties would vanish.

1533. (*Lord Lyttelton.*) Looking at the statute (p. 92), it is not quite clear that they were to be living in the college before they were admitted in order *melius in grammaticâ proficiant;* because, although the statute distinctly provides that they were to be under certain conditions, to get up at five, to dress themselves, to say their prayers morning and evening, all this they were to do after they had been admitted, which was not till they had obtained a certain amount of knowledge of grammar?—It does not exactly say so, I believe. The choristers had commons and livery (dress) like the rest, and I do not see how they should be excluded from residence.

1534. I do not see that, except that they were to sit *in convictu?*—I think all this is intimately connected with the question of property belonging to the college; because you will see that by the statute "De bonis et possessionibus Collegii," none of the houses in the precincts of the college were to be let by the Dean or Canons on any conditions whatever. All the property is to be reserved for college uses, and not to be disposed of in any way, on the penalty of the Dean and Canons losing their situations.

1535. With respect to these boys, you think the presumption is that they were to be on the same footing as the rest?—Yes.

1536. They are to have *in convictu educationem et liberalem institutionem?*—Yes, and there is another thing you are aware of, that by the statute there are to be two plays, and that the master of the school, the *magistrum*, is to take care of the Latin play, and the *magistrum choristarum* is to take care of the English play.

1537. What is the extent of the education they now get. Do you know whether it goes at all beyond that of an elementary school?—I do not.

1538. Do they learn history and geography?—I do not know.

1539. (*Mr. Vaughan.*) Do you think that any inference can be drawn from the fact that the statutes require them to act an English play whereas the *discipuli* must act a Latin play. Do you think that that points to any difference in the education they were to receive, or that it implies that there was to be any inferiority in the education of the choristers as compared with that of the collegers?—With respect to the position of the choristers, I should think it must have been inferior to that of the collegers, because they were only to be admitted on certain conditions, for instance, they were to go into the school to be instructed two hours a day at least, so that it appears to have been a special privilege to be admitted one of the *discipuli*.

1540. (*Sir S. Northcote.*) Do I understand you that when one of these boys was admitted a *discipulus* he ceased to be a chorister?—The statute says that after the choristers the tenants shall have the preference *cæteris paribus* in going to the university, so that they must clearly be eligible to go to the great school.

1541. (*Lord Clarendon.*) Is it the fact, Mr. Lupton, that the choristers have no allowance whatever, for board, lodging, medical attendance, and clothing?—I am not sufficiently acquainted with the matter to answer the question.

1542. (*Lord Lyttelton.*) Mr. Turle said that they had none whatever?—(*Mr. Turle.*) If they do not go back to the school they ought to have some privilege given them.

1543. They might have a larger amount of money?—I believe the whole of the sum now paid to them amounts to about 135*l.* a year.

1544. Is this statement correct that the payment of 16 choristers is for four seniors 13 guineas each, and a guinea for livery; for four juniors 9*l.* 2*s.* each, and a guinea for livery; for four juniors of the second class 8*l.* each; and to four supernumeraries nothing at all?—Yes.

1545. What is the livery?—On Easter Monday they receive a guinea each, which is called gown money.

1546. How practically do they apply that, are they bound to buy a gown?—No.

1547. It is simply a perquisite?—Yes, with the exception of buying a cap.

1548. Do you know whether that rate of payment was fixed by the statute, or has it since been increased?—It has always been the same; when I was first appointed there were only 8 boys, some years

* This portion of the answer was added after the conclusion of the examination.

afterwards that number was raised, at my suggestion, to 10, 12, and finally 16.

1549. How long have you had 16?—I think about 10 years. It was done in this way: we had what are called practising boys waiting for vacancies (and sometimes we have had a good many of them), and when the changes were made by Dean Buckland in 1848, I suggested to him the desirability of increasing the number of boys from 12 to 16, and giving the four supernumeraries the advantage of attending school. This was carried out.

1550. Was the number increased after the new school was built?—Yes.

1551. Is there ample room in the school for 16?—It is very uncomfortable indeed, and the atmosphere at times is exceedingly disagreeable.

1552. You do not know when the money payments were fixed?—No.

1553. It is a long time ago?—A long time ago.

1554. (*Lord Clarendon to Mr. Lupton.*) Is there anything else you wish to communicate to the Commission?—I am perfectly clear that every member of the foundation had formerly a residence within its walls, down to the very almsmen. Indeed, so late as the year 1777, the houses of the almsmen existed. By a Private Act of Parliament obtained by the Dean and Chapter, they were allowed to be taken down on condition of others being built in their stead. The houses were taken down, but the condition hitherto remains unfulfilled. The whole of the buildings within the precincts were to be used for the accommodation of the several members of the establishment, Dean, Canons, minor canons, masters, scholars, choristers, and almsmen.

1555. (*Mr. Vaughan to Mr. Turle.*) I should be glad to ask you one question as the music master of Westminster school, do you teach the Westminster boys music?—Yes.

1556. Do you do that officially as organist of Westminster Abbey?—Not at all, it is only now and then that I can make up a sufficient number to form a class; I do not think I have had any class for the last twelve months.

1557. You do not give them musical instruction as a regular thing?—No, it is very uncertain; sometimes I have had a class numbering as many as from 20 to 25, but that has merely been when the boys themselves have made up a class.

1558. Have you any pupils now?—No.

1559. None whatever?—No.

1560. Do you teach your pupils music in general, or only singing?—Only singing.

1561. You do not teach them any instrument, your own instrument for instance?—No, I teach them singing, and singing merely.

1562. Do you teach them the principles of music at all?—I teach them the common rudiments.

1563. Merely the scale, and so on?—I teach them the first rudiments of music, the scale, the notes, construction of the scales, time, and such rudiments as are necessary for the practice of singing.

1564. Do you teach them the chords?—No, I do not teach them the theory of music, consequently I do not teach them the construction of chords.

The witnesses withdrew.

The Rev. Mr. Lupton has, since the above evidence was given, addressed the following letter to the Secretary:—

SIR, January 31, 1863.

I BEG to state that the original answers made by me to the questions contained in numbers 1539 and 1540, one to Mr. Vaughan and the other to Sir S. Northcote, were made in error. Since my examination before the Commission I have, on better information, and on searching deeper into the statutes, found out my mistake. I must not wonder, therefore, at exception being made to my amended answers.

You will find in the statutes, p. 87, a heading of one of the statutes in these words, "*De Discipulorum duplici Electione, cap. 5.*" This statute provides that when the Dean of Christchurch and the Master of Trinity come up to the election, they shall not only select after due examination those who are to go to the universities, but also, from the ordinary boys, those of them who shall be admitted King's (Queen's) scholars. This second election is tacitly passed by, by the Dean of Christchurch and the Master of Trinity, and left entirely to the Master of the school. But the statute refers to this double election, and as such designates it "*duplex election.*" Its words are general, applying to both elections, and it says, "*Et Collegii Choristæ firmariorumque filii, si modo cætera respondeant, semper aliis præferantur.*"

If you look to the end of this same cap. 5, on p. 88, seven lines from the top, you will find these words, "fiet electio eorum primum qui ad academias deinde eorum qui in nostram scholam West^r^ sunt admittendi."

By the statute, then, the examiners are first [primum] to choose the boys who are to go to the universities, and then [deinde], after another examination, to fill up the vacancies thus made amongst the King's scholars, and in both elections the choristers and sons of tenants are cæteris paribus, to have a preference.

This explanation will, I trust, show the propriety of my amended answers to the questions proposed in Nos. 1539 and 1540, and I think will satisfy the Commission that my original answers to these questions were totally erroneous, and would greatly have misled the Commission had they not been corrected.

I am, &c.

To the Secretary of the Royal School Commission. JAMES LUPTON.

The Rev. H. M. INGRAM called in and examined.

Rev. H. M. Ingram.

1565. (*Earl of Devon.*) Mr. Ingram, you are the under master of Westminster School, I believe?—Yes, the under master.

1566. And you have the special charge of the foundation boys?—Yes, out of school.

1567. Have you also a form?—The under school is under my charge.

1568. The whole of the under school?—Yes.

1569. Into how many forms is the under school divided?—The forms^s^ rank upwards from the petty form to the under and upper third.

1570. Is there any first?—No.

1571. Then there are three forms in fact in the under school?—Yes.

1572. Are they divided again?—Yes, each form is subdivided into upper and under forms, but at present there are no boys in the lowest forms in the school, only in the upper and under third.

1573. Your house, I think, communicates with the college, does it not?—Yes.

1574. Does it communicate in such a way that you are practically cognizant of what goes on in the evening; should you hear any noise, for instance?—I can hear a noise very easily; not, perhaps, if it was quite at the other end of the college from my house: the chambers being very long, I do not hear a noise so easily at the farther end.

1575. What, practically, are the times when you visit the college?—I go in occasionally of an evening during the time of lock hours, but I have not any system of going in at regular hours.

1576. Do you go in for prayers?—I go in for prayers every evening immediately before 10 o'clock.

1577. Are prayers read in the upper room?—In the "upper election" room, beneath the dormitory.

1578. At what time do the boys go to bed?—The juniors and the "second election" go to bed directly after prayers, the elder boys at half-past 10.

1579. The gas is not put out, I suppose, until the seniors go to bed?—No.

1580. So that it is entirely dark after the seniors have gone to bed,—the gas is put out?—They are

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not allowed to have any other light but the gas, but the boys often provide themselves with candles to read by.

1581. But is the gas put out?—The monitor of the chamber is charged with the duty of seeing that the gas is put out, and it is extinguished at 11 o'clock, as a rule, in the dormitory.

1582. There is therefore no light on the premises after that hour?—The elder boys have been at times in the habit of sitting up later in the lower room, especially in the term before the election.

1583. If they do so without leave, is that a breach of the college regulations?—Yes, it is a breach of the college regulations.

1584. Is it a matter of special request to you for permission to be allowed to do so?—I have given leave sometimes for the boys to sit up for a short time, but very rarely, since I have been in my present office.

1585. How long have you been there?—Only since September last.

1586. Was that permission given during the winter?—During the winter.

1587. Practically, in case of the illness of one of the boys in the cubicle, whom would he alarm or give notice to?—He would alarm the boy nearest him, in the next cubicle, and on any alarm being made in the college, the matron in the sick room or the servant would get up, and the boy would, if necessary, be removed at once.

1588. You were in college yourself, were you not?—Yes, up to the year 1843, for four years.

1589. Comparing the present arrangements of the college generally, with those which were in existence when you were a boy, are you of opinion that many improvements have been effected?—Yes. I am satisfied that their having a second set of rooms is a great improvement, and their not being confined entirely to the dormitory as in former days.

1590. By a second set of rooms, do you mean those which have been formed below?—Yes.

1591. Do you think the system of small rooms for the purposes of study is carried out as far as is desirable?—I feel some doubt about carrying out the system of small rooms or "studies" through the whole college, so as to have a much larger number of studies. I feel a doubt about that.

1592. Do you think it is carried far enough?—No; I should like to see more studies.

1593. At present there are eight, I believe?—Yes.

1594. Which give accommodation to 16 boys?—Yes. As a rule, not more than two boys occupy the study, but three can do so, if they choose.

1595. Do you think the introduction of the studies, as far as they go, an improvement?—Certainly.

1596. Then I gather that you wish to see that system carried further?—Certainly. I should like to see it carried further, but I am not convinced that the same form of studies in the lower rooms would be of the same advantage.

1597. What form, then, would you adopt in such a case?—I would adopt a plan in which there might be a less minute subdivision. For instance, a plan of grouping the boys in fours or fives in "studies," separated by semi-partitions, and without doors. Under the present condition of the lower room, if the master goes into it, he can see at a glance what is going on. Of course the studies of the boys give an opportunity of avoiding observation, and therefore the use of the study by the upper boys seems to me to be somewhat different from the use of it by the lower boys.

1598. You are doubtful as to the practicability of the studies for the lower boys?—I feel doubtful. I feel a difficulty about the matter as to whether it would be for good or not, and perhaps my opinion is less decided in consequenee of what I have heard from those who have had more experience than myself.

1599. Do you think the practice of putting two boys together, speaking of the older boys, is as good as assigning one to each room?—I think so, allowing them to group themselves.

1600. Do they group themselves, or are they assigned?—They group themselves, and have been allowed to do so, I have not interfered with that.

1601. Is there any other statement with regard to the college buildings which you would wish to submit to the Commissioners?—I should be glad to see an improvement made in the lower election room. I think the room in its present state is not suggestive of study. There is a want of accommodation for the boys for purposes of study, but if there could be some intermediate arrangement between the present condition of the room and that which exists in the "upper election" room, I think it would be a great advantage.

1602. The arrangement of what do you mean. The introduction of more chairs or carpets?—No; some arrangement of studies such as I have spoken of, and a better supply of tables and places to sit at.

1603. The difficulty of procuring not only new furniture, but a renewal of furniture when broken, is a point which has very much pressed itself on your attention?—Not so much the renewal of furniture when broken, (although of course many things are broken,) as the renewal of things which have worn out, such as bedding and so forth, and the furniture in the college hall.

1604. Take the bedding first. Do the boys sleep on mattresses?—They have beds, but there are mattresses too.

1605. Supposing any of the beds are worn out or the blankets torn, to whom is the application made for new ones?—The application would be to the Dean and Chapter.

1606. Through you?—Yes, through me.

1607. Have you had any requests to forward applications of that sort for the restoration of articles which have been worn out in that way?—Not in regard to the dormitory at present. I have made no application on that point.

1608. Have you had representations made to you by boys of the necessity of new furniture?—It is chiefly my own observation that I have gone upon.

1609. No complaints have been made to you on the subject?—Not by the boys.

1610. Have you made complaints to the Chapter?—Not on that subject.

1611. Have you any reason to doubt that if you did new beds would be provided. Perhaps you have had no experience in the matter?—No.

1612. Passing from the furniture to the meals, is it your custom or duty to attend in the hall during dinner?—Yes, I do so occasionally, that is to say two or three times in the week—not every day.

1613. Does any gentleman attend for you on the days on which you do not attend?—No one attends for me.

1614. From the opportunities of observation which you have had when you attended, what should you say as to the quantity and quality of the provisions which are supplied?—Generally speaking, I think it is a fair supply of good provisions.

1615. Adequate in quantity?—Adequate in quantity, and good in quality.

1616. Can you speak as to the suppers as well as to the dinners?—With respect to supper, the boys have for supper what they leave at dinner. That is with regard to the meat. Besides that, they have cheese and bread and butter.

1617. But the intention of the allowance is that they should have a meat supper as well as dinner, is it not?—According to the present supply, they are not always able to have a meat supper throughout the whole of the college. Consequently the lower boys do not always get a good meat supper.

1618. By the present supply what do you mean, or what period are you speaking of. Are you speaking of any recent alteration?—There have been some slight alterations lately.

1619. Do you know at what period?—It was since Christmas. I hardly remember the exact date.

1620. Has there been any alteration in the way of reduction?—Yes.

1621. And in consequence of that reduction, a certain portion of the boys—the juniors—cannot get a meat supper?—Not as a rule, I think.

1622. Before the reduction did they get it?—I do not think they all did.

1623. You have been there, I suppose, at the end of the dinner. In your judgment, before that reduction was made, was there enough ordinarily left at the dinner to provide for the supper?—I do not remain until the end of the dinner, as it has not been the custom for the master to do so, but in my judgment there would not be sufficient; that is, as far as my observation has gone.

1624. Assuming that all that was left at dinner was applicable to supper, still you think there would not have been enough?—Not for supper for all the boys.

1625. What do they have for breakfast, any meat?—No, they have no meat at breakfast.

1626. The result of your observation of that has been, that before the alteration a certain number of boys did not get meat twice a day, and that since the alteration that number has increased?—Yes, as far as I can speak about what the boys have for supper, it is chiefly from their own account, and not from my own observation, for I have not been in the habit of going into the hall at supper time.

1627. Have many boys made representations to you?—It has generally come from the captain.

1628. On two or three occasions complaints have been made?—Yes; I do not think that in former days the junior boys could have had meat twice a day in hall; meat for supper was not eaten by us.

1629. You used to have supper at five?—Yes.

1630. Do you know that the question of opening the college gardens to the collegians and perhaps to the school generally, has often been considered?—Yes.

1631. What is your opinion on that point?—I wish very much that the gardens could be opened to college; I think it would be of great advantage that they should be open, perhaps, at certain times of the day. I feel at the same time that the argument for their being retained by the persons living in the cloisters has much weight in it, and therefore do not wish to press unduly for the use of the gardens, even if it were perfectly right that we should have it. If it could be had partially, I think it would be of great advantage.

1632. Do you mean partially as regards time?—Yes, as regards time.

1633. For what purpose would the boys use it?—For walking and other exercises.

1634. Is it large enough for play?—If the walks were destroyed, it would be large enough, that is, supposing all the ground were taken up as a play ground, it would make a very good one.

1635. Would it be possible to benefit the boys by throwing open the college gardens, and still leave a large portion so as to obviate any injury to the occupiers of the houses?—No; I think you could not divide it with any advantage. If we could only have it on Sundays, it would be something.

1636. There are some other points upon which I wish to put a question or two. Do you think it would be of advantage to the school to have a chapel? Do you entertain any strong view upon that point?—Yes, but not for the sake of superseding the Abbey services at all times, but for occasional services.

1637. What special advantages do you think that would possess over the services in the Abbey; there are separate services in the Abbey are there not?—The services in the Abbey are not looked upon by the boys in the same light as the school services held in a school chapel would be, nor as I think those at Harrow and other public schools are. There is great practical difficulty in getting the boys to use the services in the Abbey as they ought, and I think it would be of great advantage if we had the opportunity of gathering the boys together in our own chapel and at our own times. and so leading them, perhaps, to appreciate the Abbey services better. We have special services in the Abbey in the mornings of Saints' days at a quarter before 8 o'clock, but those services are not so effective as they might be in a building of our own.

1638. Is it a plain service or a choral service?—Quite plain, and a great contrast in that respect to the ordinary service in the Abbey.

1639. Is it one of your reasons for wishing to have a separate chapel that you might have a service of a choral character?—That would be one consideration, and an important one, but another more important one would be that it would give the masters freer opportunities of addressing the boys than they have now.

1640. I do not know whether you would agree with what some of the witnesses have said, that addresses of that sort coming too frequently lose a great portion of their effect?—I am not in favour of very frequent addresses to the boys, only I think we ought to have the freedom of addressing them from the pulpit, whenever a necessity occurs, and at other special times and seasons besides the Saints' days.

1641. (*Sir S. Northcote.*) Are the boys in the habit of bringing in meat, or are they allowed to bring in meat for supper or any other meal from outside the wall?—No, they are not allowed to do anything of the kind.

1642. Have you any reason to think that they go out for the purpose of getting meat?—Uncooked meat do you mean?

1643. I suppose they would not have any opportunity of getting it cooked, therefore they would not get uncooked meat; but do you suppose they ever go out and get cooked meat?—I have never heard of their doing so since I have been under master, nor do I suppose that they ever do it.

1644. Do you think they go out of doors to eat it in public houses or shops?—They go to shops to a certain extent, but not to so great an extent as formerly, in my opinion, from what I have observed.

1645. You do not suppose they go to take any substantial part of their meals there?—They were in the habit of going to one of the shops to get their dinner on a certain day in the week when I first came into my office; it was a day on which there was a kind of dinner in the hall which they did not like. I wrote to the steward of the Chapter, who did not object to my changing the dinner, and the attendance at hall dinner on that day of the week was more regular afterwards.

1646. Are there regular dinners every day for each day in particular?—They have beef four times and mutton three times a week.

1647. What was the particular dinner which they did not like?—It was boiled beef.

1648. (*Mr. Thompson.*) Was the change that you made a permanent one?—Not necessarily. The old arrangement may at any future time, on petition, be restored.

1649. (*Sir S. Northcote.*) With regard to the beer, is that of good quality?—I believe it is very fair indeed. I have had no complaint.

1650. Are there any number of the boys who are allowed porter or a better kind of beer on private recommendation?—No; that would be done through the matron of the sick room.

1651. It is not done with respect to boys who take their meals with the others?—No, not that I know of. There has been no instance of it since I have been under master.

1652. On the days on which you are not present at the dinner in the hall, who keeps order; is there any one who has charge of the boys and keeps order?—The captain has the charge of keeping order.

1653. You do not dine there?—No, I have no maintenance allowed me in the hall.

1654. Perhaps you will just explain in regard to the dinner, who carves the meat in the first place. Is there a joint put upon the table or is it carved before it is brought up?—When I first came into office I

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found that the whole of the dinner was carved by one person, the college butler, but it was a long process for one man to carve for forty boys, and the junior boys in consequence had to wait a long time for their dinner. I, therefore, suggested that the senior boys should carve for themselves; accordingly the first ten or eleven boys have a joint put on the table and carve for themselves.

1655. When there remains a certain quantity of the joint that is not cut up, is that afterwards brought out for supper?—Yes.

1656. I do not quite understand what you meant when you said that the meat which is left from dinner is brought on for supper. Am I to understand that a certain quantity of the joints is sent from the dinner table, some of which are cut and some uncut, and that it is only those that are not cut that are sent up for supper?—They are cut consecutively, that is to say, there would be one joint served from and cleared, and then another would be brought up from the kitchen, and so on until the boys are all served.

1657. Then there would remain one or more joints that are not cut?—It might be so, but usually all the joints are begun at dinner; whatever is left of them is served at supper.

1658. And they would come up for supper?—Yes.

1659. And would be received in the same way?—The carving at supper is done by the college butler.

1660. And when it happened that there was not enough for supper for the whole of the boys, how would it be arranged who should get the meat and who should not?—They would have it in order of seniority.

1661. (*Lord Clarendon.*) Until you suggested that alteration, did it often happen that the juniors would have to wait twenty minutes or a quarter of an hour before they were served?—Yes, a quarter of an hour, or thereabouts, before the whole were served.

1662. And the whole time occupied by dinner would probably not be more than half an hour?—No.

1663. (*Mr. Vaughan.*) I understand you to say that a certain quantity is provided for the boys for a particular day?—Yes.

1664. That is all prepared for dinner, and as much as is not consumed at dinner is brought up for supper?—Yes.

1665. That is the reason why the meat supper is sufficient only for part of the boys and not for the remainder?—Yes. It is merely a question of the amount of supply. The meat supper is partaken of so far as it goes.

1666. Do you think that is a good footing upon which to place the matter. It does not commend itself to me as a good one. Would not the best footing obviously be that it should be first considered what is the proper diet for the boys to have, and then that this should be given to them irrespective of anything being left over from one particular meal to supply another?—Yes.

1667. Do you, judging from your experience of the health of the boys, think that it is of importance to give meat more than once a day to boys who take active exercise and pursue studies in London?—I think it is very important that they should have a generous diet, especially living as they do in London.

1668. Do you think it is more necessary that they should have a generous diet because they are living in London than if they were enjoying the country air, or should you say it was equally necessary that they should have it in both cases?—I think it would be necessary in both cases. I hardly like to say that boys require more in London than in the country; with regard to Westminster, I firmly believe it to be a very healthy spot.

1669. And as to the exercise they take?—They take very violent exercise.

1670. The rooms in the dormitories have recently been so arranged as that all the beds are separated by small partitions?—Yes.

1671. Considering the subject in every possible point of view, sanitary as well as moral, do you think that is a good arrangement?—As far as my observation has gone at present I consider it to be a good arrangement. I think it very valuable for boys to have privacy, which they had not before, although it may make the necessary supervision a little more difficult.

1672. I was alluding to that among other things; is there the same circulation of air and also that means of exercising control over the whole which there would be if everything was open?—There appears to me to be a sufficient circulation of air in the cubicles; and with respect to the other point, I think that if any mischief took place it might perhaps be more difficult to detect, but one of the most valuable points of the present arrangement is that there is in my opinion less likelihood of evil, because less temptation to evil.

1673. (*Sir S. Northcote.*) Do the college boys mix freely with the other boys, or is there any distinction between them in point of association?—I think the understanding between the town and college boys is very good. It is certainly better than I remember it in my own school days.

1674. They associate in their games?—Very freely I think, both on the water and in the field; there is no distinction that I have observed; certainly none of a social kind.

1675. (*Mr. Vaughan.*) Are the school hours and recreation hours so arranged that the boys can once or twice in the course of the week get a full swing for exercise such as would produce a sweat, or is the time they have for recreation cut up into odd half hours?—No; I think if they like they can get a good sweat before any meal. I think they have very great facilities for exercise.

The witness withdrew.

Rev. J. Marshall.

The Rev. James Marshall, M.A., examined.

1676. (*Lord Clarendon.*) You are second master, Mr. Marshall, are you not?—I am senior assistant master.

1677. How long have you occupied that position?—Sixteen years.

1678. Have you all that time been in charge of the house?—Nearly the whole of that time.

1679. Of the house in which you now are?—Yes.

1680. Were you master when the old system of corrections existed?—No.

1681. That was before your time?—Yes.

1682. Will you state what you do as master of a boarding house, in reference to the lessons of your pupils?—My practice is of an evening to go in from eight to nine. The boys have their tea at seven, it is cleared away by eight, and I go in from eight to nine, when the younger boys are assembled.

1683. That is in one of those two rooms?—No, the hall. It is of considerable size, and I always make it a practice to take a new boy in that room wherever he may be placed in the school, and if I find he has any difficulty in understanding his work I assist him. We have generally some boys who require special help, and we have now a boy from Mexico to whom I am obliged to give attention in the very elementary parts of grammar. With respect to another boy who is deficient in Euclid, I would give him also a little help. From nine to ten my practice is to correct the exercises of the boys in my form.

1684. That is in dealing with the boys who are under your special charge, but you do not correct any exercises for the boys which are afterwards to be shown to the other masters?—No further than looking at the exercises of the boys in the hall as they go on.

I do not, generally speaking, so much point out a mistake, as say there is a mistake within a certain limit which they have to discover for themselves.

1685. Do they show up the copy to the master in its corrected shape, or are there any marks by you which will indicate the defects and errors and at the same time their own corrections?—No.

1686. They show it up as a fair copy?—Yes.

1687. Are you aware that in some other schools there is a system by which in addition to the school work boys are encouraged to read, instruction being given to them in the nature of private study?—Yes.

1688. So that the boys are encouraged to study by giving prizes now and then?—Yes.

1689. Are you of opinion that any system of that sort could be usefully introduced or re-introduced into Westminster school?—That would be a question more for the Head Master. In the sixth form I think most decidedly it should be introduced; and in point of fact, I know it has been introduced and very profitably. Perhaps it might be in the course of time carried further, but that depends a good deal on the boys for the time being. I think we are too much in a whirl of excitement here. The boys have to fill their minds with so many subjects, and to devote themselves so much to the work of the school in order to ensure success at examinations, that private studies are much more retarded than they otherwise would be; but I certainly consider that there can be no good mode of education where there is not a considerable amount of private study.

1690. Do you think, in point of fact, that the time professedly devoted to reading and work at Westminster is as profitably employed as it might be?—I should hesitate to say that almost of any place; I think I may say that the subject is constantly in all our minds, and that it a great object to make the time as profitable as possible.

1691. Is there any time wasted in the school itself, because I understand that the lessons are prepared in school by all the junior boys?—The time spent in school is considerable.

1692. What is the greatest number of hours occupied in school in a day?—Five hours and a half, and those who are kept up have an additional hour and a half, and consequently seven hours in all; but ordinarily five hours and a half are occupied in school.

1693. Do not you think that number of hours a rather long strain on the boys?—I think it is, but the arrangements would be difficult to make if it were otherwise. The day is divided so as to make the work and exercise interchange with the meals as well as may be.

1694. You are aware that the system at Westminster is different to that in other schools with respect to the work being generally prepared out of school and the boys going into school to say what they have learnt?—I am aware of that, but I am not prepared to say that the other system would have any advantage over this. I do not think that a master's time would necessarily be employed with more effect in pupil room, where boys are not classed, than in school, where they are. At Westminster a large proportion of work is prepared out of school.

1695. What number of masters have you now?—At present we have seven.

1696. Does that include the mathematical master?—There is an arithmetical master besides; it includes the mathematical master, but it does not include the arithmetical master.

1697. Is the mathematical master a resident on the premises?—Yes.

1698. Does he take any form or class work besides his general mathematics?—He did till the present half year, but now he is entirely at liberty to take mathematics and French.

1699. He takes French?—Part of the French.

1700. The French master comes two hours a week?—Two hours for each form, eight in all.

1701. From the experience you have had at Westminster school, have you been satisfied on the whole with the studies of the school as regards composition?—No, certainly not.

1702. Do you refer both to Greek and Latin composition or to Latin composition only; Greek is not much used, is it?—Yes, it is taught, and required at examination.

1703. You are not satisfied?—No.

1704. To what cause do you attribute that want of satisfaction?—It is difficult to assign any particular cause; perhaps some things are hardly commenced early enough. Perhaps we read too considerable a quantity of authors, and there is a demand for definite knowledge of various kinds which must be taken out of the time which is given to the practice of composition.

1705. You think that sufficient time is not devoted for the whole work that is to be done?—I should rather be inclined to say that the demands of the present time for definite knowledge to be forthcoming at examinations is so great, that there is a constant tendency to encroach on the time devoted to composition. The curtailment of verse composition would leave the largest amount of time disposable, and I apprehend that in course of years that will have to give way.

1706. Are you aware at other schools more time is devoted to composition than is devoted to it at Westminster?—I have not had the opportunity of judging; therefore I have no means of answering that question.

1707. (*Mr. Thompson.*) Were you at Westminster yourself as a boy?—No.

1708. How long back can you recollect that school?—For the time I have been there.

1709. For 16 years?—Yes.

1710. Do you think composition on the whole has shown any symptoms of decline?—No, on the whole I think it has improved.

1711. Would you say there is any improvement in the scholarship of the school during that 16 years?—I think there has been great improvement.

1712. Do you think the scholarship of the school, irrespective of composition, is as good as you think it could be, considering the number of boys?—I can only speak from my own experience, because of the sixth form I know nothing; but when the boys quit the remove for the sixth, they leave it in a condition to fit them to become very good scholars. They have gone through a considerable range of reading, which has been done with as much care as I can give to it. And certainly I think I may venture to say they are well grounded in Greek syntax.

1713. You think they have not declined in composition, and that they are improved in general scholarship since you have belonged to the school; would you say that their habits of application and study have improved in like proportion?—Very greatly.

1714. It was a more idle place when you first came to it than it is now?—Certainly.

1715. Do you think it a more diligent school now?—I think it is very much more diligent.

1716. Yet the distinctions which are obtained in the university are not much greater than they were 16 years ago, are they greater or not?—Perhaps they are not.

1717. (*Mr. Vaughan.*) In reference to that last question, do you think, supposing that to be the case, it can be accounted for at all by the improvement in other schools?—I think so. It is obvious there are a great number of additional schools which were not in existence formerly.

1718. Are you aware of the practice existing of which we have been informed in the course of our examination that the less industrious boys rather intimidate the more industrious and prevent them from doing their work in the form?—I have heard of it from the Head Master.

1719. Have you reason to think from your own personal acquaintance with the school that such is the case?—Not in the part of the school of which I have any experience, to any extent certainly.

1720. I beg your pardon, what part of it have you

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charge of?—The form immediately next to the sixth, it is called the remove.

1721. Is it in the lower part of the school that you have heard of that practice?—In the lower part.

1722. Have any official steps been taken to stop it?—I think every step that can be taken. It is merely an exhibition of human nature on the part of boys, for of course when you appeal to human nature in one way by exciting emulation, you must take the consequences that will arise on the other hand.

1723. Do you think it would be found in any other school in which competition existed?—Such a disposition is commonly found.

1724. But the disposition is quite distinct from the practice?—No doubt, distinct from the practice.

1725. Do you not think that by raising the standard of social morality from time to time in the school you might so influence the scholars that they would not continue the evil?—Quite so. I have mentioned that the practice does not exist in my form; and the arrangements of my house and my personal superintendence make it impossible that it should prevail to any extent there. I have no doubt that other masters could give the same assurance with equal confidence.

1726. You have been asked with regard to the time which is given to the acquisition of knowledge, as affecting the time which can be given to composition, do you think it acts in any other way upon the composition, and that the present tendency to acquire a knowledge of language and facts operates upon the mind in a manner calculated to improve original composition. Or, on the other hand, do you think that the increase of study in that direction at all destroys the elasticity of the mind, and makes it less fit for original composition than when the boys are rather more idle, but come a little fresher to their work?—It is a wide question. I think the tendency of the present day is to make every one run very much in grooves. No one is allowed to apply himself in a direction which he most desires, because he must come at last to the test of the examinations.

1727. Do you think that a few years ago, when the boys knew much less than they know now, you might have had original composition of greater vigour from individual boys than you have at present—I exclude translations?—I cannot answer your question; I am hardly in a condition to judge of that, because boys of promise get through my hands in reasonably quick time.

1728. You have prizes for Latin verse, but not for English verse?—Not for English verse.

1729. Have you never had prizes for English verse?—No.

1730. You have for Latin verse?—Yes.

1731. Do you think the improvement in composition of original verse has been in proportion to the improvement in other attainments of the school?—Well, I should say not.

1732. I should like to ask you about the scholarships that have been recently restored, the exhibitions intended for Wales and the diocese of Lincoln, they are certain small prizes, I think, of a few pounds a year?—Yes; they about cover the school fees.

1733. How are they given?—An advertisement is issued of a vacancy, and then when any candidates present themselves the best in proportion to age is taken.

1734. Whether belonging to the school or not?—Yes.

1735. It is perfectly open, then?—Yes.

1736. Do you think that acts beneficially on the school?—I think they have been of very great service, but more to the individuals who have held them than to the school. They are helps to persons who in any case would be inclined to send their sons to the school; but the value is not sufficient to attract boys from a wide sphere, because the mere expense of travelling two or three times a year to and from Wales would amount to a very considerable proportion of the exhibition itself.

1737. And the same may be said of Lincoln, although in a less degree?—Yes.

1738. Do you get good candidates to compete for these exhibitions?—Very good boys some of them.

1739. Are they commonly filled up from the localities from which the exhibitions are derived?—We have a large Welsh connexion, so it is generally a Welsh boy that gets them.

1740. Would it be an advantage if the emoluments were thrown together, and the number diminished so that there should be only two exhibitions, but double in value to what they are at present?—No; I think the diminution of the number would be a decided disadvantage. I do not myself think it is desirable that a boy at school should be earning money.

1741. Is not that the case if a boy gets a foundation scholarship given to him; surely it is just the same as if he got money?—The theory is that it is for his maintenance.

1742. Still a Queen's scholar is virtually gaining money by his attainments?—He receives money's worth, but not money itself; I think that distinction is important.

1743. Do you think it would not be applied to a boy's education and maintenance by the parent if he obtained an exhibition of 35*l.* a year, or whatever its value might be?—His education is already provided for under the present system; his school fees are paid by the exhibition.

1744. But such school fees go a very little way as compared with the advantages of a Queen's scholarship?—He might be living at his father's house, and in that case the cost of his education and maintenance would probably be less than if he were a Queen's scholar. I think it would be better to have the number of exhibitions we have with the smaller sum of money attached to each of them. In that way I believe we gain greater advantages, and parents who desire their sons to compete can calculate with more certainty upon vacancies.

1745. I was looking at the question not merely with regard to the service to the boy but with regard to the stimulus to scholarship, and to the attainments of the individual scholars in the school?—I think we have abundance of stimulus, the difficulty we experience is that the prizes are won too easily.

1746. Would not the diminution of the number of scholarships tend to meet that very point, because I was assuming in point of fact that you were recognizing mediocrity by small prizes rather than recognizing better and higher attainments by large ones?—It would be necessary to limit them to Wales and Lincoln, and there never would be a large field for them.

1747. (*Lord Clarendon.*) Have you any point you wish to bring before us yourself?—Only this. Occasional vacancies occur in college from boys taking different directions in life, and not waiting for election to the university. I think that it would be desirable that these places should be filled up by competition from the whole school, without reference to age.

1748. How is it now?—The præ-electi are taken.

1749. Those who have obtained places in the challenge come in as a matter of course?—There is an examination among themselves.

1750. A subsidiary challenge?—Not exactly a challenge, but papers are given.

1751. What you would suggest is the opening of the competition to the whole school and not limiting it to the præ-electi?—Yes, and not limiting it as to age, nor requiring, as in the case of other Queen's scholars, a residence of four years in college.

1752. That is a vacancy of course in the seniors?—Yes, any vacancy in the year after the election on Rogation Tuesday is concluded.

1753. Supposing a boy to come in on one of these competitions that you suggest, it would be on the understanding that he should remain three years?—He might go up for the final examination in the same

year that he entered college, or any subsequent one, until he was superannuated.

1754. Would there not be an objection to a boy coming when he was only 13?—I would rank him according to age; but in such a competition a junior boy would have scarcely any chance of success.

1755. You would increase the number of seniors?—Yes, and also the competition for final examination.

1756. Is there any other point upon which you wish to make a suggestion?—There is one other point, if it would not be presumptuous on my part to trench on so general a subject, namely, in regard to the maintenance of classical learning in public schools. I do not mean to introduce any general question as to the advantages of classical learning, but simply to speak of the absolute necessity, and at the same time of the increasing difficulty, of providing it for the clergy. The emoluments of a large portion of this body are far too small to repay the heavy expense of a classical education for themselves, or to enable them to encounter it for their children. The almost inevitable consequence is a decline in the learning of the order. The nature of the questions now raised shows how much the interests of religion would be endangered if the clergy in general were deprived of the key to the critical knowledge of the Bible, and to the prosecution of accurate research. The public schools appear to supply one of the most effectual means available to counteract this downward tendency; and I think that they should be used to the utmost for that purpose. For all modern branches of learning there is a demand which will create a supply. Men's amity for their health and property will always give a popularity to any description of knowledge which has even a remote bearing on either. But classical knowledge, essential as it is to theological learning, is rarely remunerative in a pecuniary sense. It is necessarily expensive, from the length of time requisite to acquire it, and, I may add, a deficiency in it is most difficult to make good in after-life. For these reasons, and not from any depreciation of other branches of knowledge, I think that this needs and deserves fostering, and has a first claim on all the help which the foundations of public schools can give.

The Rev. Lord JOHN THYNNE called in and examined.

1757. (*Lord Clarendon.*) I believe you are the subdean of Westminster?—Yes; Canon and subdean.

1758. How long have you been subdean?—Canon 31 years, and subdean 27 years, which latter is an annual appointment by the Dean.

1759. We have received a statement on the part of the Dean and Chapter of Westminster, who have furnished us with the accounts of the receiver-general of the Dean and Chapter, and, in the first place, I would beg to ask whether you consider that the Westminster school is a separate foundation, endowed with any special property or estates of its own?—Westminster school has no separate endowment; it is similar rather to the grammar schools attached to the cathedral churches than to Eton and Winchester.

1760. It is charged with certain statutable allowances for the stipends of the masters and commons in hall, as well as an allowance for commons in livery for the 40 scholars, charged on the revenues of the Dean and Chapter?—The revenues are charged with certain stipends to the Dean and Canons, the Head Master and under master, together with money payments for commons, also with liveries and commons for the 40 scholars on the foundation, which latter have always received the provisions, the cost of which varies with the price thereof. Formerly the allowance for breakfast consisted of bread and cheese and beer, of which few ever availed themselves. Hence arose the custom of half-boarding at one of the dames' houses, by which the cost of tuition and maintenance averaged from 80*l.* to 100*l.* yearly. They always dined in hall, except when unwell.

1761. The parents have a right to expect that under the statute their sons shall be part boarded?—Such was the view taken by Dean Buckland in 1846, and in order to carry out his object he suggested that a dame's house, for the Queen's scholars exclusively, should be erected, and such alterations of the commons in hall made as would furnish a breakfast and supper more in accordance with the present taste and habits of youths. He submitted his plan to the Prime Minister (Sir Robert Peel) for the sanction of the Crown.

1762. The alterations of the building?—The alterations as well of the buildings as of the food in the hall, considering, under the peculiar circumstances of the Chapter, that the sanction of the Crown was desirable for the departure from many old customs, some of which were partially observed and some fallen into disuse, and some discharged by deputy; that is, the Queen's scholars were accustomed to hire servants to do the menial work of the college, supposed to devolve upon them by former practice, which servants were not responsible to the Dean, but to those who hired them. Such a system opened a door to great inconvenience and unrestricted expense. Dean Buckland therefore proposed that such servants should be appointed by the Dean and responsible to him for their conduct, and that instead of fees undefined a certain charge should be made for those servants. He obtained from Sir Robert Peel, in his official capacity, Her Majesty's approval, and likewise a liberal contribution towards the construction of the necessary accommodation, which was paid by the Secretary of State for the Home Department. All the arrangements and buildings were completed under the direction of Dean Buckland, who guaranteed that the cost of each Queen's scholar should thereby be reduced from 80*l.* or 100*l.* to 45*l.*

1763. That the annual cost of each scholar should not exceed 45*l.*?—Yes, of each Queen's scholar. Upon the illness of Dean Buckland, the discharge of his duties devolved upon me as subdean. I reduced some of the charges. A subsequent reduction of five guineas has been made by the discharge of the debt upon the new buildings. This debt arose from the insufficiency of the subscriptions to meet the cost. Dean Buckland considered that it was not unreasonable that they who enjoyed the benefit of these buildings should contribute towards the cost of them, especially as, by reason of their erection, the annual expense of a Queen's scholar was reduced below half of what it formerly was, the five guineas being included in the 45*l.* The debt is now cleared off, and the cost of each Queen's scholar is now reduced below 35*l.* a year.

1764. The parents of the boys having paid for the interest of the money raised until it was paid off?—Yes; the money that was raised to provide for the deficiency was thus paid off.

1765. The Dean and Chapter, then, have not contributed anything?—The new arrangements cost the Dean and Chapter 700*l.*

1766. Do you know what the whole cost was?—Between 4,000*l.* and 5,000*l.* Thenceforward the Queen's scholars have had all their meals in hall, and the use of the sanatorium when invalided. Their clothes are taken care of by an efficient person as matron, who provides proper servants under her.

1767. That is the existing state of things now?—Yes; with permission I will read the circular issued by Dean Buckland.

1768. If you please?—"The Dean and Chapter of Westminster take this method of making known to the old Westminsters that they have resolved to increase the comfort and diminish the expenses of the Queen's scholars in the following manner:—

"1st. By providing all their meals at the cost of the establishment.

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"2nd. By fitting up large and convenient rooms for study, &c., in the entire cloister under the dormitory.

"3rd. By building a sanatorium at the end of the dormitory, with rooms for a resident matron.

"4th. By refitting the present lavatory and necessary offices with improved hydraulic apparatus.

"5th. By undertaking that the necessary charges on the Queen's scholars shall not exceed 45*l.* per annum, exclusive of books, clothes, washing, and journeys and the leaving fees.

"If the subscriptions should be adequate to the costs of the contemplated improvements, which are estimated at from three to four thousand pounds.

"6th. It is intended in no degree to diminish the present expenses of the Dean and Chapter, and that all reduction of charges that may arise from better management shall be for the benefit of the Queen's scholars."

1769. The whole reduction would be what?—The whole reduction that may be made by any better management of these matters shall be for their benefit, and they have already experienced this by the reduction of the charges from 45*l.* to under 35*l.*

"The Dean and Chapter having ascertained that the present dormitory was built more than a century ago by contributions from persons educated at Westminster, in addition to large grants from the Crown, and from Parliament, have thought it reasonable to appeal again to the Crown and to the old Westminsters of the present time for their aid, to render more accordant with modern manners the building which has hitherto, with much inconvenience, been applied to the manifold purposes of stuty and dormitory.

(Signed) "William Buckland,

"June 24, 1846. "Dean."

1770. Then the present charge to the parents of Queen's scholars is 34*l.* odd?—Yes.

1771. Of which 17 guineas are paid for tuition?—Yes.

1772. But is it not contemplated by the statutes that the education should be gratuitous?—Probably such was in Dr. Bill's mind when he prepared the statutes; but not only were they never confirmed, but the leading principle as affecting the election of scholars was departed from in the reign of the Sovereign by whom the school was founded.

1773. (*Lord Lyttelton.*) Is that quite certain?—I have never heard it doubted. The statutes were drawn up by Dr. Bill, who was also Master of Trinity College, Cambridge. He was Dean only one year. Dean Goodwin succeeded him. It is represented that he applied twice to have them confirmed, but in vain. I think a conclusion may fairly be drawn by reference to the Westminster "Alumni," published by Mr. Phillimore, which records the several elections to the universities. It there appears that in 1566 the eldest son of Sir Nicholas Bacon, Lord Keeper of the Great Seal, was a scholar and elected to Christ Church, Oxford, notwithstanding his ineligibilty according to the proposed statutes, by reason of his being heir to 10*l.* a year. This could not have occurred if the statutes had been in force. It also appears to me to account for the Sovereign's refusal to confirm the statutes. It may be added that the privilege of nomination, proposed to be given to the Dean and Canons and the Head and Under Master, has long been in obeyance.

1774. (*Lord Clarendon.*) That circumstance was never inquired into. Has there ever been any care taken by the Dean and Chapter about the persons elected being the sons of their own tenants?—The restrictions have never been regarded. The Sovereign is visitor, and has acted on occasions. When I acted for Dean Buckland, an alteration in the mode of election to the Universities was much desired, and I presented a memorial to the Prime Minister (the Earl of Aberdeen), to which he signified his approval, but the application failed by reason of a legal difficulty.

1775. What was the nature of the proposed alteration?—I can best describe the alteration by stating what has been recommended by the University Commissions and been adopted. The elections from Westminster to Christ Church remain as before. Exhibitions at Trinity College, Cambridge, have been substituted for scholarships, and those elected to such exhibitions are not ineligible to scholarships also, if their attainments qualify them, when resident at Trinity College. The alteration is very advantageous to Westminster, and we are much indebted to the Master and Fellows of Trinity for the alteration.

1776. By what means has the alteration been carried out?—Under the Acts constituting the two University Commissions.

1777. But with respect to the tuition fees no alteration was made?—Fees for tuition have been paid by the Queen's scholars from time immemorial; if admissions to the school had been restricted as proposed by the statutes, probably the education would have been eleemosynary. But we find that with the opening of the school to the sons of persons of fortune, the custom of compensating the Head Master by fees prevailed.

1778. (*Lord Devon.*) In 1687 the Queen's scholars paid Busby four guineas a year, with a compliment of half a guinea to the under master?—Dr. Busby was appointed in 1636.

1779. Then the answer refers to 1684?—Your Lordship quotes from some published document of personal account.

1780. Taken from the books of the old Queen's scholars, which furnish the alumni. That is the only evidence you have?—I am not aware of other evidence.

1781. (*Lord Lyttelton.*) I understand you to mean that the whole of the statutes have no legal force; that they are all founded simply upon usage?—When I had the honour of an interview with the Solicitor-General (Sir Richard Bethell) on the question of the Queen's power in relating to the statutes, I understood him to say, "Though your statutes have not "been confirmed you must abide by custom in so far "as they have been observed."

1782. (*Mr. Vaughan.*) He considered them as a proof of custom?—Of custom.

1783. Do I understand you to say that he took these statutes as part of what your usages were at the time?—I understood him to say that custom ruled our observance. My remark was that certain portions of the statutes had never been observed. His reply, to the best of my recollection, was, what has been your custom becomes your statutes.

1784. (*Lord Lyttelton.*) In default of their being formally confirmed by the Crown?—Yes.

1785. (*Lord Clarendon.*) Although these 17 guineas are a large charge on the parents of the boys, it has not been considered sufficient by the masters to secure for the scholars the education they receive at present, unless the emoluments of the masters derived from the other boys were increased, and there has been a representation made for that increase?—Such has been the representation of the present master. We never heard of it before.

1786. Not of the insufficient remuneration?—This is the first application in my recollection; we replied that we would communicate with the Ecclesiastical Commission on the subject, and ascertain whether they would consent to an increase of payment to the Head Master in respect to the Queen's scholars out of the capitular revenues; and on representing to them that more assistant masters were now required than formerly, and that the receipts of the Head Master from the Queen's scholars were not equal to those from the town boys, they sanctioned an additional payment from the capitular revenues of seven guineas for each Queen's scholar.

1787. The payment by the other scholars was 25*l.* a year?—Yes.

1788. And that addition, which was made by Dr. Liddell, of seven guineas a year is now in force?—I do not understand the question. I do not know that

any addition was made by Dr. Liddell to the Queen's scholars.

1789. You alluded in the previous answer to an increase of payment to the Head Master in respect to the Queen's scholars out of the capitular revenues, and you say that they sanctioned an additional payment of seven guineas for each Queen's scholar?—Yes; and that is what I think you have mistaken when you ask whether the seven guineas addition made by Dr. Liddell is now in force. Dr. Liddell had nothing to do with it at all.

1790. (*Lord Devon.*) The Ecclesiastical Commissioners sanctioned an addition of 25*l.*, did they not?—No; the Ecclesiastical Commissioners sanctioned an addition of 7*l.* or seven guineas, I do not know which it was. That is to say, that they sanctioned the payment, as I have stated, of 7*l.* from the capitular revenues in respect to each Queen's scholar, because the Queen's scholars were paying to the Head Master 17 guineas, and the town boys in the same form of the school were paying 25 guineas. The argument the masters used was, that if it was not for the 25 guineas the town boys paid they could not give the advantage of additional masters, and they asked whether it was right that the town boys should be called upon to pay for advantages to be obtained by the Queen's scholars; and on that representation we applied to the Ecclesiastical Commissioners to take 280*l.* out of the capitular revenues to pay for those boys.

1791. It is something near 25*l.* a year, within a few shillings?—I believe so.

1792. That is an increased charge on the revenues?—Yes. It could not be done without the concurrence of the Ecclesiastical Commissioners.

1793. So that with reference to the school, and to any alterations or novelty which involves expense for the improvement or the bettering of the school, you would say that you are here as representing the Ecclesiastical Commissioners?—I do not represent the Ecclesiastical Commissioners, but simply refer to the terms by which we are bound to deal with them.

1794. That is, the Dean and Chapter can consent to no outlay without the consent of the Ecclesiastical Commissioners?—We are bound by a definite rule established between the Ecclesiastical Commissioners and the Chapters of the cathedral churches generally, which may be stated by the words of the concordat, which was mutually accepted by the Ecclesiastical Commissioners and a meeting of the representatives of 11 or 12 Chapters, of which meeting I was chairman. We were to "continue to manage our chapter "property, giving over to them such portions as "would have been paid to the canonries suspended, "provided that we limited our voluntary benefactions "to the promotion of religious and charitable objects "in those places in which our property is situated, "or where our position as a cathedral church should "demand our subscription."

1795. It seems to me that the increase you have made in the tuition fees would have come within the terms of that concordat. Was it necessary for you to obtain their sanction?—Certainly such an expenditure was beyond the estimate of the expense of the school as returned to the Commission appointed in 1832, by which we are bound in respect to the cost of the school.

1796. (*Lord Lyttelton.*) The end of 1834, I believe. You are not speaking of the Ecclesiastical Commission now existing, but previous to that there was an Ecclesiastical Commission of Inquiry, and it was then that returns were required, before the present Ecclesiastical Commission was constituted?—I refer to the first Commission of Inquiry by which returns were required previous to the constitution of the Ecclesiastical Commission. Upon these returns the settlement of revenues was based which have regulated the orders of the Ecclesiastical Commissioners.

1797. (*Lord Clarendon.*) There are other items in the charge to parents?—Yes, there are other items besides the school fees.

1798. (*Lord Lyttelton.*) With respect to the estate, does not the school and the site on which it stands belong to the school estate?—There is no separate estate belonging to the school.

1799. With regard to the future, you would not think yourselves justified in making any outlay on the school without the consent of the Ecclesiastical Commission?—Not in respect to pecuniary payments.

1800. (*Lord Clarendon.*) Are the added servants and the medical attendant's charges contemplated by the statutes?—No.

1801. You would not think it desirable (although it is not in your power) to abate those charges still further?—The charge for servants to do the duty required of, and formerly discharged by, the Queen's scholars partakes of the nature of an arrangement for their accommodation. The medical attendance is much for their advantage, and being compounded for, saves the parents much expense.

1802. Those are the services for which they now pay?—They are for services which their predecessors performed, or were expected to perform.

1803. In order to relieve themselves from personal service?—Yes.

1804. Then did they pay for the medical attendant they used to have?—Formerly the dame sent for the physician, whose account was sent in to the parents; when the illness was serious and the patient could be removed, he was usually sent home. The next article charged is "firing," which arose from the ancient system of warming the dormitory by open fire-places: a certain allowance of billets was delivered, and whatever more the boys required was provided by themselves. The system gave rise to much inconvenience and some tyranny. Hot-water pipes were introduced in order to remove this inconvenience, and communicate warmth generally throughout the dormitory. And as the boys had heretofore paid for what was partial and imperfect, Dean Buckland considered that they ought to contribute something (though it were much less) towards the more complete and general warmth of the dormitory and additional rooms. After his illness I reduced this charge from 2½ guineas to 1 guinea a year.

1805. Was that for each?—Yes. In respect to the laundress, to which your Lordship alludes, her duty related only to the washing of the linen used in the church, and table cloths used in college hall.

1806. (*Mr. Thompson.*) How did they manage the washing?—The dame, with whom they half-boarded, arranged this matter.

1807. (*Lord Devon.*) Under the arrangements with the Ecclesiastical Commissioners which you speak of, by which you are enabled to spend a sum of money necessary for educational and ecclesiastical purposes, would the promotion and carrying out of such improvements in the buildings either in Great or Little Dean's Yard as may be necessary, or which would be in your judgment necessary, be included?—The maintenance of the existing buildings is borne by the fabric fund.

1808. Does the fabric fund necessarily come under the supervision of, and is subject to the control of the Ecclesiastical Commissioners?—No.

1809. Have you over the fabric fund an unlimited control?—We control the expenditure of it, but the purposes to which it can be applied are of course limited.

1810. So that you may spend 3,000*l.* or 4,000*l.* a year?—We may expend whatever we have in that fund, but the whole fabric of the Abbey and its appendages present a heavy demand upon it.

1811. Is the fabric fund a portion of the general income?—Yes.

1812. Who is to decide what portion of the general income is to be appropriated to that purpose?—That is regulated by long standing custom; a definite portion of the capitular revenues is appropriated to the fabric fund before any division is made; its application is matter for subsequent consideration; if necessary, it is expended, if not, it accumulates.

1813. That accounts for the fact, that a certain sum

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of money is set by every year?—A certain proportion, not a fixed sum, is so set apart.

1814. With regard to the new boarding house in Great Dean's Yard; was that built by the Chapter?—Yes, with the special permission of the Ecclesiastical Commissioners, on a statement made by the surveyor, that the expenditure would be remunerative. The land is part of the capitular estate, and we could not equitably or legally apply the revenues of the Chapter in a building speculation without the concurrence of the Ecclesiastical Commissioners.

1815. Not under your concordat?—Neither under our concordat nor under the legal claims of the Ecclesiastical Commissioners.

1816. Suppose the case should arise in which there were a number of additional applicants for admission to the school, and that the number of oppidans was so large as to render the accommodation which is at present provided insufficient, would the Chapter be in a position to build a new boarding house out of their funds?—No.

1817. Not without the consent of the Ecclesiastical Commissioners?—No.

1818. I am not aware whether you know it, but perhaps I can recall it to your recollection. You may have heard that the centre house on the terrace was a boarding house the same as Mr. James's. Did not the person who took the house get permission from the Master to open it as a boarding house?—It was before I was connected with Westminster. I presume that he opened the house on speculation, and had the Head Master's sanction.

1819. Just let me ask you another question. In the supposed case of a boarding house being required would the necessary authority be obtained on application from you to the Ecclesiastical Commissioners, and on a certificate that in the event of the house being built it would produce an adequate rent?—It would be necessary for any person desirous of opening a house for boarders, to obtain suitable premises, and to get the Head Master's approval and recommendation.

1820. I was rather referring to the probability of building on the vacant space in Great Dean's Yard, and I wish to know whether the Chapter would follow the precedent they have now set by building a house in order to avail themselves of that space should the demand arise. Would they apply to the Ecclesiastical Commissioners, and would the Ecclesiastical Commissioners give them power to build, on the guarantee that a certain portion of revenue should come from the house?—There is no vacant space.

1821. Then they pay the money for building the new house?—The Ecclesiastical Commissioners pay the contractor by instalments and take the receipts.

1822. (*Mr. Thompson.*) It is an investment of theirs, a private investment?—It is an investment sanctioned by them.

1823. (*Lord Devon.*) I think you mentioned just now that the existing boarding houses are not held immediately under you, but are rented by the present occupier from the lessee?—Yes.

1824. That has been the practice that has obtained with you, has it not?—Yes, ever since my recollection; and as I believe, always.

1825. I believe it has been the case that one, if not two leases have been renewed within the last few years?—They have been renewed from time to time.

1826. Would it not be better that instead of having any individual in an intermediate position between the master or matron of the boarding house and yourselves, they should hold it direct?—All difficulty in this respect was considered to be obviated by placing certain restrictions upon the lessee, to the effect that he should not let the house to any other person than such as should be approved by the Head Master, and that he should not demand a rent exceeding a certain amount.

1827. At that time was any proposal made of any practical arrangement by which this house could be placed immediately at the disposal of the Master of the school?—I am not aware of any.

1828. No such application was made?—I do not recollect any such application.

1829. Probably you would say that the holding these houses immediately by the master or matron of the boarding house under you would put an end to the difficulties in respect of alterations and improvements which exist under the present system?—These houses could not now be required for the Queen's scholars, and it forms no part of the duty of the Chapter to find houses for the town boys.

1830. Would it not be for the advantage of the school if there were only two parties to be consulted, merely the Chapter and the masters of the school, if the houses were immediately under them?—The restriction imposed upon the lessees protects the Master. If in the hands of the Dean and Chapter, an equal rent would be required. The profit derived from boarding the town boys belongs to the occupier of the house.

1831. Putting out of question for a moment whether the plan adopted was the same in the two cases, I wish to ask you, are you aware that in one of the yards a portion has been taken off and a brick wall erected, by which a part of the yard, already too limited, was taken away by a particular master for the benefit of his own family?—I am not aware of it.

1832. There has been an inquiry as to the possibility of removing it by the present Chapter, and it is stated that great difficulty would arise from the removal, however desirable it might be, because if it were removed it would have to be built up again on the termination of the lease, or there must be some compensation made?—Not being acquainted with the circumstances, I am unable to offer any opinion.

1833. It seems, in that case, to stop the progress of improvements?—I am not acquainted with the case alluded to.

1834. (*Lord Lyttelton.*) Do we understand you to say that the Ecclesiastical Commissioners receive all the revenues, and then allow a certain fixed payment out of them?—No.

1835. What is your exact relation with the Ecclesiastical Commissioners?—At present, though reduced to the number of canons prescribed by Act of Parliament, we continue to administer the revenues and manage the estates, subject, as already stated, to responsibility to the Ecclesiastical Commissioners, as well for our discretion as for their shares and portions of shares. Two of the existing body being protected by the reservation of their rights. We therefore, for the present, pay them their portion of the revenues.

1836. How are you restricted from dealing with any part of the revenues by that condition?—By the law which assigns to the Ecclesiastical Commissioners the shares of the canonries suspended, the portion of the decanal income, and such other portions of the several canons appointed since the 3 & 4 Vict., as by orders in council are defined.

1837. You mean that you administer the whole of the revenues subject to the general control of the commission?—We are responsible for our just and legal administration of the affairs and revenues of the estates, and bound to pay to the Ecclesiastical Commissioners all that they are entitled to by legislative enactment and orders in council.

1838. Do they control the whole of the expenditure?—They may object to any payments which are not justifiable.

1839. You do not think that any expenditure which you thought proper to make for the purpose of benefiting the school would be objected to by the Ecclesiastical Commissioners?—They have, I apprehend, a legal right to restrain the expenditure on the schools within the average taken in the first instance, allowing, of course, for the variation in the price of provisions.

1840. Do you mean that they can disallow the expenditure if they disapprove of it?—They are entitled to a copy of the accounts as passed at the

annual audit, and may object to any disbursement which cannot be satisfactorily explained.

1841. That concordat does not authorize you to incur any large expenses for some special alteration, for instance, any large alteration in the school buildings?—The terms of the concordat are already stated in answer to question 40. They have a very onerous duty to discharge, and great expectations are entertained of the results of their administration of the revenues committed to them by the legislature. They are, in fact, interested as a majority.

1842. (*Mr. Thompson.*) Are they an actual majority?—Yes, in point of value.

1843. How many canonries have they got?—They now have the shares of six canonries, also a portion of the decanal income, and of two canons appointed subsequent to 3 & 4 Vict., whilst the two rector canons are charged with the endowment of certain district churches, as by the Act 3 & 4 Vict. c. 113, out of their shares.

1844. (*Lord Lyttelton.*) Then with regard to the statutes you introduced, do I understand that the opinion of the present Lord Chancellor was, that you are actually bound and could be required to obey, not the actual letter of the statutes, but what is customary in respect of them?—So I understood him to say; but I do not undertake to explain the Lord Chancellor's opinion.

1845. That you are bound by the usage?—Yes.

1846. Are you acquainted with a certain letter of the Head Master's to the Dean, dated February last?—No doubt I have seen the letter to which your Lordship alludes, but its contents are not fresh in my memory.

1847. Can you give us any information whether the Dean and Chapter have taken it into consideration, and whether anything is to be done about it. Is it all about the building of those houses?—The letter was patiently considered. We have no power to take down the houses alluded to. It is the house of one of the canons, duly assigned according to the Act of Parliament. The scheme suggested the erection of another house on the ground now occupied by the Dean's stable, but that would be unjust by the Dean, and objectionable for a canon. Neither do I consider the proposal of the Head Master would be of any great advantage, inasmuch as he desired to keep the front wall standing.

1848. And could he do that?—His original plan, I believe, was to remove the house altogether, and open Little Dean's Yard, but I understand he now sees that such a plan would be attended with great inconvenience.

1849. With regard to any proposal with respect to the expenditure respecting the repairs of the school, should the Dean and Chapter, if any such were desirable, think it their duty to lay the matter before the Ecclesiastical Commissioners?—Certainly, if the expenditure affected the receipts of the Ecclesiastical Commissioners from the capitular revenues.

1850. It would be incumbent on them so to do?—It would be incumbent on them to obtain the consent of the Ecclesiastical Commissioners.

1851. (*Lord Devon.*) Is the house at present occupied by the canon?—No.

1852. Is it let?—Yes.

1853. It has been let?—It has been occupied by an old lady, who lived to the age of 93.

1854. Had she a leasehold interest in it?—No.

1855. And supposing her life dropped?—She is now dead.

1856. And there were to be a sixth canonship?—There is a sixth canon.

1857. Would he live there?—It is for him to decide that question.

1858. Would any canon live there?—I should think so.

1859. Would there be any alteration required, do you think?—I should say it required alteration and repair.

1860. Would not the alterations render necessary considerable addition to the height?—That would depend upon the requirements of his family.

1861. The house is said to be only a small one?—I have only been in the house once, and then only in one room.

1862. I was just going to ask you whether in the event of its being devoted to the residence of a canon, is it such a house as a canon ought to live in, or would it not be necessary to increase the height materially?—I can only repeat that the alterations would depend upon the requirements of the family by whom it would be occupied.

1863. Suppose it to be so necessary, would it not *pro tanto* offer an additional impediment to the introduction of pure air into the yard?—A more lofty building would *pro tanto* check the circulation of air.

1864. Is it a sufficient width to admit of an opening being made of 10 or 12 feet, with an iron gate, or to admit of the construction of a new house of a somewhat different shape for the canon, with an open space to admit of iron gates, and a door where the archway is?—I think not. The archway forms part of the house now.

1865. Could you leave an open space?—I cannot believe that a narrow opening would be desirable.

1866. I was going to ask with respect to Little Dean's Yard, whether in your opinion it would be of advantage to make an opening, great or small, on that side?—I think not.

1867. Now let me go to the other side of Little Dean's Yard. A division at present exists between Little Dean's Yard and the College gardens?—Yes.

1868. The point was in discussion before the Committee which I was on. I remember seeing you there?—Yes.

1869. Are you of opinion that the pulling down the wall and substituting an iron rail with a gate, which on certain occasions might be opened, would be of general benefit to the houses in Little Dean's Yard; should you not as a resident there consider it of considerable benefit?—I consider that such an opening would be far from desirable. Little Dean's Yard is used for rackets, and I believe it to be preferable that the players should not be exposed to currents of wind. Great Dean's Yard is more open, and is used for other games. Vincent Square, containing 10 acres, is also kept for the use of the school.

1870. Are not the buildings so high near the arch of Little Dean's Yard as to render it highly necessary that there should be a free current of air; and if it is due east and west, certainly the wind blows more frequently from the west than the east?—I cannot think it would be desirable to subject the boys, when playing at rackets in Little Dean's Yard, to strong draughts of air admitted through narrow openings, but that shelter is preferable in one place when it may be undesirable in another.

1871. Let me go a little further; I ask you if the opening, under proper regulations, of the College gardens is possible; are you of opinion that it would be a great advantage to the school to have these gardens at certain times open?—I cannot think it would be attended with advantage to the school that the boys should have access to the garden for walking; it would be a great discomfort to those families who have that privilege; and I do not think that the gardens could be used by both parties.

1872. Could not some regulation be made by which they could use it, say after two o'clock in the day; while the inhabitants of the private houses could use it before. Would there be any practical inconvenience in that?—I do not think any such regulation would work well.

1873. What houses are they the inhabitants of which have the privilege at present?—The inhabitants of the Cloisters have keys of the garden.

1874. Your house, for instance?—Yes.

1875. Are they all persons connected with the Chapter?—No other persons have the privilege or keys.

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1876. (*Mr. Thompson.*) Do the schoolmasters have them?—I believe so.

1877. (*Lord Devon.*) For one period of the year I think the College gardens are thrown open?—For three days.

1878. That is during the election?—Yes.

1879. Is that an old custom?—I believe so. They walk there on Rogation Sunday, that is, at the time of the election.

1880. You do not think that an argument could be fairly put forward, that as a matter of right they should have it, and that in point of fact the gardens belong to the foundation?—I cannot conceive that the school can have any such right; but that the right to construct and reserve one spot for the use of the Dean and Canons and their families rather belongs to those in whom the property is vested. The permission to walk in the garden at the time of the election is an indulgence which has probably grown out of the necessity of forbidding the Queen's scholars and the candidates for admission into college to go home on Rogation Sunday. The permission has never been extended to the town boys.

1881. (*Lord Lyttelton.*) There are two points which are mentioned in this memorial of the Head Master as being wanted very much; namely, a better library, and a better fives court. Are you aware that these are wanted?—No. The fives court has been much improved within my memory.

1882. Is there then not all the more reason for having several?—We have constructed a covered place for hand fives in wet weather within the last 12 months.

1883. What did that cost?—About 1,000*l.*

1884. With regard to the library—is it required?—There is the room called formerly the museum used as a library.

1885. (*Lord Devon.*) Next the school?—Yes.

1886. (*Lord Lyttelton.*) The boys do not use the library much, do they?—I cannot say. I remember that Dr. Liddell took much interest about it, and added many books of amusement and instruction.

1887. (*Lord Devon.*) The sixth form are taught there, are they not?—Yes.

1888. Do they draw there?—Yes.

1889. (*Mr. Vaughan.*) Did you inform us at whose expense the sanatorium was built?—By subscription. The Queen contributed two sums, 500*l.* and 300*l.*

1890. Is there any accessible account of how much was raised by subscription, how much was given by the Crown, and how much by the Chapter?—Certainly.

1891. Of those sums which the Chapter gave, either for that or for any other building, have any been repaid by the parents of the boys?—To what buildings do you refer?

1892. I was referring to late times, with regard to any recent building?—The only charge that has been made upon the parents of the Queen's scholars was for the payment of the deficiency of the fund required for the erection of the sanatorium and other improved accommodation for them, as stated in my reply to question 1780.

1893. (*Lord Devon.*) For what is the additional five guineas charged?—For the improvements made under Dean Buckland's direction, as stated in his circular, of which I presented a copy for your information.

1894. (*Mr. Vaughan.*) I asked the question generally?—The Queen's scholars have not been called upon to contribute to any other buildings or improvements since the appeal of Dean Buckland, already referred to.

1895. With regard to the sanatorium, is it used strictly in cases of sickness?—Yes.

1896. In all kinds of sickness?—Yes.

1897. Does all the school share it?—Only the Queen's scholars.

1898. And they share among them the expense of keeping up the servants that are required for it?—Yes; the servants are for their use exclusively. The charge is four guineas.

1899. That is what falls to the share of each?—Yes.

1900. Is it often used?—It is always in use more or less, according to circumstances.

1901. Do you think, on the whole, they have an equivalent for their four guineas?—A very good equivalent. The matron is very trustworthy and judicious.

1902. Is it the case that although these statutes are not considered to be binding legally, yet that in the recent benefits conferred upon the school the benefits contemplated by the statutes were taken by the Chapter as the standard of what they should bestow?—I scarcely see the bearing of your question.

1903. I refer to the provision for their board and education entirely?—The Queen's scholars are provided with board entirely now. The origin of fees or tuition has been traced to the admission of those who would be excluded if the statutes ever had been in force, in my answer to questions 17 and 21.

1904. Have the statutes furnished, as it were, to the Chapter a standard by which recent benefits have been measured, although they have not been considered positively binding upon the Chapter?—We are desirous of promoting the welfare of the school, so far as we can consistently with our obligations to the Ecclesiastical Commissioners.

1905. (*Lord Lyttelton.*) According to the spirit of the statutes, do you conceive that the Chapter were actuated by the spirit of the statutes in considering what they might fairly give?—Dean Buckland had no other object but the welfare of the school in his arrangements.

1906. (*Mr. Vaughan.*) With regard to the servants in the college, do you know whether there is anything in the original statutes, that required of the scholars in the school any services except that of collecting the dust from under their beds and carrying it away, making their beds, sweeping their rooms, and so on?—I have not an accurate recollection of the minute requirements, but I believe you have enumerated the principal ones.

1907. Are the services rendered by the servants, and paid for by the boys at present, confined to any particular kind of service?—Their services are confined to waiting on the Queen's scholars.

1908. The sum paid does not include any charge for waiting on them at table?—It is the college butler's duty to wait on the Queen's scholars in hall, but it was found advisible to appoint him to carve, because the juniors suffered by the old system which arranged for the seniors of each election to carve, consequently the servants of the Queen's scholars assist in waiting in hall at dinner time whilst the butler carves.

1909. With regard to the fire, should you think or not that the fire and light which is furnished, considering the time in which we live, are much more than necessary accessories to the board and lodging?—This charge originated in the departure from the early hours observed formerly.

1910. Do you suppose the payment by the boys originally arose from their being considered at the time of their introduction a sort of luxury?—The Queen's scholars provided the extra firing by arrangement among themselves, and so also the lights.

1911. Did they provide for that expense because they considered it a sort of luxury, and that if they choose to have it they must pay the cost of it?—They made a provision, as I have understood, amongst themselves for the time when the school was over and lights extinguished.

1912. Do you think the change in modern habits would justify the extra charge now?—When acting for Dean Buckland during his illness, I reduced it as low as I could.

1913. Do you not think that it would be better not to charge it altogether?—Some restriction should be placed upon the use and consumption of gas or

candle. It may be a question whether the best check was adopted.

1914. (*Lord Lyttelton.*) I apprehend the Ecclesiastical Commissioners would not think it their business to initiate or suggest any advice, or anything whatever for the benefit of the school?—I cannot complain of any indisposition on the part of the Ecclesiastical Commissioners to give fair consideration to a matter brought before them; but it is to be remembered that they are entitled to see that the cost of the school does not in any material degree exceed that of former years.

1915. Do you apprehend that the Commissioners would listen to any representations from parties interested in the school, who were also parties interested in the revenues?—They might justly say in reply, "Our duty is to see that no new charge is imposed upon the capitular revenues, so as to affect our shares and portions of shares, especially as the demands upon us for the objects for which we were appointed are numerous and pressing."

1916. But considering that the school generally, and the revenues of the Dean and Chapter, are mixed up together, would they object to any expenditure necessary for the benefit of the school?—That must depend upon the view they take of their duty and responsibility.

1917. But although they might not listen to you, would they listen to other parties interested?—It is impossible for me to give an opinion.

1918. (*Sir S. Northcote.*) Some of the buildings which are occupied by the Civil Service Commissioners are the property of the Dean and Chapter, are they not?—Yes.

1919. Do they receive any rent from them?—Yes.

1920. Supposing it is necessary to extend the accommodation of the school, and to take any other premises for that purpose, would it be necesary to go to the Ecclesiastical Commissioners for power to do so?—They are let on lease. It would be immaterial to us whether they were rented by the Crown or by persons keeping a boarding house for the town boys. Either party would have to pay the full value as an annual rent.

1921. But for any other purpose connected with the school, such, for instance, as a school library?—The same answer would apply, and with more force because there is, as I have stated, a library within the college.

1922. They would constitute themselves the proper judges of what accommodation was requisite, and not you?—They would regard these houses as part of the capitular estate, in the produce of which they are entitled to their proportion. By their consent under the provisions of an Act of Parliament (a Church Building Act), the endowments of the district churches of the Holy Trinity and of St. James the Less are charged upon the rents of the houses in the Broad Sanctuary.

1923. (*Lord Clarendon.*) Will you let me ask you with respect to the food which is furnished to the Queen's scholars, do you think it is of good quality, and sufficient in quantity?—We pay for the best quality, and desire that there should be a sufficient quantity.

1924. We have heard since we have been engaged in the Westminster portion of the inquiry some complaints with respect to the quantity—that there have been short commons there?—Such complaint has not been made to me.

1925. There has been a recent reduction, I believe?—Dr. Cureton, who is steward of the collegiate church, can explain this. I think we heard that it had been reduced to 1 lb. of meat a day, it having been more previously.

1926. (*Lord Devon.*) And that that was for dinner and supper as well?—Meat is supplied for 40. Frequently there are not that number. On Saturdays and Sundays, probably half that number. Whatever change has been made is temporary and by no means with a view of limiting the boys in food.

1927. (*Lord Lyttelton.*) There is not to be any permanent limitation?—I have heard that the arrangement is under the consideration of the Dean and Dr. Cureton, who are officially concerned.

1928. (*Lord Clarendon.*) I believe that the income of the Chapter has very much increased of recent times?—Yes; within the last few years.

1929. It had not increased in the first period of your incumbency?—No; it was then lower.

1930. But the income of the Dean and Chapter has greatly increased from what it originally was?—Yes.

1931. And since your incumbency the income has increased largely from a variety of causes?—Yes.

1932. Do you consider that the school has been permitted in any degree to share in the benefits of that increase of income that has accrued to the Dean and Chapter?—The Queen's scholars have always had their value, inasmuch as they have had their commons, which have of late years been very much improved in luxury. The original sum was estimated at 3*l.*

1933. (*Mr. Thompson.*) 3*l.* 0*s.* 10*d.* for commons, I think?—Yes.

1934. (*Lord Clarendon.*) But they were always entitled to their commons?—They have always had their commons.

1935. With respect to the stipends of the masters, do you consider they have increased in proportion to the increase of the revenues of the Dean and Chapter, or merely in accordance with the relative increase in the value of money?—The incomes of the Head and under Master have always varied with the prosperity of the school in numbers. Their stipends, like those of the Dean and Canons, are fixed. They never were entitled, nor did the statutes prepared by Dr. Bill contemplate that they should share in the divisible revenues of the Chapter. In fact, the income of the Head Master has generally exceeded that of a canon, and under present circumstances, exceeds that of any canon appointed since the order in council regulating the stipend of a canon of Westminster. We have not the power of altering the stipends of the masters, as the case of Whiston *v.* the Dean and Chapter of Rochester will show.

1936. (*Mr. Thompson.*) The master has no power to compel you, but you have the power to make any increase, have you not?—I do not believe that we have the power to act otherwise than according to law in this respect, interested as the Ecclesiastical Commissioners are in our revenues, and bound as they must be by a case already decided in the Courts of Law.

1937. It has been done at Ely?—Our circumstances are very different.

1938. (*Lord Lyttelton.*) You do not admit that you are bound by the statutes?—We are bound by custom.

1939. That would bind you simply to pay a money stipend?—I believe so.

1940. The stipends have been increased, have they not?—No.

1941. The original money is still paid?—Yes.

1942. (*Lord Clarendon.*) What part of the statutes do you consider binding upon the Dean and Chapter?—I have been informed, as I have stated, that custom rules in our case.

1943. (*Lord Lyttelton.*) As far as they have been in use?—So I believe.

1944. What do you consider the charges legally payable out of the funds that are received on account of the school; are they the sums mentioned in the statutes?—No; the average taken in 1832; about 1,400*l.* at that time.

1945. That is what you consider them to be?—Yes.

1946. What do you consider you are bound by usage to pay?—That sum, allowing for the variation in the price of commons.

1947. When you returned the sums which you did, you took an average of some years, did you not?—The average of seven preceding years was taken by Dr. Tournay in 1832.

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1948. (*Lord Clarendon.*) In making that return, you have in a manner perpetuated the then existing state of things, have you not, and committed yourselves to that being the amount chargeable on the Chapter's income for the maintenance of the school?—Yes, varying, as I observe, with the cost of commons.

1949. Suppose the price of provisions rose, and the value of gold, either from its increase or from any other cause, diminished, you are still bound by that sum, and that sum only for the maintenance of the school?—When called upon to explain an excess in 1854 and 1855, I referred to the increased price of provisions as a justification.

1950. (*Lord Lyttelton.*) Have the statutes never been incidentally confirmed by any recent legislation?—Never.

1951. Not by any of the Ecclesiastical Commission Acts?—No.

1952. (*Lord Clarendon.*) Would you consider that in equity the school had any greater claim upon the funds?—I think such a claim would open a further question: whether, if Westminster was to be made a free school, it ought to be a free school for the sons of gentlemen. If the statutes, as prepared by Dr. Bill, but rejected by Queen Elizabeth and King James, were to be adopted now, the masters might have a claim to a proportionate stipend, but on the other hand the sons of gentlemen would be excluded from election, and the school would be deteriorated in public position. The school has been possessed, as I may say, by the upper class from the very foundation, and gained its character and position in public estimation by the great men who have owed their education to Westminster. And with this change (if it can be so called) the dependence of the master upon fees for his remuneration has been established.

1953. But it seems to me that they have in equity a claim to rise in the world, and that the finances of the school should be increased in the same proportion as the other portion of the property?—The foundation scholars only, of the school, can in any way be entitled to maintenance at the Chapter expense. When the school has been prosperous, the revenues of the Head Master have considerably exceeded the proportionate increase of the capitular revenues.

1954. But that question has not arisen, for it has been supplied by the public?—It has been supplied by those who have availed themselves of the school and its advantages.

1955. Then have they not a right to share in the general rise of the Chapter's income, they being at all events connected with, if not annexed to the foundation?—In urging that view, as I have already observed, a larger question might present itself, and injure instead of improve the school as one of the public schools of the country. Nominations might be claimed, which have long been in abeyance.

1956. (*Lord Devon.*) To what rights of nomination do you refer?—The statutes of Dr. Bill contemplated giving nominations to the Dean, the Canons, and the masters.

1957. On the foundation?—No; but the numbers in the outer school were to be restricted, and out of that number the Queen's scholars were to be elected.

1958. (*Mr. Vaughan.*) Do you consider that the fees which have been paid by the Chapter for the Queen's scholars to the master, (who, according to the original statutes had no claim to any fees at all,) have virtually raised the salary of the master proportionately to the increase of the capitular revenues?—You allude, I presume, to the increased payment made to the masters with the sanction of the Ecclesiastical Commissioners. The Head Master represented to us the inequality of the payments made to him by the Queen's scholars and the town boys. We stated the case to the Ecclesiastical Commissioners, and they consented to the application of such a sum from the capitular revenues as would bring these receipts nearly to an equality. The Master is extremely liberal in his increase of assistant masters, and that made us the more anxious to promote his wish.

1959. (*Lord Lyttelton.*) You considered you were acting at your own discretion?—We acted on our own discretion in submitting the application to the Ecclesiastical Commissioners, but the decision rested with them; for we are in this difficult position, we are dealt with as a cathedral church on the one side, and appealed to as a collegiate church on the other.

1960. (*Sir S. Northcote.*) Do you think that the fact of the school being connected with the cathedral is an insuperable bar to its receiving anything from the foundation on which it rests?—That is an argument I did not use. I wished to point out that as a cathedral church we are reduced in number of members, and in limitation of incomes, by the Act constituting the Ecclesiastical Commission, and the orders in council passed by that corporation, and so placed under their control as to our expenditure; whilst as a collegiate church we are summoned before this Public School Commission.

1961. (*Mr. Thompson.*) Do you think any arrangement may be made with the Ecclesiastical Commissioners whereby the school can be placed on a *quasi* separate foundation, so that a portion of the emoluments of the college could be set apart for its use?—Taken from out of our hands altogether?

1962. Not taken from the control of the Dean and Chapter, but made a separate trust; the school being supported entirely out of its own funds?—Such an arrangement has never come under consideration.

1963. So that the Ecclesiastical Commissioners could have no control over it all, but that you as trustees should have the control, in the same way as the trustees of any other school have a control, with respect to the distribution of the funds?—I understand your proposition to be that there should be a new settlement, by which some estates, or portions of estates, should be assigned as endowment of the school.

1964. I ask you whether you think it desirable, or for the benefit of all parties, that that should be done, and if so, whether you think an arrangement for that purpose could be made by the Ecclesiastical Commissioners?—Would you propose that the management of the estates should be vested in the Dean and Chapter?

1965. Probably the Ecclesiastical Commissioners might manage them?—They might so.

1966. (*Lord Lyttelton.*) It would not be separate trusteeship but a separate trust?—Such a proposition is entirely new.

1967. (*Lord Devon.*) For instance, if they gave you 2,500*l.* a year towards the management of the school?—Such a proposal could not emanate from us.

1968. (*Mr. Thompson.*) And you made that chargeable on the estates?—It would be for the Ecclesiastical Commissioners to do this.

1969. (*Lord Lyttelton.*) There seems a difficulty in the Chapter funds and the school funds being mixed up together?—There is a difficulty, as I have pointed out, from our subjection to the Ecclesiastical Commission.

1970. (*Lord Clarendon.*) I will read you a *resumé* taken from the accounts furnished to us by the Dean and Chapter, by which we find that the sums payable under the statutes for the stipends, liveries, and commons to the Head Master amount to 19*l.* 11*s.* 8*d.*, according to the statutes. Then for the under master, the stipend, livery, and commons would amount to 14*l.* 11*s.* 8*d.*; the actual amount paid for the masters' stipends and allowances is 39*l.* 6*s.* 8*d.* for the Head Master, and 15*l.* for the under master, and if we add to this, the amount paid for tradesmen's bills, taking the average of the last seven years, we shall find it will be 847*l.* 5*s.*, and for scholars' gowns 60*l.*, making the total payments of the school 961*l.* 11*s.* 8*d.*, then if we take the average total income of the Dean and Chapter for the last seven years, we shall find it amounts to 47,081*l.* 17*s.*, so that there is only applied to the school out of that large income, something

under 1,000*l.* a year?—There is more than that sum expended in the school.

1971. (*Lord Lyttelton.*) There are other matters which bring it up in round numbers, I believe, to a sum higher than that?—I believe your Lordship is nearer the mark.

1972. (*Lord Clarendon.*) That will include the servants, and repairs, rates and taxes, and things of that kind which we are not talking of. But it seems rather strange, that out of so large a revenue as that which has passed from under your hands, only so small a portion should now be devoted to the school. It does appear to me that, somehow or other, whether by usance or statutable or any other reason, the school, which is allied to the cathedral foundation, has not shared in that increase of income to an extent which appears to be proper and right. That does not appear so, I suppose, to the Dean and Chapter?—It will be found on inquiry that the Dean and Chapter have not the power of varying the payments of their own accord; and that when their revenues were less the income of the Head Master was proportionately greater, and that the one has increased with the improvement of the property, and the other has diminished by the decrease of the school in number of boys.

1973. In the tabulated statement of expenditure which has been appended to the printed answers of the Dean and Chapter, there is an item in these terms:—"Amount of (*a*) Steward's account for "school; and (*b*) other customary payments in re-"spect of the College." Does the word "College" there mean the general establishment of the collegiate church or the school?—The general establishment.

1974. We have received from your receiver-general, Mr. Marsh, the particulars of these customary payments for the year ending at Michaelmas 1856. Will you look at it, and state whether the items mentioned in it represent what is meant by the words "customary payments in respect of the College?"—Yes; just so.

1975. (*Lord Lyttelton.*) Do the school and the college mean different things?—I explain the distinction in my former reply.

1976. (*Sir S. Northcote.*) I was going to ask you to be kind enough to tell us a little more distinctly in what way the alteration in the character of the school has diminished the claim to share in the same proportion the increase in the general revenues of the Chapter?—I think you misunderstood me. Lord Clarendon asked me how I accounted for the payments to the Master continuing stationary from the time of Queen Elizabeth. My reply was to the effect that the master, by the admission of boys of a higher class in life, and greater means, had derived his income from a different source.

1977. (*Lord Clarendon.*) That it had shared in the increase?—My answer, as I intended it to be, was, that the school having from the commencement passed into the hands, as it were, of a different class of persons, the masters gained a greater advantage for several generations, probably until the present time, than they would have acquired by an increase of stipend proportionate to the improved value of the capitular estates. The prosperity of the school was their great profit.

1978. In what manner?—The master was formerly the most opulent of the whole body, and in receipt of the greatest income of any one connected with the collegiate church of Westminster, excepting only the Dean.

1979. Then your answer was intended to give an historical explanation of the circumstances?—Just so. I offer no opinion upon the subject.

1980. Then I should like to ask you, as a matter of opinion, whether you consider that the school has any moral claim to a larger portion of the funds than it enjoys at present, looking back to the position which it occupied originally?—Before I offered an opinion, I ought to know what the income of the master is at this present time.

1981. (*Lord Lyttelton.*) We are informed that he has 1,200*l.* a year. That is what he returned as his present income?—That exceeds the amount at which the income of all future canons is fixed.

1982. (*Sir S. Northcote.*) To make my question more general, supposing it should appear that by the application of a greater amount of funds the school could be materially benefited, that better provision would be made for the masters, better provision for accommodation, and that a larger number of boys could be more satisfactorily and better accommodated, do you think that the school would have a moral claim to a greater proportion of the funds?—I have great difficulty in replying to such a question. Our power over the capitular revenues is restricted. Two Commissions contend for our revenues. At present the Ecclesiastical Commissioners have certain legal and established rights under an Act of Parliament, and the Public Schools Commissioners seem desirous of arresting an increased allowance for the school before the Ecclesiastical Commissioners obtain their share.

1983. (*Lord Clarendon.*) I think Sir Stafford Northcote's question very important, because if it was your opinion that the school would have such a moral claim, then I apprehend it would be the duty of the Dean and Chapter to make such a representation to the Ecclesiastical Commissioners as might be attended with benefit?—The peculiar difficulty of our position will be estimated, perhaps, by my stating that at present all the members of our Chapter, except two, are subject to the provisions and restrictions of the Act constituting the Ecclesiastical Commission, and the orders in council passed by that Commission, which two members have respectively been members of Chapter upwards of 50 and 30 years; so that the present interest of the Ecclesiastical Commissioners already greatly exceeds that of the Dean and Chapter collectively, and will ere long be considerably augmented. Whatever, therefore, the Public Schools Commissioners think proper to recommend, should be communicated by them to the other corporation.

1984. (*Lord Lyttelton.*) On whom does it lie to set the Ecclesiastical Commissioners in motion; does it not lie on you?—I think I have shown reason why it should not be undertaken by the Chapter.

1985. (*Sir S. Northcote.*) Allow me to remind you that I put a question to you just now, "Do you "consider the connexion of the school with the "cathedral body (the property of which is in the "hands of the Ecclesiastical Commissioners) an in-"superable objection to its development?" I understood you to say "No, you did not." That was followed up by some question of Lord Clarendon's, eliciting the fact that the school does not now receive the same proportion of the general fund as it formerly did, and you replied historically upon that, and then I asked you whether you considered that those historical facts deprived the school of its moral claim; and I understood you to say you think not. Now when the question comes whether it would be desirable to expand the school in any way, for the advancement of its interests, by applying a larger proportion of the chapter funds, you refer to the fact of the property being in the hands of the Commissioners, which is at variance with the answer you first gave me, that you did not consider the property being in the hands of the Ecclesiastical Commissioners was an insuperable bar to the development of the school?—I do not see that I have varied my answer.

1986. Just let me point out that although there are several other schools which are in a different position from Westminster in that respect, yet that there are others that are placed in a somewhat similar position to this school, in which improvements have been made, either by enlarging the accommodation in the colleges, by increasing the number of the colleges, by diminishing the charges of the collegers, by supplying them with additional instruction in modern

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languages, and in other ways: and it has been found that, in reference to those colleges, there has been no difficulty in so applying their revenues. Supposing it should be thought desirable to do in Westminster what has been done for Eton and Winchester, do you think it would be impossible to do it, and if it is not, who is it that could do it?—Excuse my observing, on your alluding to increased advantages given to other establishments, that we have increased the advantages of the Westminster scholars;—by increased accommodation; by refitting the dormitory; by the construction of studies; by the erection of a sanatorium; by additional school rooms; by a covered play-ground. I do not think you can imply that we have done nothing.

1987. That was not the intention of my question; have not the payments, moreover, been reduced?—You put Westminster in contrast with other schools very differently circumstanced; and I may further call attention to the reduction of expense to the Queen's scholars from 80*l.* or 100*l.* to 35*l.*

1988. It was not the intention of my question to throw any slur on the management of the Westminster school, or to deny that a great deal has been done for it. But what I want to ask is, supposing it should be now thought desirable to expend anything upon the school, are there any funds available for that purpose?—Not at our disposal.

1989. They are only at the disposal of the Ecclesiastical Commissioners?—Their consent is absolutely necessary.

1990. Supposing that for the purpose of carrying out any improvement, a certain expenditure of money should be recommended by this Commission in any way they thought desirable, do you think that the school has a moral claim on the Ecclesiastical Commissioners for a proportion of the fund, something like equal to what it would have had 300 years ago?—I have no doubt the Ecclesiastical Commissioners would give patient consideration to any scheme which you may determine to submit to them, but I feel that it would not become us with our diminished and diminishing interest in the capitular revenues of Westminster, to initiate matter which must in a few years affect solely the revenues of the Ecclesiastical Commission.

1991. (*Lord Lyttelton.*) I understand Sir Stafford Northcote's question, so far from ignoring, as recognizing what has been done, but he goes further and says, "Supposing in consequence of what has been "done it should appear at any future time to the Dean "and Chapter to be desirable that similar measures "should be carried out, are there or are there not "funds available for that purpose, with the consent "of the Ecclesiastical Commissioners, and if so, "ought not the Dean and Chapter to represent the "case to them, not because a good deal may not have "been done, but because similar things may in future "be required to be done?—I have already pointed out the difficulty of our originating new propositions.

1992. Supposing it were so, and it appeared to us on consideration that more was required to be done than has been done, it seems that the Dean and Chapter are the parties to be set in motion?—The Dean and Chapter are really interested in the success of the school. But in a short time the Chapter will consist of stipendiary canons, and of two rector canons, whose incomes are divided with the incumbents of certain district churches.

1993. (*Sir S. Northcote.*) I may say in reference to my question that it related to the Queen's scholars, and not to the oppidans at all. You understand the distinction?—Yes.

1994. (*Lord Clarendon.*) It is just this: suppose we were to recommend anything useful to the school, and public opinion supported us, and the Dean and Chapter agreed, would it not be very desirable that the Dean and Chapter should put themselves forward in recommending to the Ecclesiastical Commissioners that which they would wish to be done if the matter had rested in their own hands, but with which, as matters stand, they have nothing to do?—If I should seem reluctant to admit that the Dean and Chapter ought to initiate such an application as the Public Schools Commission may devise, I can conscientiously say that it is from no indifference to the prosperity of Westminster school, but from the embarrassing position in which I feel that we stand.

1995. So that whether the idea came from this Commission or from your own body, you would be prepared to take the necessary measures?—I can scarcely commit the Dean and Chapter to such a promise. I would rather refer your Lordship to the readiness with which we forwarded the application of the Head Master, by which his receipts from the Queen's scholars have been augmented, as a proof of our goodwill.

1996. Multiplying that 17 by 40, the number of scholars, that gives 680 guineas a year. Those 17 guineas each would not provide masters of calibre, position, and learning sufficient for the instruction of 40 scholars, unless they were assisted from without by the town boys?—That was the ground of our representation, and it was attended with success.

1997. What is your opinion with respect to the removal of Westminster school?—At the instance of Dr. Liddell, who strongly advocated the removal, I submitted the question to the consideration of those in authority.

1998. (*Lord Lyttelton.*) You originated the movement, but the idea originated with him?—Yes.

1999. Was that founded on any objections which the parents entertained to London?—Dr. Liddell represented to me that he had received many applications for admission; but when the parents inspected the premises they declined with few exceptions to send their children into so populous a place; they preferred a country situation. At the instance of Lord Palmerston (then Prime Minister), I went with Dr. Liddell and the present Master to a spot which his Lordship suggested as suitable for the purpose. They did not think favourably of it, and the matter dropped. By the death of Dean Buckland my authority ceased, but the present Dean cordially took up the matter and called together a meeting of old Westminsters. Their attachment to the old spot was so unmistakeably expressed that the proposition has been considered as negatived, and the question is at rest.

2000. That question is, in fact, suspended indefinitely?—Quite so.

2001. (*Lord Clarendon.*) And the objection would increase as time goes on?—I should think so.

2002. But you object to the situation of the school?—I can appreciate the objection, though Westminster has much to recommend it, especially to parents constantly resident in London.

2003. Do you not think that to obviate as far as possible the objection to the locality, it would be necessary to improve the building, and do everything you can to make it attractive?—We have endeavoured to do that. I may appeal to Lord Devon whether we have not done much that the Committee of which he was a member recommended. With regard to that opening, for instance.

2004. (*Lord Devon.*) You do not seem to agree with us in the opinion that the opening would be an improvement?—I only speak for myself. I cannot conceive that small openings admitting only a narrow current of air, would be desirable, as I have already said; moreover, I think that one protected play-ground out of three rather advantageous than otherwise.

2005. (*Lord Clarendon.*) Any arrangement for admitting the east wind must be undesirable?—To that I agree.

2006. (*Mr. Thompson.*) Are east winds especially prevalent in Dean's Yard?—I think the east wind prevails very much, and especially in the spring time, when rackets are the favorite amusement.

2007. (*Lord Devon.*) There is one question I should like to ask you, and that is, if there is not an

express and practical obligation upon the scholars on certain Sundays to attend the communion; that is to say, on certain days in the year?—It is not a matter that comes under my knowledge.

2008. (*Lord Lyttelton.*) The Head Master told us so positively?—No one can know better than the Head Master.

2009. (*Lord Devon.*) You are not cognizant of it?—No. But I have great confidence in the interest taken to prepare the boys for confirmation and for the holy communion.

2010. The point was, whether there was a compulsory attendance at the communion?—I am not aware of it.

2011. (*Lord Lyttelton.*) The Head Master said he never could consent to alter it without the authority of the Dean?—It is very easy for the Head Master to communicate with the Dean on the subject, and I am certain he will meet with the kindest and readiest attention.

2012. (*Lord Clarendon.*) Allow me to ask a question with respect to a matter which comes partially under our cognizance. It concerns the choristers. We have nothing to do with their emoluments, but it comes before us with respect to the education that is afforded them. There appears to have been some change in the education that their parents consider they are entitled to both by statute and usage, and of that change we have heard very great complaints. I dare say you know that the statutes in regard to the choristers state that they shall be admitted to the school, and have such an education in it as shall enable them, when they have lost their voices, to enter into competition for the scholarships on the foundation?—The statutes say that they shall be entitled to two hours' schooling at the least daily.

2013. They now say, "That by the statutes the "choristers are entitled to be clothed and maintained "free of all expense, to an education under the super-"intendence of the masters of the school, which, when "they have lost their voices, and even before, might "enable them to stand for the foundation scholar-"ships in cases of equal merit with other candidates. "That the said choristers have been deprived by the "Dean and Chapter of all the old advantages; that "the said choristers, whose statutable allowances "are equal to those of the Queen's scholars, have "no allowance for board, lodging, medical attend-"ance, or clothing, and are compelled to pay for "the surplices they wear in the choir, and the wash-"ing thereof." It appears that they were permitted to attend the school. I do not think they appear to have availed themselves of the privilege to a great extent, but in 1848, by the change which was made in Dean Buckland's time, they were excluded from the school and a National schoolmaster was obtained, who was also appointed one of the sacrists of the church, and received annual emoluments to the amount of 100*l.* or thereabouts. They also state that the schoolmaster teaches the children in that school according to the National system, which is not a classical education, and that he is not a schoolmaster who could be satisfactory to their parents. It is in the educational part of the question that comes under our notice with reference to the rights which the parents say their children are deprived of. Do you know anything of the matter?—I am surprised at the compiaint, for I have always considered the school arrangements made by Dean Buckland for the choristers highly advantageous for them. I scarcely remember more than one family taking advantage of the Westminster school.

2014. Mr. Turle says he had three sons there?—I consider the education given in the choristers' school a very useful education, and the master a very earnest and efficient one. I know that Dean Buckland sought the best man when he appointed the present master, and considered himself fortunate in obtaining him. His duty as sacrist is nothing derogatory to his position as schoolmaster. The duties of that office are very light. His salary is 100*l.* as a sacrist and schoolmaster, and as library keeper he has 25*l.* or 20*l.* a year in addition. Both the Dean and Dr. Wordsworth are in the constant habit of examining the choristers, and I have heard both of them speak favourably of the teaching. I have myself received the thanks of one parent for the good commercial education his son received in the choristers' school.

2015. (*Lord Lyttelton.*) Have they what you call a commercial education?—Yes.

2016. Do they have the sort of education that is given to the children of the middle classes?—Yes.

2017. You do not provide for them in any way at the end of the time?—No.

2018. (*Lord Clarendon.*) You are aware that there has been a petition on the subject to the House of Commons?—I have been told so.

2019. What I read to you was from part of a memorial from the father of one of the boys, who appears to be dissatisfied with the education of his son, and complains of his being compelled to send him to a school where he does not get the education he wishes him to get?—He might have inquired and satisfied himself on this point before he applied for the admission of his son to the choir.

2020. I do not think that Mr. Turle was satisfied with the arrangement, for he said that they were productive of the admission of a lower class of boys into the choir than used to be the case?—I do not think Mr. Turle has any reason to be dissatisfied on this point. I do not remember any but his sons seeking admission to Westminster school.

2021. (*Lord Lyttelton.*) Is there a good commercial education given to them?—I believe it to be such.

2022. Such as is given to the middle classes?—As I have already said, the Dean and Dr. Wordsworth are satisfied, and when I acted for the late Dean I was in the habit of examining the choristers occasionally, and had reason to be perfectly satisfied.

2023. (*Mr. Thompson.*) Do they learn Latin?—Yes, the Latin grammar.

2024. They do not learn French?—No.

2025. (*Lord Lyttelton.*) The children are young, I believe?—Some of them are very young.

2026. Are they the children of clerks and that class?—They are of the middle class of life.

2027. (*Lord Clarendon.*) Mr. Turle says, and Mr. Lupton thinks, that since 1848 the class of boys had deteriorated?—I have no reason to think so.

2028. I should think one of the grievances is that they think themselves entitled to be clothed and maintained free of all expense?—That has never been the case.

2029. (*Mr. Thompson.*) Will you allow me to ask you one other question. In the questions proposed to the master of the school there was this, "Is there any "provision for the superannuation of the masters?" and the answer that is received from Westminster is that there is no such provision. Would it not be desirable that there should be something of that kind. Is there not an Act of Parliament regulating the distribution of ecclesiastical patronage?—Not to my knowledge.

2030. None?—I am not aware of any such special Act of Parliament.

2031. Is there not a general Act of Parliament?—There is a prospective clause in the 3 & 4 Vict., I believe.

2032. When will it come into operation?—When all the members appointed to canonries before the passing of the Act shall cease to hold such preferment.

2033. I think the Act of Parliament runs in this way: That when all the canons then living have been promoted or are dead, that is to say, when none are left, a new system of distribution of patronage will take effect, and that the livings will first be offered to the Dean and Canons in succession, and if they decline them, they must be given in the first instance to the clergy of the church, according to seniority, and then to curates in the diocese?—I believe you have stated the object of the clause correctly.

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2034. You do not consider yourselves at all bound by that part which relates to curates in the diocese?—Not having had my attention directed lately to the clause, I cannot recal to mind its provisions. It has not yet come into operation at Westminster, according to the tenor of the clause.

Victoria Street, Friday, 21st November 1862.

PRESENT:

Earl of Clarendon.	Sir Stafford Northcote.
Earl of Devon.	H. Halford Vaughan, Esq.
Lord Lyttelton.	Rev. W. H. Thompson.
Hon. Edward Twisleton.	

The EARL OF CLARENDON in the Chair.

H. L. Thompson, Esq.

H. L. Thompson, Esq., called in and examined.

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2035. (*Lord Clarendon.*) I believe, Mr. Thompson, you were at Westminster school?—I was.

2036. You were in college, were you not?—I was in college and a town boy also.

2037. How long were you in each respectively?—I was a town boy from October 1851 to Whitsuntide 1854, and then four years in college.

2038. You are now at Christchurch?—Yes.

2039. What are the relations between the college and the town boys—are they upon a footing of perfect equality?—Yes; I think quite. If anything, the Queen's scholars are above the town boys in privileges.

2040. What are the social relations between them?—They are quite equal.

2041. What privileges do you consider the Queen's scholars have above the town boys?—The privilege of acting the play; of a higher seat in the Abbey and in the school; of attending the debates in Parliament; and other privileges.

2042. You consider that their social *status* in the school was higher?—Yes.

2043. (*Lord Lyttelton.*) Those are certain honorary distinctions above the others?—Yes.

2044. (*Lord Clarendon.*) But they mix with the town boys both in games and in recreations of every kind on terms of perfect equality?—Quite.

2045. There is no feeling between them?—No.

2046. Do you think that the Queen's scholars like wearing the gown and cap?—I think so.

2047. And they do not wish to see that changed?—It is through wearing the gown that we can get into the House of Commons.

2048. (*Sir S. Northcote.*) The town boys cannot do that?—No.

2049. (*Lord Clarendon.*) Is that privilege of going to the Houses of Parliament much valued, do you think, by the Queen's scholars?—I think so.

2050. And much availed of?—Yes; one can never get there late at night at all, but before 6 or 7 o'clock one used to go very often.

2051. You cannot stay there?—No, except by special leave, after lock-up hours.

2052. Would the same marks of equality, social and in the school, apply to the home boarders?—Yes, I think so; but we did not see so much of them, because they went home a good deal in the day, so that they did not join in the games so much, and we saw little of them after school hours in the evening.

2053. But they were not in any way considered as in an inferior position?—No.

2054. (*Sir S. Northcote.*) Did they ever join in the boats at all?—Yes.

2055. Was there ever a home boarder in the eight?—Yes, not unfrequently.

2056. (*Lord Devon.*) How many stood out for college when you got in?—I should say about 20.

2057. For how many vacancies?—Nine.

2058. Has the number of those town boys who stood out for college diminished or increased, do you think, in the course of your time?—I think it is about the same number.

2059. Nobody can stand out for admission to college except he has been a town boy previously?—That is so.

2060. No length of time as a town boy is required?—I am not quite sure.

2061. How long did the competition last in your time?—About five weeks, I should think.

2062. Where did you stand out?—Fifth.

2063. Where did you come in?—Head.

2064. Do instances often occur of boys standing out below fifth—down even to the bottom—and coming in pretty high?—Sometimes; it depends a good deal on one's "help."

2065. (*Sir S. Northcote.*) I do not quite understand what you mean by "standing out fifth;" were you fifth in the order of the school of the town boys who stood out?—Yes.

2066. (*Lord Devon.*) Were you in the boats?—Yes; I was in the eight.

2067. In the boats Queen's scholars and town boys mixed, did they not?—Yes.

2068. Were you stroke?—No; I was three, I think.

2069. (*Mr. Vaughan.*) Looking back upon the competition for college, are you inclined to approve of it as a good method of testing the merits of the candidate?—I think so. It made one quick, and also it needed a very good knowledge of Greek and Latin grammar, and a boy must be grounded well in them in order to do well.

2070. You think it particularly searched the boy's knowledge of the elements of the language?—I think so.

2071. Had you it long in contemplation to stand for College before you did stand?—Yes. It was very generally the custom to stand the previous year also, in order to practice, and I stood the previous year; went in for a few challenges, and then read again for the next year.

2072. Did you find that it acted very much on your work, the prospect of standing for College, and made you take much additional pains with your school work?—I think so; or rather with my special work.

2073. That is to say that the prospect of standing induced you very much to improve yourself?—Yes, certainly; it made me work.

2074. And you think it generally has that effect?—I think so.

2075. Do you think it is a fair mode of trial. Considering the assistance that may be given by the help, and considering that helps may be very unequal in their merits as helps, do you think it is still a fair mode of trial?—I think so, especially now, because the place is altered afterwards, and therefore if a help has got a boy in above his proper place, in a year or two he is put down according to his position in the school.

2076. Amongst those in college ?—Yes.

2077. All the advantages of college would remain to a boy, notwithstanding he might lose a place or two ?—If he got in as high as fourth, and was put down to fifth, he would not be a monitor, which he would otherwise have been.

2078. (*Lord Devon.*) There are only four monitors in the school ? — There are a captain and three monitors.

2079. (*Sir S. Northcote.*) When you say that standing out for college induced you to pay attention to the particular work you were to be examined in, did it lead to a sacrifice of the other work ?—Not much, I think.

2080. (*Mr. Vaughan.*) Do you think that in that way there was really a more spirited competition excited between the boys themselves than there would have been if you had all been brought and simply examined, as I dare say you have been since ? —Yes, I think so, certainly.

2081. (*Lord Clarendon.*) How many monitors are there at Westminster ?—There are three monitors, and a captain above the monitors, who has some functions.

2082. Is he the captain of the school ?—Yes.

2083. What are the functions of the monitors ?— They take turns. There are three special classes of duties, those of the monitor of school, the monitor of chamber, and the monitor of station. Each monitor takes one of these classes of duties alternately every week. The monitor of school has to take up any boys that the masters wish to send up to the Head Master to be flogged. He has to collect the exercises of the sixth form, and he has to read prayers.

2084. To the sixth form ?—To the school, at the opening of school. They are Latin prayers.

2085. Every day ?—Yes, four times a day in fact, at the beginning and end of each school.

2086. (*Lord Lyttelton.*) Short prayers, I presume? —Very, they take about two minutes.

2087. (*Lord Clarendon.*) What is the chamber monitor ?—He has duties in the college in the evening ; he has to sit with the junior boys to see that they do their work. He has to see that they are in bed at a proper time, and that the lamps are out, and he has generally to keep order in the college during the evening, and to call over the names at prayers when the master comes in.

2088. Do the junior boys do their work together ? —Yes ; there is a large room where about 20 junior boys sit at different tables.

2089. And he has to see that they are doing their work ?—Yes.

2090. Then, what is the monitor of station ?—His duties are to see that the boys go to the proper station after school.

2091. What does "station" mean ?—By "station" is meant the bounds within which the boys are to be kept ; for instance, on a fine winter's day there would be station in green, and all the junior boys would have to go to football ; on a wet day there would be station in college, and the junior boys would have to be in college. The monitor of station determines the station, and sees that the boys attend ; and they have to ask him if they want to leave off.

2092. These monitors change about every week ? —Yes.

2093. What power of punishment have they ?— They can send boys to their desks, that is, make them sit by their bureaus all day, or at least during station. They can also cane, and I believe give impositions, but that was very seldom done.

2094. (*Lord Lyttelton.*) But the caning was done sometimes ?—Very seldom ; I think I only caned one boy while I was captain.

2095. (*Lord Clarendon.*) You were captain of the school ?—Yes.

2096. Is there any check on the punishment inflicted by the monitors, either by appeal to the masters, or having it done in public ?—I think public opinion is the chief check.

2097. Can a monitor cane a boy on the spur of the moment ?—Yes, he can, but I should think he would be remonstrated with. I think the others would remonstrate with him.

2098. If he did not give himself time to reflect ? —Yes.

2099. Is there often an appeal from the punishment of the monitors to the masters ?—No, very seldom.

2100. Should you say that the public opinion of the school was satisfied with the manner in which the punishments are administered ?—I think so.

2101. And there would be the means of its making itself heard and felt if it was not so ?—Yes.

2102. (*Lord Lyttelton.*) What was the most ordinary mode of punishment. You say caning and impositions were both very rare. What was the ordinary mode of punishment by the monitors ?—There were lesser corporal punishments, such as with a racket on a boy's hand.

2103. The caning was infrequent, but other corporal punishment was not ?—It would be simply on the hand.

2104. Was the compulsory sitting down often resorted to ?—No, very seldom.

2105. In fact it was oftenest some slight corporal punishment, was it ?—I think so.

2106. (*Mr. Twisleton.*) What is the kind of offence for which a boy would be caned. Perhaps you will mention the case you spoke of just now ?—It was for telling a lie.

2107. (*Mr. Vaughan.*) Strictly speaking the monitors were only in college, were they ?—Only in college.

2108. There is a similar power given to head boys out of college ?—Yes.

2109. Is there a marked difference between the powers given to the two ?—The powers given to the others were not so great, because they were in different masters' houses, and the master being in the house exercised a certain supervision himself.

2110. You perhaps are sufficiently acquainted with the history of Westminster to know that the monitorial part is a part of the foundation of the school, and is in the original statutes ?—Yes.

2111. Is not there a particular form of words which is used in investing you with the monitorial power. Is it not quite a ceremony to indue you with the monitorial power at Westminster ?—The Head Master gives you the rod into your hand in the middle of the school, and says a few words. There is no form of words.

2112. Not the same form always ?—No.

2113. You had power over the town boys, I think, had you not ?—Yes ; not quite in the same way. For instance, the monitor of chamber would have of course none of the discipline of the town boys, because his duties were in college.

2114. But in school generally, and about the school ?—Yes.

2115. (*Lord Clarendon.*) What was generally the moral tone of Westminster while you were there ? Should you say that it was a high tone, that the conduct of the boys was gentlemanlike and honourable, and that anything that was the reverse of that would have been reprobated ?—I think so.

2116. Do you think there was any drinking, lying, swearing, or gambling ?—Very little ; I should say very little drinking indeed, and hardly any gambling.

2117. Any bad language ?—I do not think there was very much ; of course to a certain extent there was.

2118. (*Lord Lyttelton.*) They would not have the means of gambling much ?—No.

2119. (*Lord Clarendon.*) There was a sense of the importance of truth ?—I think so.

2120. And in the event of any deviation from that, public opinion would have been marked against it ?— Yes.

2121. Would the monitors in their monitorial capacity have felt themselves called upon to take

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notice of any boy who was drunk, or using bad language, or found gambling ?—Yes.

2122. And would the monitor report the boy to the master, or inflict a punishment upon him himself ?—He would inflict punishment himself.

2123. And would that be known to the school generally that the punishment was inflicted, and for what offence ?—It would be known to the college if it was one of the Queen's scholars.

2124. The monitor would equally have acted with respect to the town boys ?—No, the head of the house or the head town boy would have acted in that case.

2125. Not the monitor ?—No.

2126. Then he was more monitor for the college than for the whole school ?—Yes.

2127. (*Lord Devon.*) Putting individual questions out of consideration, but looking back on your school career, and comparing it with what you have heard of other schools, and those from other schools whom you have seen at Oxford, should you say that the position of Westminster in a town has given greater facilities either for drinking or for immorality of any other kind than other schools have done ?—I do not think so.

2128. From your recollection, did immorality take place in consequence of the facilities which London might afford, which, as far as you have heard of other places, would not have been so likely to take place at Eton, or Harrow, or elsewhere ?—I should say certainly not.

2129. (*Mr. Vaughan.*) Do you know whether you were punished more severely for going out of bounds at Westminster than at other schools that are situated in the country ?—No, I do not know what the other punishments are.

2130. Were you punished severely if you were found out in the town ?—Yes.

2131. Was there included within the boundaries at Westminster anything beyond Dean's Yard and the way to the play-fields ?—You might not go north of Dean's Yard, except just to one of the shops, the glover's. You might go so far as the play-fields. You might go down Millbank and along the river for a considerable distance.

2132. With regard to the play-field, would it be possible for the master or any one in authority to know whether a boy was in those streets leading to Vincent Square for any improper or immoral purpose, or whether he was going to station, if he was found there ?—No ; if he was found there at any time at which he ought not to be there, I suppose that might be inferred, but usually he would either have to be at Fields or else in Dean's Yard.

2133. If he was found there at any other time, would it be reckoned as a sort of offence do you think ?—It would depend rather on the character of the boy.

2134. I wish to know, with reference to the question which Lord Devon asked you, what check there was on the part of the school over boys who might have been inclined to abuse the privilege of going some distance from the school itself to the play-field for any immoral purpose ?—I do not think there could have been very much, except in summer, when one of the masters always used to call names at Fields. On a summer afternoon, when we were playing cricket, the master used to come up and call over the names ; therefore the boys must be there.

2135. As a matter of fact you do not think that the privilege or the necessity of passing through the streets some way from school to play-field was abused for immoral purposes by the boys ?—No.

2136. (*Sir S. Northcote.*) Would the monitors have reported any boy who they had reason to believe was going for immoral purposes, or would they have taken steps to prevent it ?—They would have taken steps to prevent it, certainly. Whether they would have taken the matter out of their own hands and reported it to the master would depend on the circumstances of the case.

2137. (*Mr. Vaughan.*) What was the punishment for being out of those bounds, either the precincts or those roads which led to the play-field ?—If a master met you he would give you an imposition or show you up to the Head Master.

2138. It would not produce flogging ?—Not always.

2139. (*Lord Clarendon.*) Was there much bullying at Westminster in your time ?—I think there was very little indeed.

2140. No instances came to your knowledge while you were there, either as monitor or in any other capacity ?—No gross instances.

2141. (*Lord Lyttelton.*) Was there a tradition or recollection of it in former times, not very long before your time. Did you ever hear that there was a good deal of bullying at Westminster ?—No, I think not. One heard of individual boys who were what they called "bullies," but not of any system of bullying.

2142. (*Lord Clarendon.*) Were the boys who got that reputation of being bullies in the habit of exercising their calling to a great extent ?—No, I think not.

2143. The monitor would have felt himself called upon to interfere ?—Certainly.

2144. Do you think that any case of bullying amongst the town boys as well as in college would have come to the knowledge of the master ?—It would have come to the knowledge of the head of the house, and if a gross case it might have come to the knowledge of the master.

2145. Otherwise it would not necessarily ? — No, not necessarily.

2146. (*Lord Devon.*) Would the head of the house interfere to protect the little boy ?—Certainly.

2147. You have no doubt that that would be the case ?—Most heads of houses would.

2148. Within your experience ?—Yes.

2149. Do you recollect any case in which any boys were taken away from the school in consequence of being the subjects of bullying. Have you ever heard of such cases during your time ?—I think I heard of one while I was there. It was very unusual.

2150. (*Lord Lyttelton.*) Had he been much injured ?—No.

2151. (*Mr. Vaughan.*) You were a studious boy, I suppose, at school ?—Fairly so.

2152. Did the studious boys at school suffer anything by the idle boys preventing them from learning their lessons ?—Perhaps they suffered, to a certain extent, in the lower forms. Big idle boys in low forms sometimes threatened little boys with vengeance if they got above them.

2153. (*Mr. Twisleton.*) So that, in fact, it was an evil that there should be a boy in the lower parts of the school above a certain age ?—Certainly.

2154. (*Mr. Vaughan.*) Do you think that it is only quite in the lower part of the school that that prevails, or on the contrary, till you get quite to the top of the school ?—It was chiefly in the lower part, certainly. In the sixth form there would be nothing of the kind, because we did not change our places in the form, but I have known it in the shell, I think. A big idle fellow would try to dissuade the little boys from working.

2155. Had it, or had it not, some effect in doing that ?—Not much ; it would depend on the sense of the little boy.

2156. Do you happen to know whether it was an evil which the masters had in their eye and which they found some difficulty in stopping ?—I do not know.

2157. Do you remember having suffered from it yourself ?—Very little ; hardly at all. I do remember, but I did not take much notice of it.

2158. (*Lord Lyttelton.*) When you were rather low in the school ?—Yes.

2159. (*Mr. Twisleton.*) Was that by persuasion or by bullying that the attempt was made to influence you ?—By nominal persuasion, backed by superior force.

2160. (*Lord Clarendon.*) Fagging exists at Westminster, does it not?—Yes.

2161. What boys have the privilege of fagging?—All the seniors: that is, the ten senior boys of the Queen's scholars; also the next ten to a certain extent; also the sixth form town boys and the town boys in the remove, which is the next form to the sixth. I think that is all.

2162. The boys who can be fagged are in what part of the school?—Of the Queen's scholars the two junior elections can be fagged, but principally the one junior election, the junior 10 boys. Among the town boys you can fag certainly as high as the fifth. I am not quite sure whether the under shell were liable to it or not. They were very seldom fagged at all events.

2163. Did that furnish fags enough for those who had power to fag?—Yes. They did not each have a separate fag to themselves.

2164. One boy was fag to more than one master?—In the college only the 10 seniors had fags to themselves, their own private fags, the others had none at all. They could simply send the boys on errands and so on. Among the town boys I think only the sixth form boys had private fags, and the others could only send boys out.

2165. Was the power of fagging abused, do you think?—No, I think not at all.

2166. Was it unpopular in the school?—No.

2167. The boys who were fagged did not particularly dislike it that you were aware of?—No.

2168. Do you think that the fagging did not at all interfere with their studies. Were not they sent on messages when they ought to be preparing their lessons?—It did not interfere much.

2169. To a certain extent it did?—Perhaps so; but to a very small extent, and that chiefly in college.

2170. It did not enter into the consideration of a master whether a boy ought to be at his lessons when he sent him on a message?—No, I think not.

2171. (*Sir S. Northcote.*) It was not a sufficient excuse for a fag to say he had got to do his verses?—No.

2172. (*Mr. Vaughan.*) Were you subject to fagging when you first entered into college?—I got in head, and the head boy is freed from almost all fagging.

2173. Were not there certain boys in the junior election who would be subject to a systematic fagging for those who had the power of fagging in college?—Yes.

2174. With those boys did it not take up a great deal of their time?—Yes, but they had most of their evenings to read in, besides all the school hours.

2175. But in the evenings at college were not they liable to do certain services to all boys who had the power of fagging?—Yes; for instance, a junior would have to make a cup of tea for his master and perform any similar duty, but it would not take up half an hour of the evening, I should think.

2176. Not of each boy?—No.

2177. And it was not a constant source of interruption?—No.

2178. (*Lord Devon.*) As a town boy were you a fag?—Yes.

2179. What services did you render as a town boy?—I had to call my master in the morning and to brush his clothes, and to run errands for him in the day.

2180. To put out his washing things?—Yes.

2181. Make his breakfast?—No.

2182. Clean his shoes?—No.

2183. What had you to do in the evening?—Nothing.

2184. Make his tea?—No. In the boarding houses there were regular meals.

2185. Were the services in college more hard than in the town boys' house?—Yes, there was more to do because there were no servants in college, except the college "John," who cleaned the boots and performed various menial offices.

2186. (*Mr. Twisleton.*) In regard to calling, you say you were bound to call your master of a morning, what time did the boys generally get up?—In the boarding houses they never got up, I think, much before school, at the ordinary hour. They were called perhaps a little after seven.

2187. And when you had to call your master, at what time did you call him?—About that time, between seven and eight.

2188. Was there no bell which gave notice of the time to get up?—Yes, there was a bell, and he was supposed to be called by that, but you had to go into his room to brush his clothes, or to get his bath ready.

2189. (*Mr. Vaughan.*) When you were compelled to be in the school field, did that, among the lower boys, involve a compulsion to fag at the games?—Not always; a certain number usually fagged, but a good many played.

2190. There was no limitation, I suppose, to the number who were to fag on a given day?—No, it was according to the demand.

2191. As a general fact a good number of the boys every day would have their liberty?—Yes.

2192. Were there a set of boys in the school who were special objects for fagging above others, and who lived the life of drudges in consequence?—No; I think not. Sometimes a boy who was much disliked might be fagged more, but it was very seldom.

2193. Would a boy, for instance, who could throw up a ball better than any other boy be more likely to be fagged?—Perhaps he might at cricket.

2194. (*Lord Clarendon.*) There was compulsory football, was there not?—A certain number went in to guard the ground, but most of the boys played.

2195. (*Mr. Vaughan.*) I suppose there was plenty of room. How many were there in the school at the time you were there?—A little under 150.

2196. Was there plenty of room in the field for all the school to play?—Yes.

2197. (*Lord Lyttelton.*) Did you ever hear an opinion among the boys in your time as to the site. Did you ever hear any unfavourable comparisons among them of Westminster with other schools in that respect—did they ever say they wished they were in the country like Eton or Harrow?—No; I think not.

2198. (*Lord Devon.*) You valued very much the neighbourhood of the river?—Yes.

2199. (*Lord Clarendon.*) Do most of the boys in college have single bedrooms?—Now they do. In my time we all slept in the long dormitory; now there are partitions 10 feet high, making 40 separate bedrooms in the dormitory.

2200. And they have studies now, have they not?—Yes.

2201. Has that been since your time?—Yes.

2202. The town boys are in houses?—Yes.

2203. (*Lord Devon.*) What was the largest number that slept in any one room in Mr. Marshall's house?—Five.

2204. (*Lord Clarendon.*) It is a different system now to what it was in your time as to these different studies?—Yes.

2205. (*Lord Devon.*) There were no studies in your time in college, were there?—Downstairs there were four, one to each of the monitors.

2206. The other seniors and the third election have no studies?—No; each monitor used to invite some one else to share his study; therefore there were two boys in each study.

2207. You know, of course, how it is now; do you consider the present system a material improvement on that?—Certainly.

2208. Were they warmed in your time?—No; there was a great fire in the election room, nothing else.

2209. They are now warmed by hot water, are they not?—I do not know.

2210. (*Mr. Vaughan.*) The mass of the boys, both in the upper and lower part of the school, when they

studied, had to study very much in a mass, without any opportunities for seclusion ?—Yes; in college.

2211. Are they really able comfortably to work in that way ?—I think so.

2212. (*Mr. Twisleton.*) It is a matter of habit, is it not ?—Yes.

2213. (*Mr. Vaughan.*) Was the furniture such that the boys could sit down comfortably and work there if they were all inclined to be studious ?—There was sometimes a deficiency of chairs, because the boys used to break them; but I think if they had been all studious there might always have been enough chairs.

2214. Was there much interference with a boy who was inclined to study ?—No; I think not.

2215. (*Lord Clarendon.*) He was not thought worse of ?—No; in fact the monitor used to be sitting in the room of an evening, and therefore he kept the boys quiet.

2216. Were you satisfied with the food that was supplied while you were at Westminster ?—Yes; it was usually very good.

2217. You had nothing to complain of, either in the quality or the quantity of it ?—No; we had plenty of good food.

2218. (*Sir S. Northcote.*) How was the beer ?—Sometimes it was not very good, and at other times it was.

2219. Was it the custom for boys to get leave to have Bass's beer, or anything separately ?—Yes, if they were out of health.

2220. They never did that in order to get some good beer ?—No; I think not.

2221. (*Lord Devon.*) How about the suppers. Had you enough to eat at supper ?—Yes.

2222. What had you for supper; was it what remained from the dinner, or were the joints separately cooked for the purpose ?—I am not sure, but I think there were separate joints. We all had cold meat.

2223. You had no reason to complain ?—No.

2224. When you were at a boarding house had you food enough there ?—Yes; it was very good indeed.

2225. Which is best; the food in the boarding houses or in the college hall ?—The food in the boarding house.

2226. There is more variety ?—Yes.

2227. Is it so that you have the same joint every day in the week in college hall ?—No; I believe it formerly used to be the case, but not in my time.

2228. (*Lord Clarendon.*) There is sufficient variety ?—Yes.

2229. (*Lord Devon.*) Does the system of tea in college hall prevail now ?—No; the meal was supper not tea. It was a meal with beer, and then we had tea in college.

2230. Supper preceded it then ?—Yes; but one might have a cup of tea previously if one liked.

2231. (*Mr. Vaughan.*) About the boys breaking the furniture which you spoke of. I suppose it was a sort of common furniture, school furniture; it did not belong to an individual boy, did it ?—No; we used however to pay for our own chairs. At the beginning of each year or at stated times the captain used to order in so many chairs according to the number required. There was a subscription in order to pay for them, but they were then considered common property.

2232. Do you think they would have been broken as much and that there would have been as much waste in that way, supposing the boys had their own furniture ?—No, perhaps not.

2233. (*Lord Devon.*) Each boy has a bureau, has he not ?—Yes; I believe now a good many are done away with.

2234. (*Lord Clarendon.*) How is the Sunday spent at Westminster ?—A good many boys used to go out on Saturday after school and stay till Sunday night.

2235. Both the college and town boys ?—Yes.

2236. Those that remained, I suppose, had a good deal of time at their disposal ?—Yes.

2237. Will you state how a boy who remained on Sunday would spend his time ?—First of all there was breakfast at half-past 8 or 9; then service in the abbey at 10. Then there was time for a walk or any other amusement till half-past 1, which was dinner time. There was abbey service again at 3. After service the boys could do what they pleased till lock-hours, the time of which varied with the time of year. Then there was supper in hall at half-past 6 or 7, and then the boys had the evening to themselves in college till prayer time, which was 10 o'clock.

2238. There were no Sunday lessons of any kind ?—No, nothing at all.

2239. Did the boys use to go together to the service in the abbey ?—Yes.

2240. Both morning and afternoon ?—Yes.

2241. (*Lord Lyttelton.*) Did the boys who went out come back on Sunday night or Monday morning ?—Sunday night.

2242. They were obliged to sleep in college on Sunday night ?—Yes.

2243. (*Lord Devon.*) 9 o'clock, was it not ?—10 o'clock.

2244. (*Lord Clarendon.*) I suppose the sermons in the morning service, of course not those in the afternoon, were not particularly addressed to the boys, were they ?—No.

2245. They were the usual sermons ?—Yes; except once a month, when we had an early service at which the Head Master preached.

2246. At what o'clock ?—At 8.

2247. (*Lord Lyttelton.*) Could the boys hear the sermon where they were placed in the abbey ?—Not always; the Head Master preached from his stall.

2248. Did you hear the Head Master ?—Yes.

2249. (*Lord Devon.*) The early service was introduced in Dr. Liddell's time ?—I believe it was.

2250. (*Lord Clarendon.*) On those occasions when the Head Master preached were the boys expected not to go home ?—They were expected to come back on Saturday night so as to be at service on Sunday morning.

2251. When did they go away then ?—At 12 o'clock on Saturday.

2252. They were expected to come back on Saturday night in order to hear the Head Master's sermon on Sunday morning ?—Yes.

2253. Is that only the Queen's scholars, not the town boys ?—No, the town boys also.

2254. These sermons of the Head Master were always addressed to the boys ?—Yes.

2255. Did the boys like those sermons; do you think they did any good ?—Yes; I think very much.

2256. What religious instruction was given at Westminster while you were there ?—The only school lessons we had were on Mondays. In the lower forms the boys used to get up some portion of Bible history and construe some Greek Testament. In the sixth form they read some Greek Testament, and also some book connected with the study of the Bible, as Hartwell Horne's Introduction or Barry's Introduction.

2257. Were you examined in the Greek Testament with reference to the subjects or the Greek ?—Both; in the sixth form we used to do some of the Epistles.

2258. And did the masters put questions about them ?—Yes.

2259. And the boys were prepared for questions that would be asked them ?—Yes.

2260. How did they prepare themselves for that ?—By reading the book in the Greek, and if there were any commentary that the master recommended, reading that.

2261. The master did recommend some commentary on the Epistles did he ?—I think not on the Epistles. I think we only had the Greek Testament and the aid of the master's own comments. On the Acts we had Humphrey's Commentary.

2262. (*Lord Lyttelton.*) Had you any assistance previously in preparation?—No; we prepared it previously by ourselves.

2263. (*Lord Clarendon.*) Was much care taken with the boys previous to confirmation?—Yes.

2264. Who used to undertake that?—The Head Master.

2265. Always?—Yes.

2266. And how long before the confirmation did this preparation begin?—I should think six weeks before, but I am not quite certain.

2267. Do you think that the boys attended to his instruction in a proper spirit and were aware of the solemnity of it?—Yes.

2268. And did they generally take the communion after they were confirmed?—At the beginning of every term the communion was administered, and the Queen's scholars who had been confirmed were expected to attend.

2269. So that it was a matter of duty to attend?—Yes.

2270. (*Lord Clarendon.*) And therefore to a certain extent compulsory?—Yes.

2271. A boy's absence would be noted?—Yes.

2272. Would he be punished for not coming?—I do not know.

2273. (*Mr. Twisleton.*) Were they ever punished?—I do not remember any case.

2274. (*Lord Clarendon.*) Was there any care taken that they should come to the communion table properly prepared and in a proper spirit?—Yes; during the preceding week the under master used to have us into his house and give us several preparatory lectures.

2275. Whom did he use to have?—The Queen's scholars.

2276. The whole of them?—All those who had been confirmed.

2277. Those who had been confirmed, and who were to take the sacrament were instructed by him? Yes.

2278. (*Sir S. Northcote.*) Together?—Yes.

2279. (*Lord Clarendon.*) Were there questions asked them or was it merely a sort of lecture?—Both; he gave us certain questions to answer on paper, and also lectures.

2280. You think those lectures were attended in a proper and reverential spirit?—I think so.

2281. (*Sir S. Northcote.*) Was there any time, other than in any preparation for confirmation, when the Head Master or anybody had the boys in singly to talk to them on religious subjects?—I do not remember, in my time.

2282. (*Lord Devon.*) Your observation applies to the foundation only, I think?—Yes.

2283. As to this preparation for the communion?—Yes.

2284. You cannot give us any information as to what was done in the boarding-houses on that point?—They were not expected to attend unless they wished.

2285. In the case of a boy wishing to attend, and wishing to have any conversation on the subject with his master, is it within your knowledge that the tutor in the house would hold conversation with him or not?—I do not remember, for I myself was quite a junior boy while in a master's house.

2286. You cannot speak of your own knowledge?—No.

2287. I am rather referring now to the boarding-houses, the town boys' houses. Is it as it was in my time, that each house was kept by a dame, and that one of the masters of the school was resident within the house?—The houses were kept by the masters, and a matron managed the domestic arrangements.

2288. The head of the house then was the master?—Yes; there was, indeed, one dame's house for a short time after I came to the school. That however no longer exists.

2289. Each of those masters has a form in school?—Yes.

2290. Besides having his form in the school had he a certain number of private pupils?—No.

2291. Did the boys in his house do any work with him out of school?—I think occasionally, but there was no regular system. It was not expected that they should do work with him.

2292. Has the system which prevailed in my time ceased; that there was a pupil room in each house, and at certain periods the boys in the house all went down to that room to do their lessons; a master being present and giving them such assistance, sometimes hearing the lessons that were to be said in the school afterwards?—That had ceased in my time, but I believe it has since been revived to a great extent.

2293. Nothing of the sort existed in your time?—No; the master might occasionally send for a boy into his room and help him if he thought he needed it, but there was no system of the kind.

2294. Does any relation exist between the master and the boy analogous to that which we have heard spoken of, as existing between an Eton or Harrow boy and his tutor?—No, nothing of that sort.

2295. Was it within your knowledge, that if a boy got into a scrape he would be on such a footing with his tutor that he would consult him?—No; indeed in most scrapes the tutor would be the person who would have to punish him.

2296. Was it within your recollection that any change took place in this system either when Dr. Liddell came or Mr. Scott?—No.

2297. You have no experience of any other system than that which you have now described?—No.

2298. (*Mr. Vaughan.*) You were not there much in the present Dean of Christchurch's time at Westminster, were you?—Yes, I was there four years.

2299. I believe it was he who abolished the tutorial system at Westminster, was it not?—I do not know.

2300. You have not heard from tradition whether it was considered to be rather a useless institution there, at the time it was abolished?—I am told it was rather a form.

2301. (*Lord Devon.*) Is there anything in the nature of private work, private lessons, other than school work, done by any of the boys, do you think?—Yes, I think some boys do it, but it is not expected in any way.

2302. Would a boy be thought better of as to whom the tutor of the house or the Head Master might know that he had done a Greek play additional to what was expected in school work in the course of the half-year, or had read a portion of Greek history which was not expected, or any extra work of that sort, or would such instances occur?—I should doubt the masters knowing of it.

2303. There are no prizes or encouragements given for extra work?—No, unless it be in mathematics.

2304. What encouragement is given in that?—There is a masters' prize given every year to the best mathematician, and in a study like that private work would be of very great value.

2305. Will you describe what is done to convey instruction in mathematics to the school?—I believe it is rather altered since my time; but then all the lower forms used to go two afternoons in the week to the arithmetical master, Mr. Steward. The upper forms used to go for about three or four hours a week to the mathematical master, who was usually a Cambridge graduate, and used to do algebra and Euclid with him.

2306. (*Lord Devon.*) Were there periodical examinations in mathematics?—Yes.

2307. How often?—The lower forms were examined, I think, once a month by Mr. Steward; and the other forms used to be examined at the end of each term.

2308. Was the result of that examination reported to the Head Master?—Always.

2309. And the prize given in consequence?—The prize was given only once a year at a harder examination.

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2310. Who conducted that harder examination; strangers to the school?—No, I think not. I believe the paper was set by the mathematical master, perhaps helped by the Head Master.

2311. (*Mr. Vaughan.*) You lived entirely under a system untutorial; that is to say, you learnt all your classical work yourself?—Yes.

2312. And had no construe beforehand?—No.

2313. Did you ever feel the want of that sort of assistance strongly?—No, I think not; because we always did over the work carefully with the master in school afterwards.

2314. Did the not having assistance of that sort drive the boys to what are considered the less legitimate modes of preparing a lesson, by English translations, even the better boys?—They used English translations; not always, but not infrequently.

2315. Did they use them as correctives, or did they depend on them to learn the lesson?—More as correctives, perhaps; but they used them in both ways.

2316. (*Sir S. Northcote.*) When you were speaking of reading for college, you mentioned "helps." What do you mean by "helps."—A "help" is a Queen's scholar who has gone through the ordeal of the challenges, and who prepares a town boy who is going through.

2317. Then he takes, to a certain extent, the position of the private tutor?—Yes, in a special way.

2318. Do you think it is a better system than the system of having regular tutors; tutors who would do it for you?—I think so.

2319. (*Lord Clarendon.*) Do the boys prepare their lessons together?—Sometimes, and sometimes not.

2320. Does one ever construe to the others?—Yes; two friends would construe their lessons together.

2321. One boy does not construe to a great many others?—No, I think not.

2322. Do they help each other much in composition?—Not much.

2323. What should you consider were the stimulants to study at Westminster? Is it the desire to rise in the school; is it the fear of punishment; or is it the hope of reward?—I should say all three.

2324. An idle boy, a boy who shirks his work, or who does it ill, is he sure of punishment?—Nearly sure.

2325. (*Lord Lyttelton.*) Is he sure to fail in his promotion? Does it much obstruct his rise in the school?—It does obstruct it; but occasionally the boy is put into a higher form simply on account of his age.

2326. It partly obstructs it?—Yes.

2327. (*Lord Clarendon.*) Is there a great deal of flogging at Westminster?—No, very little.

2328. Did it diminish during your time?—I think Mr. Scott flogged less often than Dr. Liddell.

2329. Could you tell us at all about the number of floggings there were in the year?—Not more than one a week, I should say.

2330. And that is less than it used to be?—Yes, as well as I remember.

2331. You have heard the tradition of more floggings than that?—Yes.

2332. Should you say that the diminution of that form of punishment had been beneficial?—It makes it more terrible, I think.

2333. Therefore the moral influence of it was good?—Yes; I think so.

2334. Where the flogging was so very frequent it came to be disregarded, and was no longer a mark of disgrace?—I suppose so.

2335. Would a boy flogged now be considered to be disgraced?—It would depend on what it was for.

2336. Where does the flogging take place?—Either in the library or in the school.

2337. And in the presence of whom; only the master?—The master, except when a boy is "handed" in the school.

2338. Is the monitor who takes the boy up to the master present at the flogging?—No, except at a "handing."

2339. There is nobody present but the Head Master?—No.

2340. (*Sir S. Northcote.*) Nobody allowed to be present?—There was one other boy present who had to hoist the culprit.

2341. (*Mr. Vaughan.*) Was he a sort of block, do you mean?—Yes.

2342. (*Mr. Twisleton.*) That continues, does it?—Yes, I believe so.

2343. (*Lord Devon.*) Are you aware that it used to take place in the presence of the whole school?—No; I was not aware of that.

2344. (*Lord Clarendon.*) Have the boys much intercourse with the Head Master. Does he see them much?—The upper boys have, a great deal.

2345. Any other intercourse than that which is in school?—We used to go to his house to dinner once in a term, perhaps, and the monitors and captain would have intercourse with him on matters of discipline.

2346. But he was not in the habit of talking to the upper boys respecting their studies and their progress?—Occasionally he was. For instance, in looking over the composition with you, he would talk to you perhaps on other subjects, but not very frequently or regularly.

2347. You would scarcely think that the influence of the Head Master was much felt in the school?—He took a great deal of interest in the forms generally. Every week he would go round and see who had done best in each form, and address a few words to him.

2348. (*Lord Lyttelton.*) But apart from directing the studies you did not perceive his influence much?—No; perhaps not in the school; but his sermons at the early services exercised considerable influence.

2349. (*Lord Clarendon.*) Do you think that it was anybody's business or anybody's care to look after the individual character, the moral conduct, the gentlemanlike habits, and the honourable feeling of the boys?—The head boys would look after the conduct of the lower boys.

2350. (*Lord Lyttelton.*) Who looked after them?—The masters and their own consciences.

2351. (*Lord Clarendon.*) In short, you would say that, generally speaking, the formation of individual character was very much left to public opinion?—Yes.

2352. (*Mr. Vaughan.*) What is the period that usually elapses between the entrance into college and the going off to Oxford or Cambridge?—Four years.

2353. Is that a fixed period?—I believe it is now quite fixed.

2354. Is it fixed by age or by standing in the school?—By age, almost invariably.

2355. At what time must a boy be elected to college?—Before he is 15.

2356. Can he be elected any time before that if he is capable from his success in the competition?—Yes, he can.

2357. Not afterwards?—Not afterwards.

2358. When must he leave?—Four years after he gets into college.

2359. Between the time of getting into college and the time of going off to the university, I think you intimated that there has been recently some change as to the stimulus to the collegers to work. Did not you say that recently there had been some change made with regard to their liability to lose their places?—Yes.

2360. How long has that been introduced?—It always existed as a possible punishment to put a boy down, but it was very seldom made use of.

2361. Is it now introduced in such a way as to be a regular system?—I believe so; when I left it was being done much more frequently, and I believe it is now being done.

2362. Do you know how that is managed; how it is arranged?—The Head Master, judging from the school work and the general character of the boys,

recommends the Dean to alter the places at election time.

2363. Do you mean once in the year?—Yes.

2364. Does it come practically to this, that once in the year there is a certain readjustment of the places, which puts certain boys up and others down?—Yes.

2365. I suppose that is a practical stimulus to work which did not exist so strongly before?—Not so strongly.

2366. I suppose it would be considered an infringement of vested interests on the part of the Queen's scholars if the town boys were admitted into competition with them upon going off to college?—Yes, certainly.

2367. From your knowledge of the state of the school, would it frequently have happened that a town boy, if he had been admitted into competition for studentships and scholarships would have carried them off?—Yes, certainly; it not unfrequently happened that if it had gone simply by merit he would have got one. In my own year a town boy stood first in order of merit.

2368. Under those circumstances, what should you think of a change in the system in that respect; that is to say, such a change as would admit the possibility of a town boy who did not go to college still taking one of the studentships?—It would discourage the going into college altogether if a boy could get the reward without undergoing the training.

2369. Has he not meanwhile all the privileges for four years of an education almost gratuitous?—The education is more expensive than that of a town boy who boards at home.

2370. Do you think it would not be a salutary thing, considering that he has the advantages of college for four years, that he should be compelled to enter into a competition again in order to preserve those advantages during his university life?—He does enter into a very high competition in the examination before the electors.

2371. There is that still?—Yes.

2372. Would it not increase that competition and be beneficial both to the town boys, as making them work more with a hope of getting it, and the foundation boys, as inspiring them with a certain dread of losing from idleness if both were admitted over again to the competition before going to the university?—It might do that.

2373. You think it would not be liked by the college boys?—Certainly not; for then the poorest, not the best, boys would enter the college.

2374. But as to the school, if you could divest yourself entirely of the position of a college boy, and consider merely its effect on the whole school, do you think it would be beneficial to the work of the school, and produce better scholarship and more work if that were permitted?—Yes, it would perhaps make the town boys work more.

2375. Would it not, perhaps, also make the Queen's scholars work more?—They have to work almost as hard as they can, because there is a very severe examination.

2376. You think there is enough upon them already to make them do their very best?—Yes.

2377. (*Lord Devon.*) Within your experience, is it the chance of gaining the scholarship at Cambridge, or the studentship at Oxford, rather than the mere circumstance of getting an education comparatively gratuitously, which operates with most parents in getting their sons into college?—I have no doubt of it.

2378. That is much more strong than the comparatively reduced price of the education?—Yes.

2379. (*Sir S. Northcote.*) Are the town boys generally as industrious and do they work as hard as the Queen's scholars, or is there a marked difference between them in that respect?—There is not a marked difference.

2380. (*Mr. Vaughan.*) I think you say that you do not know how long a residence at Westminster was the condition of getting into college?—No; I am not sure.

2381. Whether it is a year or more?—It certainly would not be more than a year; but whether even a year is required I do not know.

2382. So that, in fact, according to present arrangements at Westminster a boy in order to get into the college must have been at Westminster school, and in order to go off to the university he must have been in Westminster college?—Yes.

2383. (*Lord Lyttelton.*) May he stand for college at any time, however high in the school?—He must not be 15 years of age.

2384. (*Lord Clarendon.*) What attention is paid to modern languages at Westminster?—When I was there the French master used to come four afternoons in the week.

2385. Who used to attend those lessons?—The higher forms. I should say the two shells, the remove, and the sixth, and I believe any other boys whose parents particularly wished them to learn modern languages, and who were in the lower forms.

2386. Their place in the school was affected by their proficiency or ignorance of foreign languages, was it not?—I think not.

2387. Do not they have marks allowed in examination for that?—No, not in the final examination.

2388. As far as you know there was a fair progress made in French amongst the boys who attended?—Not very much, because whilst a boy was in the lower forms he did not learn any, and therefore he was liable to forget whatever he had learnt before.

2389. Did the Head or under masters encourage the boys sent, do you know?—Yes; the Head Master used to come in and see what was going on and ask questions.

2390. (*Lord Lyttelton.*) The boys were required to attend?—Yes, in the upper forms.

2391. (*Lord Clarendon.*) Was there any attention paid to German, was there a German lesson?—No; not whilst I was there.

2392. Were there any lectures or lessons in natural science?—When I first got into the sixth form we used to do some physical geography, but I think nothing more.

2393. Did you learn French or German at Westminster?—I learnt French.

2394. Do you consider you got any proficiency in it?—Very little indeed.

2395. How long did you attend the French master's lessons?—For four years, I think.

2396. (*Lord Lyttelton.*) Did you begin learning French at Westminster?—No. I think I knew more French when I came to Westminster than when I recommenced learning it at Westminster.

2397. (*Lord Devon.*) You lost more in the interval?—Yes.

2398. (*Lord Clarendon.*) Not that you knew less French when you left Westminster than when you went there?—No.

2399. Could you read with ease any French book that was not of more than average difficulty when you left?—No, I could read an easy one, but I should say not an average French book; I did not take much pains.

2400. (*Mr. Twisleton.*) Could you read the leading article of a French newspaper?—No; not well.

2401. (*Lord Clarendon.*) And of course you had no fluency in speaking?—No.

2402. You did not attempt German?—No.

2403. Of course you have a knowledge of history and geography, should you say that you had acquired that at Westminster, or was it from private reading that such a knowledge as you possess was obtained?—Chiefly from private reading.

2404. At school, or during the vacations?—Both.

2405. But you do not feel indebted to Westminster for that history or geography?—No.

2406. (*Lord Lyttelton.*) Modern history and modern geography?—Yes.

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2407. Did they teach ancient history and ancient geography at all?—In connexion with the books.

2408. Ancient geography was not taught separately?—It was at one time in the fifth form and in the shell while I was there, but I do not know whether it was always the custom.

2409. Was it left off before you left?—I do not know; it was going on when I was in the fifth form and in the shell.

2410. Was ancient history taught separately, or in connexion with the Greek or Latin book?—Separately.

2411. (*Lord Devon.*) Was there any system of setting boys to draw maps?—Occasionally, not often, maps were set.

2412. (*Mr. Twisleton.*) Was the result such that when you left Westminster you were fairly acquainted with the ancient history of Greece and Rome, and the ancient geography applying to those histories?—Yes, fairly; more with one period than another.

2413. That period being what?—For our last examination we took up three books of Dr. Liddell's History of Rome.

2414. (*Mr. Vaughan.*) You took that up as a text book in fact?—Yes.

2415. (*Lord Clarendon.*) Was there any time given for private reading in modern languages, mathematics, and history?—Not during school hours.

2416. (*Lord Lyttelton.*) You had leisure time in order that you might read it?—Yes.

2417. (*Mr. Vaughan.*) Is the present instruction that is given at Westminster more suited for Oxford or for Cambridge?—In my time perhaps for Oxford, but I believe Mr. Scott has paid more attention to mathematics.

2418. I mean in the style of scholarship and mode of reading books?—It is very well suited for Oxford.

2419. (*Lord Clarendon.*) Would you say that there was much private reading at Westminster of general literature?—Not very much.

2420. Poetry or English history we will say?—Not very much. Some boys of course read a good deal, but I think altogether there was not much.

2421. (*Lord Lyttelton.*) What sort of a library was there?—There was a small school library, and the boarding houses had libraries of their own.

2422. Each of them?—I believe so. Mr. Marshall's had I know.

2423. Had the foundation boys full use of the school library?—Yes.

2424. To take out books and read by themselves?—Yes.

2425. And did they do that much?—I do not think very many did.

2426. (*Mr. Vaughan.*) I believe that the tutorships at Christchurch now are not by any means restricted to Westminster students?—No.

2427. At the present moment do you happen to know what the proportion of Westminster men is?—Among the tutors?

2428. Yes?—None.

2429. No Westminster men?—One has just resigned his tutorship.

2430. And there is none now?—No.

2431. The Dean of Christchurch selects amongst all the students any that he thinks would be most efficient and suitable, does he not?—According to the present system he selects chiefly from the senior students, and those senior students are elected by competition from the whole University, and therefore a man from any college may come in.

2432. (*Sir S. Northcote.*) With regard to the private reading, should you think that most of the boys had read Shakespeare?—I should think that most of the boys had read the principal plays.

2433. And Milton, do you think?—Not very much.

2434. Do you think most of them had read Sir Walter Scott's novels or poems?—I should think so.

2435. (*Mr. Vaughan.*) I suppose when Shakespeare used to be acted at the London theatres the boys were never permitted, either in company with the master or otherwise, to go and see it acted?—Some of the masters used to take boys sometimes.

2436. (*Sir S. Northcote.*) Did the attending debates in Parliament lead the boys to take any interest in general politics?—I think so.

2437. Did they read much in the way of newspapers?—Yes; I think so.

2438. (*Lord Lyttelton.*) Where would they read the newspapers?—We used to take in some newspapers in college, and I think the boarding house did so.

2439. And had them in their libraries?—In their sitting rooms.

2440. Had you a debating society?—No.

2441. And there never was one?—I never heard of one existing.

2442. (*Lord Clarendon.*) What were the average hours of work in a day, do you think?—The school hours were five and a half on the average, and then a boy would have to read perhaps two and a half or three hours more.

2443. For preparation?—Yes, on whole school days.

2444. How many holidays were there in the week?—Two half holidays; and on saints' days there was only one hour's school.

2445. How many saints' days were there during the year?—About 12, during the school year.

2446. (*Lord Lyttelton.*) The regular prayer book days?—Yes.

2447. (*Lord Clarendon.*) If there are seven hours and a half given on whole school days to work, I suppose the play was principally on the two days of the week when there were half holidays?—There was always on every day of the week some game going on after half-past 12, from that till dinner time, and then on the half holidays, in the winter, there was usually a football match all the afternoon; in the summer there was rowing and cricket.

2448. Were the expenses of the games, cricket, football, &c., considerable?—No, very low.

2449. Should you say that the habits of the boys and the tone of the school was expensive?—No, I think not.

2450. (*Mr. Vaughan.*) Were the advantages of scholarship derived from the play sensible to yourself; could you attribute your Latin scholarship in any degree to that?—I think so.

2451. What you got from it I suppose stuck by you?—Yes, one cannot help remembering some passages.

2452. Considering the time that the preparation of all kinds took do you think that in the way of scholarship it hindered or helped the scholarship of the school, taking into account all the preparation, acting, dressing, and rehearsing till the play was acted?—I should say it helped it.

2453. (*Lord Clarendon.*) I omitted to ask you one question with reference to the punishments; are impositions set?—By the masters.

2454. To learn by heart, or to write out?—Sometimes to learn by heart, usually to write out.

2455. About what are the maximum and minimum of impositions to write out?—500 lines would be thought a very long imposition, and 50 lines would be thought a short one.

2456. Are not those impositions rather supposed to spoil a boy's handwriting than anything else?—I suppose so, though they have often a salutary effect.

2457. They keep old copies too, do they not, or get them written out?—Sometimes, I suppose.

2458. (*Lord Lyttelton.*) Could a boy get a punishment written out for him by some other boy?—Very seldom; my answer was as to old copies chiefly.

2459. There was no person about the place whom they could get to copy out the punishment for them, was there?—No, I think not.

2460. (*Mr. Twisleton.*) In looking back to the Westminster plays, is it your opinion that they were

in any respect unfavourable to the morality of the boys?—No, I think they were favourable.

2461. In what respect?—Because they kept the boys well employed all the winter half-year; it was an amusement and occupation during the long evenings.

2462. (*Lord Lyttelton.*) You think it occupied their attention a good deal all that half?—Yes.

2463. (*Lord Clarendon.*) It is some time now since you left Westminster, and you have had an opportunity of reflecting upon your school career,—are you satisfied with it upon the whole; do you think that your time was as well employed there as you could desire; do you think there is any improvement in the system which you would like, either for the advantage of the boys or the honour of the school, to see introduced?—I have found the education as good a one as I could have had at school. The boys were very well grounded in grammar and scholarship, which we found of very great use in our university work.

2464. (*Lord Lyttelton.*) Comparing yourself with other young men from other schools whom you may have met at the university you see no reason to think less well of Westminster since you have left it?—No, certainly not.

2465. (*Lord Clarendon.*) You think that Westminster boys are as well grounded as most of their contemporaries who come from other great schools?—Certainly; perhaps we did not read so many books at school, but we were more thoroughly grounded in grammar.

2466. (*Mr. Vaughan.*) Do you happen to know how in the final schools at Oxford, Westminster has stood in comparison with other schools as to honours?—Of late years it has not stood well in the final schools, but it has always stood well in moderations. At Christchurch nearly half of the classical first class men in moderations have been Westminsters.

2467. Do you attribute that to the particular style of teaching at Westminster?—I think it is a very good system for moderations.

2468. That is to say it is a very good system for pure scholarship?—Yes.

2469. What should you argue on the other hand from its failure, if I may use such a term, in the final schools?—I should myself have thought that the deficiency ought not to be attributed to the school, because the final schools' work is almost exclusively work that is never begun at school.

2470. But still I suppose it is work to which the youths who come from other schools so far adapt themselves that they succeed. How do you account for their succeeding if you think that they do succeed better than Westminster youths?—I do not think they succeed better at Christchurch, and I think that their success at other colleges, if it is greater, is caused by their getting boys of higher ability to send to Oxford, and by the power of choosing the college to which to send them. A hard-reading or distinguished college is filled with good public-school men.

2471. (*Lord Devon.*) The great majority of Westminster boys who go to Oxford go to Christchurch, do they not?—Yes.

2472. And the final examination takes place after at least three years of Christchurch life?—Yes.

2473. (*Mr. Vaughan.*) I will ask you one question upon that, which is this,—Does not it seem to follow that it is slightly a disadvantage to Westminster to be confined to a particular college in the university?—Yes; in that respect certainly.

2474. (*Lord Devon.*) You have given us the length of the school hours, have you any opinion in this point whether it would not be practicable, either to shorten the number of school hours with advantage or to introduce into those school hours other subjects, without diminishing the quantity of classical study; in point of fact, was not there much time wasted in school?—No; I think not.

2475. (*Mr. Twisleton.*) When did you leave Westminster?—Whitsuntide 1858.

Victoria Street.—Wednesday, 28th January 1863.

PRESENT:

Earl of Clarendon.	Hon. Edward Twisleton.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.
Sir Stafford Northcote, Bart.	

The EARL OF CLARENDON in the Chair.

William Meyrick, Esq., called in and examined.*

2476. (*Lord Clarendon.*) We received a letter from you yesterday, saying that you wished to lay some information before us with respect to Westminster School, and, I believe, with reference to a son of yours who had been for some time at Westminster, and whom you thought it necessary to remove from the school. We shall be happy to hear anything you have to say?—I hope your Lordship and the other Commissioners will pardon me for one or two minutes while I make a little preliminary statement, because I think it essential that the gentlemen sitting here should feel at starting that they are not likely to be listening to a bad case arising out of special circumstances either as regards myself or my boy. My son was with a gentleman of the name of Westmacott for some considerable time before he went to Westminster.

2477. A private tutor?—Yes.

2478. (*Sir S. Northcote.*) In London?—Yes. I have letters from him in abundance speaking of my boy in the highest terms that a man is capable of speaking of a lad. My boy went to Westminster and I will shortly tell you his career there. He went just two years ago. He was put into the under fifth. In about a fortnight, what I believe is a very unusual thing occurred, he had what is called a bye-remove. He was put into the upper fifth, and I may state shortly, that from that time until he went into college last Whitsuntide, a period of a year and a half, he got his head remove I think upon every occasion. A short time after he had been there, Mr. James, I believe it was, sent for him and asked him (young as he was) if he would use his influence with the other boys to prevent the use of bad words, swearing, and so on. I have letters from Mr. James, and if he had been speaking of his own son he could not have spoken higher of him. I wrote a letter to Mr. Scott on Friday last, a letter in which I expressed myself not unbecomingly strongly, but still

* Since many portions of Mr. Meyrick's evidence, and of his son's, were disputed by subsequent witnesses, it has been thought right to insert in such cases references to the places in which specific counter-allegations occur. It should be added, however, that these references are not exhaustive, nor from the nature of the examination was it practicable to make them so. In order, therefore, to form a fair judgment on the subject, the whole of the evidence 2476-3758 (including Mr. Ingram's letter at the end) must be taken together.

I used terms which perhaps, very excuseably, might have given rise to some anger in his mind; but I am happy to say that I got a very handsome testimonial about my boy. Mr. Scott in his letter says:—"I "need not tell you of the feelings with which I read "your letter. The condition of college has long "caused me uneasiness, although, as you suppose, it "is very difficult for me to arrive at the full truth. "The disappointment to you cannot be greater than "it is to me, for I had hoped that your son was likely "hereafter to win distinction for himself and for "his school if his life were spared." He then asked me, almost required me, in fact, (saying it could now do no injury to my boy) to give him all the information that I could, and I have an appointment to see Mr. Scott this afternoon at half-past five. I wrote to him to say I would give the information willingly, but that I feared it was impossible for him to remedy the evils which I complained of, unless he was prepared to make a perfect revolution in the whole of the internal arrangements of the college.

2479. (*Lord Lyttelton.*) When was it you took your boy away?—Last Friday.

2480. Quite lately?—Yes; I did not let him go back then, I found he could not. He neither could have gone back to submit to the treatment himself, nor could he have remained there, to have enforced the treatment against other boys. I afterwards wrote a second letter to Mr. Scott, telling him that unless the system were altered so that the masters could not only teach, but govern, no good would be done; because what I complain of, and that is the root of the thing, is, that the internal management of the college is altogether in the hands of the boys. The Westminster school, as separate from the college, is quite a different thing. Up to the time of my boy's going into college we had every reason to be delighted with it. We had friends who were going to send their boys, and we had advised that a boy, now at Eton, should go there. The moment my son got into college the whole thing was changed. Of course, having a family of eight children, the saving in the expense was a matter of considerable importance to me, but before he had been in college many days I went to Mr. Scott, privately, and begged him to allow me to send him back again—I did not care for the difference in the expense, but to let my son go back to the school, because there he got on exceedingly well. True he fagged; but I should like the Commissioners to understand that what I complain of, is not fagging as we understand it; not fagging at all. I do not touch that. To show how little he cared about that, I may say that when he went from the under fifth to the upper fifth, according to the rule, he should not have been a fag, but he never availed himself of that rule; he did not care about the fagging; he used to laugh about it, and he went on and fagged during the time. It was only on his getting into college that this grievance began. I asked Mr. Scott whether it were possible for him actually to go back into the school, and for me to go on paying the 110*l.* or 120*l.* a year. He said, no, that could not be done. Mr. Scott, I must say, has behaved throughout in the kindest manner possible. He spoke in the highest terms of my boy. I told Mr. Scott my son could do no work; some of the masters will say that he can; but I am prepared with a simple statement about that, presently, which is unanswerable.

2481. (*Lord Clarendon.*) May I ask why Mr. Scott said your boy could not go back to the school?—He said, "I do not know that there is anything "in the statutes, but I do not think he can. I think if "you decide upon his leaving college, he must retire "altogether." Well, of course, I was hardly prepared for that, from its dislocating my arrangements for a boy at his age, just now 16, and looking to the possibility of his going to the bar, and so on. My boy was in the upper remove, with his foot therefore in the sixth form, and I believe on the last occasion they said, "it was no use putting him into the sixth, as he "would have to be there four years."

2482. (*Lord Lyttelton.*) When did he enter the college?—He entered the school just two years ago; he was then 14; he entered the college last summer.

2483. What you are about to say relates only to the college?—Only to the college as distinct from the school.

2484. (*Mr. Thompson.*) What is his age now?—16.

2485. Then he would be 14 when he went to the school?—Yes. Perhaps some of the Commissioners may know more about the constitution of the school than I do; but there is one thing which seems curiously enough to have sprung up with reference to it, because it certainly could not have had its origin when the foundation was made; and that is, that you must go to the school as a town boy, whether you board there or not; you must go there for twelve months first, and during those twelve months of course a boy is encouraged to get as high as he possibly can, both scholastically and socially. During that period my boy, as I have said, did get very high up in every point of view, and then, when he goes into college, the whole thing is changed. That is perhaps going a little more into detail, which I will defer for the present. I wish to start by saying, that in consequence of the college being wholly in the hands of the boys, apart from the masters, there is a system of slavery, for I can really call it nothing else, continued slavery, going on from morning to night; slavery of the most irritating and oppressive kind, enforced as it can only be enforced, and as it can only live, at the point of the bayonet. It would drop by its own iniquity and by its own weight if the juniors were not goaded and kept up to it by degrading and dangerous punishments. True it is, that those punishments are not of hourly occurrence. My boy told me this morning, "We dare not for our souls by a "look resist, they are all-powerful." As an instance of what I assert, it would be supposed that if a boy were taken ill while he was before a master saying his lessons, that that fact would be sufficient to prevent him from undergoing a degrading and brutal punishment for a temporary retirement from the room. Still more would it be supposed so, if he, previously to retiring, got the special permission of the master to retire. It does not do so. Before he dare leave that room, unless at the risk of a severe licking, he must ask six boys—four monitors, his own individual senior, and the "lag" as they call it of the second election. See, however, as to this, Mr. Scott's evidence, 3377 and following answers, and *infra* 2566, 2836, 3203.

2486. Before he leaves what room?—The school room.

2487. (*Mr. Vaughan.*) When he is in school?—When he is in school before the master. I now say not what is matter of opinion; I say what occurred yesterday. He is liable to be had up by one of the seniors; he is made to keep his knees straight, and to touch his toes with his hands; the senior sends for a walking stick or a racket, and he may break it about his back, and the boys come staggering out of the room as white as that paper. I say also, without any figure of speech about it, and without any fear of contradiction, that from the 1st of January to the 31st of December a junior has not a moment during the whole of that time which he can call his own, and uninterrupted, for any purpose whatever. When my boy said, "I shall not "be able to write to you," I could not understand it. I should like the Commissioners to see him. Perhaps it may be necessary. When he came home he used to go off to bed, and Westminster was a thing which none of us ever mentioned or alluded to, whereas before he got into college, the first question from us all, was, "where are you," meaning, where is your place in the form this week. The poor boy, as manly a fellow as ever was in the world, has burst into tears and left the table, when we began to talk about Westminster, so brutal, and so degrading was the treatment. See 3336, *et seq.* See 3466.

2488. May I ask, what do you complain of particularly in his being obliged to ask this leave to quit

the room? Was it an inconvenience to his health?—No, I do not complain of it on that account. I merely mention that, as an instance of the complete mode in which the school is under the management, or rather under the control of the boys.

2489. I thought you adduced this, not only as an illustration of the degree in which boys were under the management of boys, but also as an illustration of some practical inconvenience that resulted from it?—No; I would not put it in that way. It was to show the mode in which the boys have the control; and if I might venture to say so, we all know, when that is the case, what must be the result.

2490. Is it then a theoretical objection on your part to the boys having this power, as distinct from an objection arising out of any positive inconvenience or pain that any boy has been put to by it?—I perhaps am hardly able to follow your question, but I object to the system altogether, because the boys have the power of inflicting punishment; they are perfectly irresponsible. A master standing by would not have any control over them. They do not care about the master's knowing all this the least in the world. Of course I am quite aware it may be said, that a great many things I may mention are no great hardships; for instance, what I am going now to mention. A boy in the sixth form, even, if in the two under elections, is not allowed to go by Mr. Scott's window. Of course I have not been by, and probably none of the Commissioners have, and we are all very happy without it; I am aware of that; but still it is a very hard thing for a fellow who is being sent by his senior to execute some commission, where time is all important, that he may not pass the window, when three strides would do it, without running the chance of having a stick broken about his back; and that he shall be obliged to go right round. I say, that is a hardship, but it is still harder, when, if he does go by, he can be had up, as a boy was had up not long ago, by one of the seniors, and a walking-stick broken across his back.

See 3461, and Mr. Ingram's letter, *post*.

2491. (*Lord Clarendon.*) You said just now, that literally no junior, between the 1st of January and the 31st of December, could say that he ever had an hour or a moment to himself. Will you have the goodness to give us any details that you happen to possess as to how his time is monopolised?—I am prepared to do that; and if Mr. Ingram or any other gentleman connected with the college were here, I would ask him to put his finger on a moment which a boy has, free and unfettered to himself, for the purpose of his lessons or for any other purpose. Of course, taking my boy away on Friday, I had no time to lose. He is now at King's College, but I only see him early in the morning and late at night. I have got him, however, to put down certain things just to show how his time was occupied.

2492. (*Lord Lyttelton.*) You have entered him at King's College?—Yes. He says: "Sunday. We "were supposed to be in college at a quarter to ten "o'clock, in order to be able to attend prayers in the "upper election room at ten minutes to ten. I, as a "junior, always contrived to get into college at half-"past nine, so as to be able to see that there was "clean water in my senior's jug, or bath, as the case "might be; and if there was not any there, to go and "fetch some from the tap, outside the dormitory. I, "also, as being that working junior, had to put round "two matches to each cubicle belonging to the upper "elections, and also to be able to give matches at "any time to any of the election above me. After "prayers I had to go to my senior and ask him "whether he would take tea or coffee; if he did, I "made him what he required, and then I was allowed "to go to bed; being very lucky if, after having been "obliged to make tea or coffee for my senior, I es-"caped personal chastisement from the monitor in "the dormitory for not being in bed sooner. During "the summer, there is a junior every morning who is "denominated 'call.' His duty is to call every one "in the election at the time he wishes; generally "about five o'clock in the summer. There being "11 juniors in our election it did not come to one's "turn above once a week. If you did not call them "at exactly the time they wanted, they could lick "you in any way they thought proper, either by "'buckhorsing' or by 'tanning.'" My boy has had to submit to that. It is true the senior in a manner apologized to him for it, saying "I am very sorry, "but the rules of the school require it." You stand in this way with your hands straight down, and they take you so. (*Mr. Meyrick describes by gestures the way in which the boy is struck.*)

2493. (*Mr. Vaughan.*) In the face?—Yes. Another punishment is called "tanning." There was a general tanning ordered at the time the speeches were going on, on one of the Mondays. On the Sunday I found my boy was very depressed, he never ate or drank anything. I sent for a medical man, and he said, "I can hardly feel his pulse, the boy is "so depressed. What is it?" He said, "I am "going back, and there is a regular tanning of all "the juniors to-morrow." Tanning is this. They put one leg up on a certain sink that there is there, I do not know how, and the boys, one or more, I will not overstate it, but I will say one authorized boy, takes a run at you, and kicks you as hard as ever he can for his life, and hits you about.

2494. (*Lord Lyttelton.*) Is that for nothing. Is it not as a punishment?—I will tell you what that is for. That special tanning did not take place, because it was begged off, I suppose, being near the end of the holidays. There is another rule which requires every junior to carry about with him two "dips." Each junior has to carry these things about with them in his college at all periods. He cannot walk about without. I believe his waistcoat and things are made on purpose, for my boy, according to one of the rules, was obliged to buy some old clothes. They had been in use for many years, and I gave two guineas for them. However, each junior has to carry about with him in his college at all times, two pieces of India-rubber, ditto of gutta percha, ditto of sealing wax, two pencils, two pieces of pen-string, two wedges, two knives, two dips (little ink bottles), an unlimited quantity of note-paper, small and large size; ditto ditto of quarterns (square pieces of paper), ditto ditto pens (quill). Then there are certain seniors who have the privilege of asking for a penknife, and ink, and so on, whenever they please. My boy says, "I "have been sometimes staggering up with my "senior's books," (which he does not complain of,) "going to take them up to college, very glad to do "it, and as cheerfully as possible. The senior will "say to me, 'Meyrick, dip.' I put down the books, "and get them up as well as I can; perhaps I have "not a moment to spare. I feel in my pocket, and I "have not got one. 'Turn your pockets out, and "'see that you have got all your traps and every-"'thing of the kind. What has become of them?' "'Mr. so-and-so had one.' 'Where?' 'In the blue "'room.' 'What became of the other?' 'Mr. so-"'and-so had that.' 'Where?' 'In the red room.' "'You had no business to give one in the red room.' "But you were obliged to do so; still he can lick "you." Mechi's shop could not supply the requirements of these boys. My boy put three penknives in his bureau one morning, and they were all gone in a few minutes. You dare not lock them up. Of course a boy who is conscientious, and who has not a father's pocket to go to, cannot keep a supply; if he had a stream of penknives turned on all day long, he could not do it. You must carry all these things. My boy, while he was there, told me very little; he would give me no names and tell nothing; but I have now told him that Mr. Scott wished it, but I only knew of this yesterday morning. I should have thought that all this kind of thing did cease during one part of the day at any rate, namely, at the time when they might be sitting in front of their master saying their lessons. But no, it is not so, even then, because he has had to give away as many as 40 or 50

See 3415, *et se*

WEST-MINSTER.

W. Meyrick, Esq.

28 Jan. 1863.

quarterns during the very time he is sitting down and saying his lessons. Mr. Scott, it is true, has checked the seniors, and said, "You really must "bring your own things; I cannot have the boys "interrupted;" but the other masters have not.

2495. (*Mr. Vaughan.*) Was this public tanning in fact ever ordered because a boy had given that to the red room which he ought not to have given?—No; I merely mention that as the way in which these things are carried on.

2496. (*Mr. Twisleton.*) Will you explain why this tanning was ordered?—Because the juniors, as a body, had not kept on this unlimited supply of cutlery and stationery, to the satisfaction of the seniors. I believe that if enquiries were made at Gingers, who is the bookseller, stationer, and so on, he could, if he liked, tell some hard stories; perhaps being a college official, he would not like to do so. I know what he has said about it, as to what bills have been run up by boys for this stationery.

2497. (*Lord Lyttelton.*) Have you told Mr. Scott of this?—No, I have not, because I only saw him for a very short time after my boy first entered the college. He really was very kind, and he gave me to understand, without exactly saying so, that he would do what he could to help my boy; because one of his grievances was, he was threatened by Mr. Marshall, who said, "If you fellows in the upper remove do not "do well, you know I shall degrade you, send you "into the lower remove," and that to a boy who has always gone up, and up, and who is one of the most conscientious workers that ever went into the school, is a serious grievance, particularly when he has not time to do his work. He is not a wonderfully clever boy, but, if there is distinction to be gained, he will try and gain it, and he will be sure to gain the respect and love of all his masters. I feel I have got one of the best cases, as far as the boy is concerned, that a man ever had. It does not depend on my opinion, but on the records of the school, and on the expressed opinion of Mr. Scott, and Mr. James.

2498. You propose to tell Mr. Scott?—Yes.

2499. (*Lord Devon.*) One question before you go on. You say the tanning was ordered. Did you understand that it was ordered by the four monitors, by the whole of the senior election, or by the captain of the school, or by whom?—I cannot say how it is done. They have what is called a court-martial, which is a very summary proceeding. There is precious little done; as my boy says, it is all one way. They will say, "Well, A, or B," or whatever the names may be, "I think we had better give these "fellows a tanning."

2500. It professes to come from the upper election?—Yes. Well, then my boy's statement goes on, "They could lick you in any way they thought proper, "either by 'buckhorsing' or by 'tanning,' *i.e.*, by "hitting you on the back of the hand, or on the calves "of the legs with a racket, or by making you put your "hand on the table with an order to knuckle down, "and hitting you over the knuckles with the sharp "end of the college cap or book, or paper knife. "You had to ask them the time they wanted to be "called just before prayers the previous night. "During the winter two juniors were employed as "calls. One was employed to call fellows, and the "other one had to get up and light the fires in the "upper and under election room, and get four kettles "boiling before any senior or upper election boy "came down stairs. The call up stairs had to pull "the fellow out of bed; the earliest generally was "half-past 3 o'clock."

2501. (*Lord Clarendon.*) Half-past 3 o'clock in the morning?—Yes, and in the winter, in the hard-working time. My boy slept nearly all the time when he came home to me on the Saturday afternoon. You have to go round to every one of the boys and say, "What time shall I call you?—"Half-past 3;" and then perhaps at 8 o'clock you have to hurry his things in, in time to save him from a wigging from the master. Then, perhaps, another says he will get up at a quarter before 4. You have to take it all down and you must do it.

2502. (*Mr. Vaughan.*) It is not at one particular hour, so that a boy can go to bed again, but it is a series of callings?—Clearly. When they are once up, that is what they have to do.

2503. (*Mr. Thompson.*) Who is "call"?—He has to see to the kettles, and so on.

2504. How often does it occur, about once a week?—Yes; I shall come to that presently. He says that properly this ought not to come to you above a certain number of times a week, but they all shirk, by a doctor's certificate and so on. If a boy has been playing at football, and has done pretty well, perhaps one of the seniors would say "you need not fag to-"night."

2505. (*Lord Lyttelton.*) Do you consider it injured your son's health?—Certainly.

2506. At this moment he is not what he would have been?—Certainly not. We took him down to Brighton. I may say I am not at all a rich man, but I have felt it necessary to go to some considerable expense in sending him about. I sent him about when I could, and took him down to Brighton whenever I got the chance, really to set his health right and keep his spirits up; I never saw a boy get into so depressed a state. Mr. Scott said to him one day, "Well, Mey-"rick, I am glad to see you back again. We used to "think Westminster a very healthy place. Perhaps "it is the college air that does not agree with you "quite." Mr. Scott knew very well what it was, I have no doubt.

2507. (*Sir S. Northcote.*) Had he good health before he went to college?—Capital health. I would not for one moment overstate the thing. If he appeared here now, you would say he is a fresh looking young fellow. I could not say I have had much medical advice about him, for we knew what was the cause. We got him down to Brighton, and whenever we could, we got him into the country. When there was a saints-day, or any other opportunity, we would send him down to a brother-in-law of mine, and give him a day down there, with the hounds; or anything to get him out and try and keep him up to the proper mark.

2508. (*Mr. Vaughan.*) You did not think that great application could account for a little depression in his health?—No; because at this time he had no application, he could do nothing in the shape of learning, or work of that kind.

2509. How long did that inability to do anything last?—One whole twelvemonth—the junior year.

2510. Do you consider that the junior year is in fact a year lost to a boy?—Utterly, as far as learning is concerned, and very much worse than lost, as far as the influence of it is concerned. But the evil does not stop there; it is nearly as bad as far as the work is concerned for the second election; the juniors are the slaves, and the second election the immediate slave drivers, who have to see that the juniors perform their several duties, so that if those duties are numerous, intricate, and incessant, the labours of the second election will be in proportion; for instance, they have to see that the juniors are attending in college, ready to answer "election;" when it is called they have to bawl out something or other to the juniors, and see that they answer the call; this of itself would be a serious interruption to the work of a second election, as they have to go and find the juniors at "green," or other places; but the evil goes further, for it often happens that the whole of the juniors are engaged in answering "election," attending in fact to some of the seniors; and when this is the case, and "election" is called, if there is no junior to be found, one of the second election must answer it himself. The consequence of this is, that so soon as a second election, who may be at work, sees the number of juniors unemployed by the seniors getting small, he puts up his books and takes himself off somewhere, to avoid having to answer "election," leaving the place assigned for him to do his work in, and going to some other; therefore, for two years, a boy's work is most

seriously interfered with. There is always one of the second election doing duty the whole of each day, out of school, as a hall porter to college, under the title of "monos," except that, unlike a gentleman's hall porter, he must (no matter what the weather is) never be seen inside college when on duty, under the penalty of a very severe licking.

See 3503.

2511. Must there not be an understanding on the part of the masters that this system is going on, if a boy cannot look at his lessons, and does not acquit himself with common credit?—He cannot do so. I will state everything I hope and trust most fairly. When I saw Mr. Scott in the early stages, I said to him "It is quite evident he cannot work." "Well," he said, "no "doubt he has been working very hard, and perhaps "a twelvemonth's rest will do him no harm." He distinguished himself very much in getting into college. He was presented with the head boy to the Dean. Mr. G——M——, got in head, and my boy second, and those two were singled out, and presented to the Dean. But for the accident of M——, starting at the last moment as a candidate for college, the masters and boys all said that my boy would have got in captain. It was an unlucky thing, as M—— is more than ordinarily clever at his books. One challenge lasted seven or eight hours, and my boy beat him three challenges one after the other. He got ill. Mr. Scott kindly adjourned the thing. He never recovered himself, and M—— beat him; but I do not think my boy could have beaten M——, even if he had not been taken ill. If he had got in head he would not have had this that we are now complaining of, to do; because the custom of the college is, that the captain strikes the head boy of the election on the cheek and says in Latin—"You be free—all the rest be slaves"—"*servi*"—the old villeinage system. The word was used there I see, in that sense, and it is literally so, they are slaves, body and soul. I know what I am saying perfectly well, and I say, that no man can put his finger upon one moment which a junior has uninterrupted from the 1st January to the 31st December. I do not mean to say that upon all occasions, at every moment, he has to go through the duties I am going to describe, which the "tenor" (I do not know how that word arises) has to do. They are not always of that active nature. And it is quite true that during some portion of the evening a monitor, or a second election, comes in and stays there to see that the juniors do their work; but they are never able to do their work in this way, because, there is an unceasing cry of "election"; you may hear it all over the place. My boy used to hear it when he was at Mr. James's, at the private house; Mr. Scott may hear it when he is sitting in his dining room. This "election" is the cry that the seniors can give when they want anything; it goes on more or less without intermission all day, sometimes, generally in fact, in volleys; occasionally there are lulls, but they occur very seldom, and they are the exception. Sometimes you may hear the cry, and know that it is in an upper room. You go and put your head up the chimney, and answer it. They call all over the precincts. It is true it may not be your particular duty to answer it; my boy getting in second would have been monitor, and it might not be his duty upon all occasions to do what the senior happened to require; but a boy preparing Latin verses, and so on, might be interrupted with this, and not know whether he must run, or not; and if he does not, the second election come, and with an oath, kick him out of the room to attend to the call. True it is my boy was a great favourite with the seniors. They said sometimes, "Oh no, don't you come, send some one else." He was on most intimate terms with some of the big fellows. But as far as that was concerned, the interruption to him was just the same. This cry of "election" goes on at every moment, and so does the cry of "clock." A senior will not look at the clock, nor at his watch. He will call out "clock," and you must have a watch, and you must answer him. Another boy will be standing by him within three yards, and half a minute afterwards, out comes "clock" again, and so they go on all day and all night long. I go on with the statement I was reading: "and downstairs call was supposed to go down "stairs an hour before any senior was called; upstairs "had to carry a watch about with him, and answer "the time to any one who should ask him; the seniors "holloa out 'clock,' to which upstairs call answers, "'coming,' and then tells him the time. The third "elections holloa out 'time,' to which you have to "respond, from half-past 3 to half-past 7 in the even-"ing; upstairs call has to answer the cry of the seniors "(which is "election"), and get them warm water from "downstairs call, or fill their baths, &c. At half-past "seven all the juniors had to answer 'election,'—that is, the continued cry of "election," for whatever they want, whether it is knives, stationery, or anything else: whatever it is:—"or attend to any of the elec-"tions and do anything for them, such as run to the "post, or to the tailor's with gowns or caps. At 8 "o'clock we go into school till 9 o'clock, we then take "our senior's books down school, and go to breakfast "in college hall; we there answer election and wait "upon the seniors and the other elections above us, "running out to the confectioner's for rolls, tongue, "ham, &c., &c. There is a junior every day in col-"lege who has to stay in college all day. He is called "'watch,' and his business is to answer 'election,' and "fag for everyone who comes into college during play "hours; he has to keep up the fires, see that the ket-"tles boil, and attend to everything. All the other "juniors during play hours, from half-past 12 till din-"ner at two, have to go into 'green' to attend "'station,' *i. e.*, an order from the seniors which "forbids us to be anywhere during those hours except "in green, save by special permission from some of the "seniors; every junior has to be in college at all other "hours when they are supposed to be at leisure, to an-"swer 'election' and fag, unless he has special permis-"sion from some senior to go out for half an hour; then "he is liable to be sent in again during that leave, to "answer 'election,' if all the other juniors have been "sent out on errands, and often the second elections "(who are themselves licked if they fail to see that "the juniors do their work)"—that is the system; the seniors do not as a rule lick the juniors, but they lick the second election—"come and run up to you in "Dean's Yard, and with a kick and an oath, hurry you "into college. During the evening there are several "distinct duties for different juniors, which I will "describe. There is a junior who is called 'light-the-"fire;' he has to see that the packet of tea, coffee, and "sugar, and cans of milk are delivered in college, has "to make three teas during the evening, has to sweep "and keep the rooms in order, keep the fires up, and "see that the kettles are boiling, run up with kettles to "the seniors for washing their hands in the dormitory; "no easy task to manage, with four kettles; to have hot "water for all the upper elections, and to keep at the "same time boiling water for tea, &c., &c.," because they have four teas in the course of the evening, from 7 o'clock to the time of going to bed.

See 3474, 3510.

2512. Do you mean the same boy drinks four teas?—Yes, four separate teas, or coffee. He is sometimes luxurious, and chooses to take coffee.

See 3513.

2513. At what times are those?—From about 7 up to 10 o'clock, or a trifle later. Four teas for every one of them. He goes on:—

"And if there is not a plentiful supply of boiling water always on the fire, you get licked in every direction, in fact, by everyone above you in elections, who wants boiling water and cannot get it, because it is nearly impossible to keep enough boiling, always ready, owing to the immense consumption. Every two minutes you have to fill the kettles, and you are very lucky if you have two minutes to sit down, let alone time to think about beginning an exercise, perhaps long, and requiring a great deal of care. This duty comes to a junior three times in a fortnight, and often many more times, because if any juniors have been playing in a foot-ball match, &c., the seniors sometimes say they need not do any work that night;

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so it often falls to the lot of other juniors, who have not been playing, to take the extra work, and I felt that very much last half. I was always doing extra work, because I happened not to be good at playing foot-ball; I did not care about it. There is also a junior who is called 'tenor;' he has to light all the lights all over college, and look after the upper election room fires. During the winter, when we have our 'lock-hours' at 6 o'clock, it is tenor's duty between 6 and half-past, to go round to all the seniors and ask them whether they will 'please to take anything by orders.'"

I believe I am correct in saying, that if he said, "Will you take anything?" or, "Do you wish for anything by orders?" he would get a licking. He must not leave out the word "take," or "by," or anything of that sort, because there is an instance afterwards where that did occur. He goes on:—

"If they want something, tenor writes it down on a piece of paper, and goes on to the next senior. Tenor is bound to take any orders from any of the other elections, but he is not obliged to ask any of them whether they will take anything, except the seniors. Some or other of the upper elections are always giving tea-parties during the winter months, so tenor is always occupied getting orders and taking them in till supper-time, which is 7 o'clock, and he is very lucky if he has time to go to hall at all and get any supper. When tenor has gone round and got the orders from the seniors, he has to go up to college door and ring; and "College John," who is waiting outside, reads the orders and gets them from Sutcliffe's or any of the shops near at hand. When tenor rings the bell for John, he has to cry out, 'Any more orders? John is going off.' One junior one day made a mistake and cried out, 'Any more orders? John is about to leave.' He was called into the upper election room immediately, and very narrowly escaped 'tanning' for this breach of college discipline; as it was, he was kept half-an-hour listening to the conceited trash of a tyrannical bully. During November, December, January, February we are locked up at a quarter to 6, and we come out of school at half-past 5. It is almost impossible to light all the gas in college in that time. At a quarter to 6 you have to answer your name in the upper election room, and if you are not there before he comes in to the room (generally a little before a quarter to 6) you have to submit to being struck like a dog, without a murmur or even a look. If you have not had time to light all the gas everywhere, you are called up by some senior or seniors, and have to undergo another degrading punishment. Often when you are hurrying about, lighting the gas, some senior will call you back and send you to fetch some petty trifle, without any consideration for you, and apparently with no other view than to get you a licking for not having lit all the gas. At 10 minutes to 10, when Mr. Ingram comes in to read prayers, tenor has to go to the upper election room door and cry out, 'Phillimore ready, O'Brien ready, Bosanquet ready,' &c., &c., till he has been through them all. After prayers he has to stand at the upper election room door, and cry out, 'Struck 10.' Then the monitor of chamber replies something in Latin, which I never could quite catch; but very often the monitor keeps tenor standing at the door holloaing this out for five or 10 minutes, either too idle to reply, or with the laudable intention of delaying tenor in the performance of his other duties. Then tenor has to go round to all the other seniors, and ask, 'Do you want tenor, please.' Then if your own senior or seniors wanted tea or coffee, you had to make it for them. Then you had to put out the gas in the under election room and middle rooms, and then you were allowed to go up into the dormitory and undergo from the monitor of chamber some degrading punishment for not having been up in the dormitory before.

"Tenor has to carry a watch about with him during the evening, and has to answer the time to the seniors when they holloa 'Clock,' and to the 3rd elections when they holloa 'Time.' The seniors holloa 'clock' one after the other; a senior will holloa 'clock,' and you will answer him loud enough for any one within 50 yards to hear him, but some other senior, although he be standing only three feet away from him, will holloa 'clock' a second after, and so they go on all the evening; and the same with "elec-"tion;" there is not 5 minutes during the evening without 10 or 12 'elections' being holloaed; and sometimes much more frequently, one after the other, a stream of them. There are two juniors who are called 'put to rights.' At 25 minutes to 10 they have to ask permission from the monitor of chamber whether they may go and put to rights: one has to go and put the tables right and sweep the room up, and the other one has to put chairs for the seniors and chairs for the 3rd elections, and if there should be one chair too much, or one wanting, you are certain after prayers, to be licked in such a way with a racket or walking stick that you cannot stand upright for the next day or two. Being 'put to rights chairs,' as it is called, is a very hard duty; you have to run up and down to the dormitory to fetch chairs, because there are none in the upper election room, and you have got barely time to do it in. After prayers, 'put to rights chairs" has to carry up all the chairs again into the cubicles where he took them from, and if the chairs are not exactly where they were before, you certainly have to undergo some ingenious punishment. Some new chairs, which were given to the under election room, were forbidden by Mr. Ingram to be used in the upper election room, and the monitors had orders to see that they were not used there. They were obliged to be taken into the upper election by 'put to rights 'chairs' for prayers, but he had strict orders to take them into the under election room again directly after. He had to take them in again during the evening, about 11 o'clock, when the juniors are in bed (if they are lucky enough). Some senior wants a chair, goes into the under election room and takes one; next morning some senior finds one of these chairs in the upper election room, asks who was 'put to rights chairs' last night; when he is told he sends for the junior, and asks him why he left that chair in the upper election room last night. The junior says he certainly took them all out of the room last night. The senior says 'that is all bosh,' and gives him a brutal licking. After you have taken all these chairs up stairs, you have got to ask your senior or seniors whether he will take tea or coffee; if they do take it, you have to make it for them.

See 3524.

"'Put to rights tables' is rather a lighter task. You have to clear up the tables and put them straight, and sweep up the room and see that everything is neat and nice. One Saturday evening a junior, who was 'put to rights tables,' had neglected to put a Bible on the corner of the table on which Mr. Ingram reads prayers; the second election whose turn it was that night to see that the junior had cleaned the tables properly, and put the Bible in the proper place, had no time to tell the junior to go and get one, but caught up a Greek testament and put it there instead. Mr. Ingram read prayers from his own book, as usual; and directly after prayers, a tyrannical bully of a senior, who saw that it was a Greek testament, called the second election, told him to fetch his (senior's) walking stick, and then, having made him touch his toes, beat him with this stick till it broke over his back, and then the poor fellow was allowed to stagger from the room." It so happened that this fellow who got the licking was a tremendous bully himself, and I believe the one who has mainly influenced my boy in going away. But notwithstanding that, this is the way in which he speaks of the treatment this fellow met with. He was quite horrified at seeing what took place, even to this fellow whom he would like to lick himself. He goes on:—"During the play time the juniors were "call boys, &c., &c., and that of course took up

"their time. It often comes to the turn of a "junior to be 'tenor,' 'light-the-fire,' and 'put-"to-rights,' and perhaps to be one of the calls "for to-morrow, and to have to get up at half-past 3 "in the morning. All these duties are performed "during the time we are supposed to be doing our "work. There is not a night, but what you have one "or other of these duties to perform, besides making "teas for your senior, and answering "election," and "general fagging." There is general fagging besides all this, but I do not condescend to object to that. Perhaps fagging is a bad system, but I do not now object to that. My boy says he was the best fag in the school. All the fellows will say he did it as cheerfully as any of the rest. He did it with a smiling, cheerful face, and he was a favorite with them all. He got a letter from Winter, one of the seniors, the other day, asking him to his house. Winter is a very nice fellow. It is not fagging, as ordinarily understood, that I complain of. He goes on:—"Each junior has to "carry about with him in his college waistcoat two "pieces of india rubber, do. of gutta percha, do. of "sealing wax, two pencils, two pieces of pen string, "two wedges, two knives, two dips (little ink bottles), "an unlimited quantity of note paper, small and large "size; do. of quarterns (square pieces of paper), do. "pens (quill). In your bureau in college you have got "to keep an unlimited quantity of these things to-"gether with ink bottles, in drawers that are not "locked, so that any one who wants anything can go "and get it; if you do not keep all these things in "your bureau, a senior can tell a second election to take "you into the washing place, where you are obliged to "put your leg up on a raised stone, and the second "election then takes a run at you, and kicks and hits "you like a dog." The second election who was over my boy, and who would have to kick him, goes by the name of "Boots." His boots are about as thick as this book, and that would have been the boy whose kicks he would have had to take. He goes on:—

"There are several ridiculous rules very harassing "to the juniors, one of which is that every under elec-"tion has to touch a drawer in the middle of the school-"room whenever he has occasion to pass it; and every "junior every time he goes up the schoolroom has to "put a pen and quartern in it, and the seniors come
See 3522. "and take them out of the drawer when they want "any. As every boy knows that there are pens and "quarterns in this drawer, every one, whether town "boy or Queen's scholar, helps himself, and the blame "falls upon the junior if clean pens and quarterns are "not always in the drawer. I myself, together with "the rest of the juniors, have had to stand and be "struck over the face and ears like a brute by the "second elections because the quarterns in the drawer "were not quite clean. Any under election would as "soon think of flying as of passing up the schoolroom "without duly touching the drawer. Another rule is, "that no under election is allowed to pass the front "windows of Mr. Scott's house, and any infringement "of this is met with the most brutal treatment." I understand that at Trinity College it is the rule that the students do not pass the lodge. I can quite understand that as a gentlemanly thing, every one would wish to conform to that mark of respect as regards the privacy of the Master.

2514. (*Lord Lyttelton.*) That is supposed to be the rule, is it?—A graduate of Cambridge told me so the other day. In this case no supposed advantage of that kind could arise, because there was a very small number who were prohibited, and it cannot be for any privacy of Mr. Scott, therefore.

See 3463. 2515. (*Mr. Thompson.*) Is it Mr. Scott's or the boys' rule?—The boys' rule.

2516. He would have a perfect right to make such a rule if he chose?—I am quite sure it is not his rule. He goes on:—

"It was only the other day that a second election "was seen running by Mr. Scott's window by a senior, "and immediately afterwards he was called into the "upper election room, and there told to touch his toes,

"and a senior beat him till he broke his walking stick "over his back. There are also different doors that "lead into the same rooms in college, but under elec-"tions are only allowed to go into one door, and "would not think of entering by the other."

"Juniors are not allowed to wear their caps or "gowns in college, except at prayers, when they are "allowed to wear their gowns. If you are walking "about with your cap on, and go into a shop, if any "of the upper election are there, you have to take off "your cap. If any upper elections are in 'green' "when you are there, you have to take off your "gown, and you may not enter 'fields' (cricket "ground) without taking off your gown.

"Upstairs call in the winter is a very hard thing. "You have to wake at half-past 3, call the fellows, "get them hot water from downstairs; call and answer "the repeated and never ceasing cries of the seniors "of 'clock,' till 8 o'clock, when you go into school, "and any fellow who is late for school, licks call for "not getting him up. This comes to you about two "or three times a week."

2517. (*Mr. Vaughan.*) Does it come to the same person two or three times a week?—Yes.

2518. To be up at 3 in the morning until 8?—Yes.

2519. (*Lord Clarendon.*) How is "call" called himself. How does he manage to wake?—He is obliged to do it. He was telling me this morning at breakfast a great many other things all of a similar kind; but, as I told Mr. Scott, this is going on at this moment. If you were to go to college you would see it at this moment.

2520. How long was your son in college?—From last Whitsuntide till previous to the Christmas vacation. He was not there during the last term, I think, more than a few weeks altogether. I took him down to Brighton, as he was very unwell. Our medical man said upon one occasion, "I can hardly feel his "pulse. I have no hesitation in giving you a doc-"tor's certificate, for the boy is very unwell indeed."

2521. As soon as you became aware of the system that existed there, what steps did you take. Did you speak to Mr. Scott first?—I spoke to Mr. Scott last Midsummer; but it is very difficult to get fully aware of it. It is only lately that I have got so much aware as I am now, and from a variety of reasons. My boy says it takes you a month before you know the intricacies of all these rules. There is such a lot, that it is almost impossible to know them all. The truth was, I shirked the thing; that is, I did not speak to him much about it, and we lived on, in the hope that he could have got through, and would get his studentship at Christchurch of 120*l.* a year, or something of that sort, which he was pretty certain of, and which would be of great importance to me.

2522. You suppose that the masters, Mr. Scott and others, must be perfectly aware of this system?—Of the system generally, no doubt of it; but with the details perhaps, Mr. Scott may not have been altogether familiar, not having been in college.

2523. Was he not in college?—No; Mr. Ingram was in college. I believe he knows of it all.

2524. Was Mr. Weare?—Mr. Weare was in college. He has left now, but he was, of course, aware of it.

2525. You think that Mr. Weare was fully aware of the system?—Yes.

2526. It must have existed during his time?—Yes.

2527. And probably it was even worse years ago?—It might have been. The masters know of these punishments, because they see the broken things lying about with which they have beaten a fellow.*

2528. (*Mr. Vaughan.*) Are you able to state how many boys exercise this power in college, that of compelling the juniors to do all these duties?—All

* Some statements were made here and in other parts of the evidence respecting an individual case, which it does not appear to us to be necessary or fair to publish, as some of the parties principally concerned could not be examined.

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the seniors, the two upper elections, and in a modified degree, the second election.

2529. Do you know how many that amounts to at the present time?—No, I do not. I should think about 30 in the three elections.

2530. And how many boys have to respond to those calls?—About 10, I think. There are four elections, the junior year, the second election, the third election, as they call it, and the seniors. It is the two upper elections which call in this way; but the second election work the juniors do.

2531. I wish to appreciate the amount of harass it would be to any individual boy on the evening on which he was a fag, and of course that must very much depend on the number of persons that have the power of "calling" upon it?—Quite so.

2532. Is there no prescribed order in which boys have to take these duties?—I have no doubt there is, because my boy getting it three times a fortnight, no doubt others would get it much in the same kind of way. It came round to his turn in some prescribed mode. In answering questions of detail I may make a mistake as to the number of boys and I may inadvertently make a mistake as to the number that may be "call".

2533. (*Lord Devon.*) Were you a public school man yourself?—I was not.

2534. You say quite correctly that there are four elections in college; the whole number being 40, would it ever happen that there were more than ten boys in an election?—Yes. There were, I think, 11, if not more, this last election when my boy got in.

2535. It would be only the two senior elections who would have the power of fagging?—All three elections fag the juniors.

2536. What then would be the total number who would have the power of fagging the juniors?—It would be about 30.

2537. (*Mr. Thompson.*) Thirty masters and 10 servants?—Yes; 30 masters. The second election are the task masters, that is, they are to see that the duties are performed.

2538. (*Mr. Vaughan.*) With regard to some of the things you mention, for instance, walking under the master's window, and touching the table, I suppose the under boys are so well acquainted with these rules, that a boy must be contumacious who infringes them?—Yes, certainly, as regards the touching of the drawer and the table. But just see, the consequence of the other thing which may go much further. A boy may be sent on an errand by a senior where time is of the very essence of the whole concern, and being allowed to go the three strides by these windows, instead of going a great way round, would very likely save him from a licking. With reference to the drawer, he not only has to touch it every time he goes up, but he must put in something, such as a quartern, and he is licked if the quartern is not always clean.

2539. (*Lord Devon.*) What would be the alternative of going under the master's window, would it be to go on the other side of Dean's Yard?—It depends on where he wanted to to go.

2540. If he went to College Street it would be no grievance?—I am not sufficiently acquainted with the locality to say.

2541. From any information you have received or any inquiries you have made, are you able to say how far the system of bullying which you describe is applicable to one year, or whether it is part of the system of the school?—It is part of the system.

2542. You do not think that it may be atributable in a great measure to the circumstance that there may in any particular year be an ill-conditioned set of seniors?—No doubt it is better and worse; at least, my boy says he thinks it is rather bad this year. Another fellow speaking of it said, "No; it is only "this, that we always expect the incoming ones to "be better than those going out. So and so is perhaps "pretty tidy now, but when they get into unlimited "power, they will be just as bad." There are one or two most cruel fellows among the seniors, but I do not wish to mention any names; and there are two or three as good fellows as ever lived; my boy's two seniors, for instance, —— and ——.

2543. Have you ever had any conversation on the subject with old Westminsters, men who were themselves in college six or eight or 10 years ago?—Yes; longer ago than that. I had a conversation several times with a gentleman who was in Westminster, but not in college. He spoke of the frightful things that occurred there in his time. Well then, some of the seniors said to my boy, "Ah, Meyrick, I pity you, "going into the College."

2544. (*Sir S. Northcote.*) Was that some of the senior boys in college themselves?—Yes.

2545. (*Mr. Twisleton.*) Will you go back to a question which was previously asked you, as to the practical inconvenience arising to a boy from not being allowed to leave the schoolroom without the permission of some of the boys?—I am very glad you ask me, because it has refreshed my memory. I mentioned the case of illness, and the permission of the master, as not being a sufficient justification for leaving. I will go further. In the case of an order—and this will answer your question as to practical inconvenience—in case a master orders a boy up school to say his lesson, and it often happens that he is ordered to say a lesson after the school may have separated, and so on, he dare not go until he has asked permission from the monitor, and from, I think, the senior, and he has to find them; and it often happens he cannot find them in time to get up in school to prevent an imposition, or something of the kind, from the master, so as to comply with the master's order; so completely is the college under the control of the boys. See 3524.

2546. My question rather applied to this point; is the leave ever refused, by the other boys, to a boy who wishes to leave the schoolroom?—I do not know. I should think not often; I would not undertake to say never. I am not able to say, but I have not been told that it is arbitrarily exercised.

2547. What is the idea of the upper boys in requiring their consent to a lower boy's leaving the school-room?—Simply that it is to keep up the rules of the school. My boy has been threatened over and over again by a fellow below him. There is the mischief again, that this tyranny is exercised by boys not senior to my boy in position in the school, but much lower,—to use Mr. Scott's words, "Contempti-"ble in intellect compared to your boy;" and that fellow will come and say, "Meyrick, I let you off "this time, but I will give you a precious good "licking the next time it occurs."

2548. (*Mr. Vaughan.*) Do you think it might ever come to this, that a boy would in this way wreak a spite against another for passing him in the school. I understand from you that a junior in the school, if senior in college, might fag a boy senior in the school if junior in college?—Yes.

2549. He must be junior in school when he comes into college, must he not?—No.

2550. Then he must have passed his senior in the school in order to have become senior to him?—No. My boy makes a vacancy and a boy gets in now who was not able by his merits to get in on the election. My boy going away, another boy goes in. He has not got in by his merits. He may be in the fourth or fifth form, my boy being in the upper remove.

2551. Do I understand that a boy comes into college not upon his merits?—He may be very low in the school and yet get into college.

2552. (*Mr. Thompson.*) All the boys do not necessarily stand out for college?—No; and there are boys now in this second election who were below my boy; one three or four forms below him, and he got in by a mere accident, from a vacancy.

2553. Do you mean that they take the best boys they can get but they cannot get the best boys?—They do not all go; but as a rule the best of those who start get in.

2554. (*Mr. Vaughan.*) Is it the case that the boys do not come into college from the same parts of the school?—Yes, from the same parts of the school. They are all town boys for 12 months.

2555. I mean from the same form in school?—From any form. It is done by a system of challenges.

2556. I am aware of that; but I want to know how it is that the merits of a boy in the lower form can be compared with the merits of a boy in the upper form?—They are not compared. For instance, we will say there are ten vacancies. There might only be ten candidates, and whatever their merits might be, they would then get in. It might be that there were twenty candidates and the highest boy might not be higher than the fifth form, and the ten best of those would get in. The next year, we will say, my boy goes in, who is in the upper remove. He is fagged or tyrannised over by these boys, who are perhaps remaining below him: and time alone drags them up to the top of the school.

2557. You say at some elections boys get in from some parts of the school, and at other elections from other parts?—Yes, from all parts.

2558. At the same election?—Yes, they are from all forms.

2559. But do you mean to say it will ever happen that a boy in one of the lower forms will beat the boys in the upper form and get in in that way?—Yes, it is so. Of course as a general rule their standing will prevail in those examinations; but the examination is so special that it does so happen, because they are arranged theoretically, or on paper, according to their standing in the forms, and any of the whole lot may get in if they can.

2560. By beating those above them?—Yes.

2561. Supposing a boy in a lower form beat all the candidates in a form above him, and so got into college, would his place in that lower form remain just where it was before?—Yes.

2562. So that he would not pass into a higher form by virtue of beating the boys of higher forms?—No; not by virtue of that. No doubt his merits would be looked to, and unless it were by a special ability as regarded that particular mode of examination by challenges, which is quite possible, of course he would very soon get higher up, but he would not as a consequence, be moved from his form at all.

2563. (*Sir S. Northcote.*) Supposing a very clever boy who had to go to Westminster at this moment, he might very possibly be placed above boys who are already in college, might he not?—Yes.

2564. Then the next year he might stand out for college and get it. He would still in school rank be above those boys, but in college rank would be below them?—Yes.

2565. (*Lord Devon.*) With reference to the asking leave to go out of school. Do I correctly apprehend that the complaint you make is this—that supposing there to be a class before the masters saying a lesson, that in that class there will be, perhaps, six town boys and six collegers, and that one of the collegers, from whatever reason, asks leave to go down to school. In my time that leave used generally to be asked for by holding up the hand, but by whatever mode it is asked the master gives it. Before he can act upon that and go down to school, has he to go across to the monitors' bench to ask their leave also?—Yes; he has to ask four monitors, his own immediate senior, and the "lag" of the second election.

2566. (*Mr. Twisleton.*) Do I understand you that if a boy wishes to leave the schoolroom for the ordinary necessities of nature, he cannot do so, although he has obtained the leave of the master, unless he has likewise obtained the leave of these monitors; is that so?—No, I believe for that purpose only, the master's permission is sufficient.

2567. (*Lord Clarendon.*) Are you aware whether there are many other boys who have suffered, both in mind and body, in the same way that your son has suffered. Do you think that the system has made a peculiar impression on him, or do you think that there are others in the same plight as himself?—Yes, but I dare not mention names or give the slightest particulars.

2568. As far as you are aware, do boys leave college for these reasons every year, otherwise there must be something peculiarly bad in this year?—No, it is the same as every year.

2569. (*Mr. Twisleton.*) It would depend on the boy's father to a certain extent, would it not?—Very much indeed; and upon a variety of contingencies very easily understood; it is a very serious step, which few would venture to take; for instance, if all other things combined to enable or induce a parent to do it, still if any one were in a position to say a single word against his boy, the parent would be afraid to make a stir; even when they cannot say that word, it is bad enough to have to do it.

2570. (*Lord Lyttelton.*) As I understand, he was about to come into the exercise of these powers himself?—No; this is his junior year.

2571. How long would he have to continue?—For twelve months altogether; then he would have been in the second election, and would have been still liable to the stick being broken across his back, if he had not been a slave driver to these juniors. The third election did not interfere very much I think. They did not look after the juniors.

2572. (*Mr. Vaughan.*) Is the system that goes on in college known generally in the school out of the college?—Not altogether. It is very difficult to get at it. I did not know it, and don't know the whole, even now. Do you think it at all acts through the knowledge of the rest of the school to prevent candidates trying for college?—Yes. I knew a lad very well who was there, he got terribly knocked about. We heard that he used to come home with handfulls of his hair pulled out, and so on. My boy was a working fellow, and popular with the boys, and we hoped that the case I have referred to was an exceptional case, and that my boy would pull through. We hoped that, as we had heard a great deal about it, and that it was very bad.

2573. Then you yourself looked forward with some little apprehension to it?—I did a little, but my boy knew that we were very anxious. He knew that we thought it of some importance that he should get in, and he never told us, and he would have gone back now, but he said to his mother the other day, "I will "go back if you wish it; I will go through it, but I "am not the boy I was. I used to take an interest "in my work, and worked night and day, but I can-"not work now, I have no interest in it. I am "going back to Westminster to rot." Upon that I made up my mind he should not go back, and I wrote that to Mr. Scott. The boy would have been ruined. We all know as to work, if we once get off the groove, there is a difficulty in getting into it again. I know in my own business, if I am idle or slack at work, how difficult it is to buckle to, after three or four days, even. It sends the boys to cribs. It induces all sorts of shifts, and demoralizes them in every way.

2574. (*Lord Devon.*) Do I understand that your boy is one who was disposed to mix in the cricket and the boats, and in the ordinary athletic games of the school, and not one who might be looked upon as a spooney?—If you saw him, it would answer your question directly. Sec 3526, *et seq.*

2575. (*Lord Lyttelton.*) He was in the eleven?—Yes, and when they played against Christ Church, which was the first match he played in, after being put in the eleven, he made, I believe, the largest score of any on the side, Westminster side. They had some athletic sports the year before last. He started for several things, and won them all. When Mr. Marshall gave away the prizes, he said, "Well, "Meyrick, I am glad to see you are as clever with "your heels as with your head." This year he also started, but you might as well have started an old coach-horse. He won everything he started for before. He was a most popular boy, and so amenable

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to authority. It is his prevailing feature; he was always so obedient to all in authority over him. That is the way in which Mr. Westmacott, who saw him yesterday, speaks of him, and the way in which Mr. Newland, his former master, spoke of him; and I have before mentioned the way in which Mr. James wrote about him; and the way in which Mr. Scott, in his letter to me only the other day, speaks of him.

2576. (*Lord Clarendon.*) Perhaps it would be agreeable to you, and it might be useful to us in any notice that we shall think it our duty to take of the information that you have been kind enough to give us, that we should see your son?—I should be most happy, because I am sure he will tell his story infinitely better than I can.

2577. (*Lord Lyttelton.*) Do you object to his name being known?—Not the least. I am sure I am exceedingly obliged to you, my Lords and gentlemen, for the courtesy with which you have listened to me, for I felt that in coming here, perhaps I should be looked upon half as a criminal, at any rate as a public nuisance. I am not a redresser of grievances. It is not my vocation at all, but I feel this strongly, and I am sure that I am trying to do a very great service. It would be lamentable if such a system as this were to be passed over, now that there appears to be something like an opportunity of altering it.

2578. (*Lord Clarendon.*) I think you have done a public service, and we should have all been sorry, if, possessing this information, and knowing that such an inquiry as this was being held, you had not communicated it to us?—I did make an attempt some four or five months ago, but it was in such a way that the Commissioners could not move in it. As long as my boy was there I could not do so either, openly. I was kindly and courteously treated here; and when asked for my name I said "I dare not give "it you, I have a boy at a public school," but I felt the difficulty there was in moving in the matter, so long as my boy remained at Westminster.

2579. (*Mr. Vaughan.*) I wish to ask you whether, as a matter of fact, acting solely from your impression as to the evil of this system, you have sacrificed the benefits of an almost gratuitous education for your son for many years?—I have sacrificed a great deal in that way which I had a right to expect to reap the benefits of; but the education and other things in college cost much more than they ought to do, I am sure; for instance, I am charged in the bill for the last half year, 4*l.* 4*s.* for servants; now, that for 40 boys would give for the year a sum of 336*l.* for servants, but they keep none, or next to none. I have sent him to King's College, and he will do well, I am satisfied. He is not a wonder by any means, but he is the most conscientious worker, the most conscientious fellow that ever lived, but it has been a most grievous thing to us, because he was pretty certain to get a studentship at Christ Church or a scholarship at Trinity. He could not have failed, he was so high up, and could do so well, and his conduct was so first-rate.

2580. (*Lord Clarendon.*) I understand from you that to-day you intend to put Mr. Scott in possession of all the information that you have given us?—Everything.

2581. (*Sir S. Northcote.*) There was another question I wished to put. Are you aware whether any of the monitors have remonstrated with other monitors for illusing boys?—I should think it is unheard of. It is the system of the school, and that is where I may say my boy would have got into trouble. He never would have carried that out.

2582. (*Mr. Vaughan.*) Do you think that boys who suffer from this system of fagging that you have been describing receive any counter benefit in the way of protection?—Not the most remote.

2583. As against other boys who would bully them?—Not the most remote. I am quite aware that generally in other schools seniors are supposed to look after the fags and protect them. There is not the least in the world of that. There is nothing to counterbalance it, in any way whatever.

2584. (*Lord Clarendon.*) Your son is at King's College, and therefore perhaps one day may be more convenient to him than another. We could either see him to-morrow or next Tuesday?—Any day; the sooner the better. I will write to Dr. Jelf to let him come directly. He shall be here to-morrow.

2585. (*Mr. Thompson.*) Is your son at King's College school, or is he at the college?—At the college.

Victoria Street, 29th January 1863.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART.
HON. EDWARD TWISLETON.
REV. W. H. THOMPSON.
H. HALFORD VAUGHAN, ESQ.

THE EARL OF CLARENDON IN THE CHAIR.

Mr. W. S. MEYRICK called in and examined.

Mr. W. S. Meyrick:

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2586. (*Lord Clarendon.*) When did you go to Westminster school?—I went after Christmas, two years ago.

2587. After Christmas 1860?—Yes, early in January 1861.

2588. You were a town boy for the first year, were you not?—Yes, for rather more.

2589. When did you go into college?—About a year and a half after I first went to Westminster—after the Whitsuntide holidays.

2590. You went after the Whitsuntide holidays in 1862?—Yes.

2591. Therefore you were in the college in all about five months?—Yes.

2592. You have left Westminster?—Yes.

2593. And you are now at King's College?—Yes.

2594. Your father removed you from Westminster in consequence of the ill-treatment that you received there, and that the system made you unhappy?—Yes; it was the system, and not any specific acts of ill-treatment.

2595. Will you tell us what was the system of which you had to complain. In the first place, you had better tell us the duties that devolved on you to perform. We will go through one day. I suppose one day was like another?—Yes, to a great extent.

2596. Will you go through one day, and tell us the duties you had to perform, who was entitled to call upon you to perform them, and what was the consequence of not performing them?—With your lordship's permission, I will begin on Sunday night, and take Monday. You had to be in at a quarter to 10.

2597. At night?—Yes. Prayers began at 10 minutes to 10. If it devolved on me to be "call" in the morning, I had to go round at 10 minutes to 10, just before prayers, and ask all the seniors what time they would be called in the morning.

2598. How many seniors were there?—Twelve. The general time in the winter was half-past 4; sometimes it was 4 o'clock. Then, if I had to call a senior at 4 o'clock, by strict rule I had to be up at 3 o'clock; but if it were only a third election or any other election that wanted to be called at 4,—if there was no senior to be called at that time, I need not call the third election, but I generally used to get up at half-past 3, or as near that time as I could wake.

2599. Why were you obliged to get up at half-past 3 to call him at 4?—Because I had to light two fires, and to get four kettlesfull of boiling water.

2600. (*Lord Lyttelton.*) How did you get called yourself?—I used to wake from mere terror after a short time; and after that we got an alarum. Then it was easy enough to wake.

2601. And did those boys get up who were called?—Generally speaking those seniors who wanted to be called so very early could hardly be got out just in time to rush into the school before eight o'clock.

2602. Had you to call him over again?—Yes. We had to call him two or three times at stated periods.

2603. Till they got up?—Yes. He generally would say, "Call me well at 4, and then every half-hour afterwards till 8 o'clock."

2604. (*Mr. Vaughan.*) You were not held responsible by them for their not getting up, were you?—Very often. It just depends on the character of the boy. If he chose to enforce it, he would very often hold you responsible for it.

2605. (*Mr. Twisleton.*) For his not getting up himself?—Yes. He would say you did not drag him out or pull him out of bed enough; and if you did pull him out of bed, he generally threw a boot at your head.

2606. (*Sir S. Northcote.*) Did boys ever get up at 4 o'clock when they were called?—I have known them to get up at from half-past 4 to 5.

2607. For the purpose of working?—Yes.

2608. They had been six hours in bed, had they?—Yes.

2609. (*Mr. Twisleton.*) Under the most favourable circumstances you might have had half an hour's more sleep?—Yes, perhaps half an hour; that is, if you were "downstairs call." You could only be one "call" at a time. There was another boy who was my partner in this, and who was "upstairs call," and he had to call "downstairs call." He had to set the alarum to call himself, and then to call "downstairs call;" and then "upstairs call" could go to bed for another hour, and then he must wake again and answer all the "clocks" and all the "elections" that were called in the dormitory; while "downstairs call" took care of the kettles and answered "election," and all the wants of the seniors downstairs. This went on till 8 o'clock. At 10 minutes past 7, "upstairs call" had to take round the watch and go to every cubicle, and call out "half past 7;" at half-past 7 he had to call out "25 minutes to 8," at 25 minutes to 8 he had to call out "20 minutes to 8," and at 20 minutes to 8 he had to call out "8 o'clock." He has a watch, and if he were a moment behind the exact time at one of the cubicles, sometimes they would lick him for it.

See 3577. 2610. (*Mr. Vaughan.*) Do you mean to say there was a particular time at which you were to be at a particular cubicle?—You were supposed to be at every cubicle at once, at the same time. Sometimes they detained you, asking what time it was.

2611. Was there any punishment for being before your time?—Yes, they would not allow you to be before your time. I have never been before my time.

2612. Were not your duties absolutely impossible as you describe them?—Very nearly. It is impossible to do everything that a junior has to do, without breaking some of the rules.

2613. I mean as to your being at every cubicle at precisely the same moment, with a punishment for being either too soon or too late?—You cannot do it, it is impossible; but the punishment is not always enforced. Sometimes it is. It is liable to be enforced.

2614. (*Lord Lyttelton.*) How often in the school-time had you to do this?—I think about three times a fortnight.

2615. (*Lord Devon.*) Did it apply to the whole year or only to the time when the challenges were going on, when those boys who were "helps" to others found it necessary to get up and have two or three hours' work before school time?—I believe it is worse this half than any other half, because they are working for their election, and they get up in the middle of the night now; but last half they were working for their election too, and that was as bad nearly as any, I should think. The summer half is not quite so bad, because they are generally not called till 5 o'clock in the morning, so that you have not to get up till about 4.

2616. Is it one reason for their being called so early and getting up so early that if a senior has three or four boys to help he must give them each half-an-hour or something of that sort before the ordinary school-time?—No; they do not go up generally to their boys till about 7 o'clock, because the school doors are not open before that. Of course that is an excuse for being called up about 6 or half-past 6, but not for being called up at 4. At 8 o'clock you go into the school and between 8 and 9 you are employed in your work, and all that time you are liable to be called upon by a senior for note paper, india-rubber, gutta-percha, or wedges, besides a variety of other things.

2617. (*Mr. Twisleton.*) What are wedges?—They are things you stick in the window, to prevent their rattling, I suppose.

2618. (*Mr. Vaughan.*) To keep the draught out?—No, to prevent a noise; and besides that, you must be provided with dip corks, dips full of ink, knives, and pens and paper, envelopes of various sizes, string, sealing wax, pencils, and squares of paper called quarterns, and as I was head working junior I had to carry a box of matches, in addition to all those other things. They never carry those things about with them, because they know there are always a lot of juniors in school whom they can get them from. See 3577.

2619. (*Lord Clarendon.*) Did they return the knives or did they keep them?—You sometimes got them returned and sometimes they kept them; but very often they forgot who they took them from, and perhaps gave them to another junior.

2620. (*Mr. Vaughan.*) With regard to the ink and paper, had they not in the studies or the places where they studied, inkstands fixed?—They generally had an inkstand of their own in their studies, but still if they wanted to write a note up school, or do anything which required ink, these were the things which were used, these little dips. There were no inkstands fixed up school, so that they always came to the juniors for them.

2621. (*Lord Lyttelton.*) How did they carry these things about?—In their college waistcoat, in a great pocket.

2622. (*Mr. Thompson.*) What are dips?—They are curious little inkstands.

2623. Are they tight, do not they let the ink out?—You must have a new cork in them, and they do not hold much ink. You have to be constantly filling them, and they must be very clean, and nice, and all that, and if there is the least chip upon them the senior will shy it over the wall, or else he will give it to you back, and say, "I shall send you into the "washing-place by my second election." There is a sink there, about the height of this table, and you have to put up one leg. I do not know which, but I think it is the left, and then the second election runs at you and takes as many kicks as he likes. I know there was one boy who said it nearly did for him altogether.

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2624. (*Mr. Vaughan.*) You say there was one leg which you were obliged to hold up?—Yes.

2625. And you do not recollect which leg it was?—I do not, because they never tried it on with me.

2626. Was it or was it not a common punishment?—It was quite a common punishment.

2627. But you were so fortunate as to escape it?—I was very fortunate in that respect, because I always tried to do all that was required, and I did escape that particular punishment. I do not think my second election would have tried it, because I should have half killed him if he had.

2628. (*Mr. Thompson.*) Was he a less boy than you?—They were all rather smaller, I think, than I am. My second election was older, but perhaps a little shorter.

2629. And if you had half killed him, probably some bigger boy would have performed the same operation on you?—Most likely.

2630. (*Sir S. Northcote.*) Will you explain what you mean by your second election. Was there a particular boy in the second election whose duty it was to look after you?—Yes; every senior has a second election, and the second election is answerable to the senior for all the misconduct of the junior. The senior flogs the second election generally, and the second election performs upon the junior.

2631. Then if the second election happens to be a smaller boy than the junior and is afraid to make him do his work, the second election is the boy who suffers?—No, for you are obliged to submit, whether you are smaller or not, to the second election; and generally speaking the second election boy from being older is bigger and stronger than the junior.

2632. In the case you mention, suppose you yourself had resisted the second election. Would he have been punished for your neglect, or would you have been punished, or both?—I should have been punished because they would have had the whole of the second election in upon me, and then, if they could not have managed it, the seniors would have done it. I should not have got off in any way. I will now tell you all the things you can be, in one day, if I can. I do not know that I shall be able to remember them all. Between 9 and 10 you have to go into college, and you are what is called "watch," that is, you have to stay and answer the bells. Suppose a man-servant came with any note or anything for the boys, you have to run to the door and take the note. You have to answer the senior's cry of "clock," and you have also to answer "election," which is holloaed out without ceasing between 9 and 10, and every time that there are juniors in college, and any of the seniors want anything.

2633. With regard to answering "election" is there any rule as to which junior shall answer it, or have all of them to answer it?—The lowest junior in the room answers "election" first, and then it goes on like that; but if it is your own senior who calls "election," and you recognise his voice, you have to go. Then you have to keep the upper and under election room tidy, and to see that the kettles are full of hot and boiling water; the boys are always washing their hands between 9 and 10. You continually have to carry kettles about to them in winter, full of hot water.

2634. (*Mr. Vaughan.*) Does this apply to the same time of the day?—Between 9 and 10. At 10 o'clock you have to take the books of your own senior up to school.

2635. (*Lord Clarendon.*) Is there no breakfast then; when is that?—I forgot to mention that; you are allowed 10 minutes when you are "watch" for breakfast, and you just run in; it takes you 5 minutes out of the 10 to bring your senior's books down school. You have to take them up at 8 o'clock, and at 9, you have to bring them down and put them in his room. That generally occupies you till 5 minutes past 9. At 5 minutes past 9, you rush into hall and you get what you can to eat, so as to be in college again strictly by 10 minutes past 9; that is generally a quarter-past 9. You are liable even during this breakfast time, to be running out for different things which the seniors may want, and to answer "election" and do anything they want. It very often happens when you are "watch," that at 5 minutes past 9 you are sent out by a senior to go a good way to shop to get him something, and you do not come back till 10 minutes past 9, and if you are not in by the quarter, the second election will not take any excuse. They say "you could have been in if you liked," and they make you stand up and hit you on the head; you have to stand up with your hands down, and they hit you with the open hand—so, and back again, and they go on with that, as long as they like.

See 3577.

See 3577.

2636. (*Mr. Twisleton.*) Have you been punished in that way?—Yes.

2637. How often?—Two or three times. It was quite a common thing. I have been rather lucky to escape it so often; I have been threatened very often, nearly every day for something or other, because it is impossible to do everything. At 10 o'clock you took your senior's books up school, and you were in school till half-past 12, and all this time you are liable to be asked for note paper and pens, and all the things I have mentioned. At half-past 12, you come down together into college again, and watch there again, answer the bell, and look after all the rooms, till 2 o'clock. Then if you got leave to go and wash your hands you were very lucky, because you must stay in one room, in one part of the college, and you are not allowed to go out of that, without special leave from the second election.

2638. (*Mr. Thompson.*) What o'clock is this?—Two o'clock; and then we go to dinner.

2639. (*Lord Clarendon.*) You have been in college then from 10 till 2?—From half-past 12 till 2.

2640. (*Sir S. Northcote.*) When you say "leave from the second election," do you mean from your own second election?—Any second election in the room can give you leave just to go up to your room and wash your hands, not to go out of college.

2641. (*Mr. Vaughan,*) With regard to the time you mention, between 8 and 9 in the morning, you said you had to get hot water for washing. Do the boys begin to wash again so early?—Yes; they wash their hands generally before they go into school.

2642. Is not that after school?—Before they go into 10 o'clock school.

2643. They wash their hands again as early as that after the first washing in the morning?—Yes, generally. At 2 o'clock you go to dinner, and you are allowed a quarter of an hour. You must be in college at a quarter past 2. Then you look after the rooms, and answer "election," and do anything the seniors want, until half-past 3, just the same as between 9 and 10, and, as between half-past 12 and 2.

2644. (*Lord Clarendon.*) You must be there in readiness?—Yes, and all the other juniors who have not been told by a senior, "You may go out of college to-day," must be in too, in readiness to answer "election;" and sometimes I have been a week or a fortnight together without having leave out of college; and every time I had to go into college and stay there to answer "election."

See 3594.

2645. What did you do while you were waiting? Were you able to read, or to prepare any lessons?—The cry of "election" was so constant that it was impossible. I could not even have written a note. I never used to be able to write a note to my father or anyone without perhaps making two or three attempts at it, because I should just begin, and then "election" would be called, and I should have to leave it open on the table, and perhaps not come back till another 20 minutes. Then I should have to begin again, and perhaps be called off again immediately.

2646. (*Lord Lyttelton.*) What sort of errands were they which you were sent upon?—To go with caps and gowns to the tailor's; that was very common; and also going to the post, and going to Sutcliffe's the confectioner's, and Harvey's.

2647. Do you mean there was no system of sending letters for the boys?—No, not in college.

2648. They sent them how they could?—By their juniors.

See 3467.

2649. (*Mr. Vaughan.*) Are you describing what you are liable to every day, or what you are liable to on particular days when you are in office?—What you are liable to, every day.

2650. (*Lord Devon.*) The "call" is not liable to it every day, is he?—This is "watch" which I am describing now. All the other juniors are liable to be sent on "election." That is so the whole of the year. At half-past 3 you take your senior's books up to him, then you go into school till half-past 5. I am supposing now that I am what is called "tenor." At between half-past 5 and a quarter to 6, I have to bring my senior's books down, light all the gas in college, and up in the dormitory, and in their sitting rooms; and have all that done by 20 minutes to 6.

2651. (*Sir S. Northcote.*) Can you be "tenor" and "call" on the same day?—Yes, "tenor" and "watch."

2652. And "call?"—And "call" the night before.

2653. (*Lord Lyttelton.*) Will you describe what "tenor" is?—I don't know the meaning or origin of the term, but you have to light all the gas, and that brings you to 20 minutes to 6, if you are so lucky as to get it all done by then. Then you have to get tea for your senior, and then when you have done all that, which will take you till about 10 minutes to 6, you have to take a "quartern" round, and ask the seniors whether they "will please to take anything by orders." If you do not say exactly those words they will pitch into you.

2654. (*Mr. Vaughan.*) Why should not you say those words if you know them well?—There is no

See 3623.

one to tell you when you first go into college what words you are to say.

2655. Do you mean to say there is no friend by to say, "You are to say so and so?"—The juniors of your own election know no better than you do, and the second election will not condescend to be friends.

2656. If a boy the very first time he had to perform these duties made a mistake, would that be visited with a punishment?—They would speak very sharply to their second election, and the second election would very likely speak sharply to you.

2657. That would be the first time?—Yes.

2658. Then the second time do you think that if a boy wished to do what was the custom of the school, there would be any difficulty in his using that exact form of words?—If you have to use, or to conform to thirty or forty different set forms of words and rules, you are nearly sure to forget one of them.

2659. There are so many as that during the day, are there?—Yes, I really think so; they are so numerous that I can't recollect them all.

2660. Will you mention a few more of the forms of words?—I will first go through with the orders, and then there will be another form of words. You have to go round for these orders to the seniors, but the other parts of the college must come and tell you what they want, and you have to put it down on the paper and go to "college John," and ring the bell that is on the inner side of the door in college. "College John" is waiting outside; he comes out, and then the minute you ring the bell you must call out—"Any more orders, John is going off." One boy called out one night the first time it had come to his turn, "Any more orders, John is about to leave," and there was a great row about that. He was had into the upper election room, and the seniors talked to him for a long time. He was let off I think after a bit. He said he was very sorry, and that it was the first time. He was let off with a very severe reprimand.

2661. (*Sir S. Northcote.*) What sort of orders are sent on these occasions?—For a bottle of essence of coffee, potted meat, and that sort of thing.

2662. (*Lord Clarendon.*) Did they ever order any beer or spirits?—It is not allowed.

2663. Is it ever done?—Yes, it is done sometimes.

2664. (*Sir S. Northcote.*) Through John?—No, not through John, not by regular orders, but they get it in themselves or send a junior to fetch it.

2665. Is John ever expected to do anything himself?—He cleans the boots in the morning. The two "college Johns" make the beds in the morning. That is all they do. They do not keep the rooms clean, and they do not clean the grates.

2666. (*Mr. Thompson.*) Did you clean the grates?—Yes. You have to clean the grates of a morning; you have to rake out all the cinders and set the fire afresh and light it, and get the kettles down from different parts of the college. That is at half-past 3 in the morning.

2667. (*Mr. Vaughan.*) The cleaning of the grates is not a part of the duty itself, but is the result of your having to light the fires?—Yes. You are not obliged to keep the grate shining.

2668. Nor to blacklead it?—No.

2669. (*Mr. Thompson.*) Supposing you were not required to light the fires at that early hour, would the college John light them at any subsequent time?—No. They are always lighted by us, so I do not know; but I do not think it would be his duty, because he does not come into college at that time; he is away.

2670. At what time?—Say at 7 o'clock. At 6 o'clock he begins to clean the boots, and he has done by 7, and goes off directly.

2671. (*Lord Devon.*) Who lights the gas in the morning at half-past 3?—The "downstairs call" lights them in the morning.

2672. (*Lord Clarendon.*) Who puts it out at night?—The junior.

2673. (*Mr. Thompson.*) Do you not think that without the services of the junior the seniors would be very ill served?—Yes.

2674. At present perhaps you think they are rather too well served?—I think they are a great deal.

2675. (*Sir S. Northcote.*) The college John would not consider it part of his duty to light the gas in the evening?—No, not now. Of course it wants a regular revolution to accomplish that, to make him do anything at all; because having been in college so long, he knows what the juniors do, and what he has to do, and his duty is a very small part of it. He has to look after hall. That is his chief duty, to get all the meals and that sort of thing.

2676. (*Lord Clarendon.*) Who clean the basins, and empties the slops, and that sort of thing in the seniors' bedrooms?—The beds are made and the slops are emptied once in the day between 8 and 9, by some of the household of "college John"—two old women I think.

2677. (*Mr. Thompson.*) Afterwards have the juniors to perform those offices?—Yes, after 9 o'clock, you have to do that. You must be very particular—it is according as your senior is particular—but you ought to go up four or five times a day, and see that the basin is clean, and everything arranged well, and then when "John" goes off in the evening the "tenor" has to wait in the room, answer "election" and "call." "Watch" has nothing to do with "clock" at 6 o'clock, because then we are locked in. After that, he has nothing to do with answering "clock." Then "tenor" takes it up, and he answers it till half-past 10 at night.

2678. (*Lord Clarendon.*) Do you think the description you have given of this Monday would be a fair description of every day throughout the year for the first year that a junior is in college?—Yes; some days you are not "tenor," and some days you are "watch," and some days you are "tenor" only. I think it is as fair a description as can be given. I have described all the things you can be in one day, and that I have been in one day.

2679. You can be all these three things, "call," "watch," and "tenor" in the same day?—Yes.

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2680. (*Mr. Vaughan.*) How often would one boy be obliged to do the duties of "watch" in the week?—It comes to his turn about once a week.

2681. How often to do the duties of "tenor" in the week?—It depends, of course, on the number of the juniors. There were ten in our election, so that we were pretty well off in that way. It came, I think, about twice a week. It very often came more frequently, because in the foot-ball half, some of the boys who had been fagging foot-ball, were told by the senior, that they need not take any of these college duties. They have only to make tea and answer "election."

2682. On those days on which a boy was neither "tenor" nor "watch," would he have any difficulty in finding time to write to his parents as well as to do his school work?—It is nearly impossible to do your school work, even if you are not any of those things. You have got to answer "election" all night, and that is a great thing. Then you have to make tea for your senior three times a night, and as often more as he wants it; sometimes he wants coffee between the teas, and there is such a noise going on in the room from "election" being called and boys answering "coming," and all that, that it is impossible to begin any work at all. If you are sitting down at the table and are not answering "election," there are always lots of boys coming in for paper, and you have to get up and go to your bureau and bring it out. Of course all these interruptions prevent your doing your work.

2683. You say you cannot do your work. Are you liable to be called upon by the master the next morning to be put on to your school work?—Yes.

2684. What happens if you have not done it?—I think they must know pretty well that a junior has not much time to do his work in, but they will not admit it, of course; or else the juniors would not do the little they do do. A junior says he really has not time to do it; and the master says, "Oh, you "must do it. It is all nonsense about time, you can "make time if you like."

2685. Is that often pleaded, do you mean, by the juniors?—Yes, always, that is the excuse.

2686. It is a constant excuse?—Yes.

2687. It is never theoretically admitted by the master?—Never.

2688. Is it practically admitted by the master? Would he give a less punishment to a junior, or no punishment at all in the case in which he would give a punishment to another boy?—I think he would be inclined to give a less punishment to a junior boy, than to a town boy.

2689. (*Mr. Thompson.*) Did you ever know any junior severely punished by the master for omitting to do work which it was impossible for him to do?—They do not beat them or anything severely, but they keep them in. I have been kept from going out.

2690. Kept in where?—You have leave on Saturday and Sunday to go out.

2691. (*Lord Clarendon.*) To go home?—Yes.

2692. (*Mr. Thompson.*) Where were you kept?—"Kept in" means that you have to stay in college instead of going home, on Saturdays and half holidays.

2693. Were you liable still to these same interruptions at these half holidays, or were you quite alone?—You were not quite alone. You had more to do, generally, in the half holidays. I used to look forward to going into school as some slight relief from all the fagging, but on the half holidays you have to run up with their coats, because they are going on the river boating, and you have to go to the post and all that. You have more to do on the Saturday and Wednesday afternoons than at any time.

2694. The power of these seniors does not cease in the school, does it?—No; they have power to come up and ask for their pens, and quarterns, and dips, and all that sort of thing.

2695. (*Sir S. Northcote.*) When the boys go out to play at cricket or football, or on the river, or otherwise, is there any one left in college to be calling "election;" have you not time to yourselves then?—There is only one junior left in college between half-past 12 and 2, except when it is a wet day, because all the rest are obliged to go into a certain place, called "green," and you have to stay there from half-past 12 to a quarter to 2.

2696. (*Mr. Thompson.*) What is "green?"—It is in Great Dean's Yard, a little enclosure there. You have to go in there. You need not play unless you like, but you must walk about, and stay there from half-past 12 to a quarter to 2. If you are kept up school, as a junior very often is, for not having known his work of a morning, the master says, "Oh, "you must come up school with us this morning, and "do your work up there." That means, that after regular school is over, you have to go out and do your work out of school hours, up school, with the master who is appointed to look after all the boys who are kept up school.

2697. (*Mr. Vaughan.*) Do you know what the object is of compelling you to be at green if you are not compelled to take part in the game?—I do not see any object in it, except that it is part of the system of keeping us down, and separate, from the elder boys.

2698. You think it is a mere badge of inferiority?—That is all; I think so.

2699. You do not think that it is to secure your not being in the town or not being out of bounds at all?—It may have some good effect in that way. You have the "station" when you are a town boy. They enforce it very strictly in college. You must not come out at 20 minutes to 2, or 25 minutes to 2, though you may want to go somewhere very particularly.

2700. You still think it possible that the institution may have been established for the purpose of preventing boys wandering about the town and being out of bounds, although it is enforced in rather a harassing manner?—I daresay that was perhaps part of the object.

2701. (*Lord Lyttelton.*) Was not there a system by which the juniors were required to touch a certain drawer?—Yes.

2702. What was that?—There is a certain drawer in the middle of the school, and every under election when he goes up school, has to touch it with his gown or something; he has to touch it in some way or another; and he has to put in a lot of "quarterns" and pens, and the pens must be all nice and not broken, and the quarterns must be quite clean.

2703. (*Mr. Thompson.*) What is the size of a quartern?—About the size of a sheet of letter paper.

2704. (*Lord Lyttelton.*) How often had they to do this?—Every time they went up school.

2705. When you say touching you mean not only touching, but they were obliged to put something into it?—Yes, the juniors were; but the second election could pass the drawer with merely touching it.

2706. I suppose the object of your being compelled every time you passed to put something into it was for the purpose of ensuring a constant supply by the casual visits of the boy?—Yes.

2707. (*Mr. Vaughan.*) Is touching by others a badge of others being bound to put in paper if the seniors chose to enforce it?—Yes.

2708. Possibly those boys who were only compelled to touch it were excused in the first instance from putting something in, because the younger boys by constantly passing would keep it in a sufficiently full state?—Yes.

2709. (*Mr. Thompson.*) What is the size of the drawer?—About four feet long.

2710. And deep in proportion?—Not so deep, perhaps not above two feet.

2711. (*Lord Clarendon.*) What do you think was the annual expense to you of providing paper, pens, penknives, and the different things that you have mentioned?—I really do not know; but I think it used to cost me about 2*l.* or 3*l.* extra in a term.

2712. (*Mr. Thompson.*) What was the gutta percha for?—It was for putting on the tops of foils.

2713. For fencing?—Yes.

2714. (*Sir S. Northcote.*) What happened if you were kept up school between half-past 12 and 2? Had you to take any steps to get off your station in green?—Yes. You have first to ask the second election who is appointed for it, whose turn it comes to during the week. He is called "institute." You have to ask him. He gives you permission, and then you go to the monitor of station, as he is called, and you ask him. He generally asks you what you are kept up school for, and then he says, "Well, you "must not be kept up school again," and perhaps he gives you a cuff on the head, or something of that sort; and if you are kept up school the next day, then he will say, "Go and fetch a racket," so you go and fetch a wooden racket, and he gives you five or six cuts over the calf of the leg with it.

2715. (*Mr. Thompson.*) What is a racket?—It is a wooden racket, which you play rackets with.

2716. (*Mr. Vaughan.*) Is it the same as a tennis racket?—No.

2717. It is not so heavy?—It is very heavy, because it is made of wood, entirely. A tennis racket is wired.

2718. Is it very long?—It is about two feet, or rather more.

2719. So that holding one end and striking with the other would give a heavy blow?—You can give a tremendous blow with it.

2720. (*Mr. Thompson.*) Is it with the flat part he hits you?—He generally takes it with the edge. The best way is to come down so, and he just cuts you with it (*the witness explained the way in which it was done*).

2721. (*Mr. Twisleton.*) Have you often been punished that way?—Twice, I think, but not heavily. I have been hit about with a racket, but not anything very much.

2722. (*Mr. Vaughan.*) Never on the shins?—Not on the shins. They give you a great poke in the stomach with it.

2723. With the end of the racket?—Yes. Very often you have great difficulty in finding a monitor when you want to ask leave. You are obliged to ask him, because if you do not, they half kill you for not asking him.

2724. (*Lord Clarendon.*) You are obliged to ask all these different authorities for permission to obey the master's orders?—Yes.

2725. (*Sir S. Northcote.*) Is it ever refused?—They cannot very well refuse it, but they give you a licking for it.

2726. (*Mr. Twisleton.*) If you ask for it too often?—Yes.

2727. (*Mr. Vaughan.*) Every person who goes out in that way withdraws some one from attendance upon them?—Yes.

2728. It diminishes the number of attendants so far?—Yes.

2729. Do the other attendants object also to boys often asking leave out as thereby throwing more work on them?—Of course they do not like it, because it gives them more work.

2730. (*Sir S. Northcote.*) Is it ever the case that boys deliberately get themselves confined to up school, in order to get off fagging?—No, they dare not, because the penalty is so great.

2731. But the seniors could not discover whether it was done deliberately?—No, they could not; but still they would give them a licking every time.

2732. (*Mr. Thompson.*) Have you ever been kept up school by any chance?—Yes, very often during my junior year.

2733. Never before?—Very seldom before. Once only, I think I was kept during the first year. I had plenty of time to do my work then.

2734. (*Lord Devon.*) How many hours during the day would a junior have for private work, supposing him not to be "call," "watch," or "tenor;" independent of work done in school, I mean?—He is in the room, and he might be working all that time if he liked, but he would never have two minutes at a time unoccupied. In fact, he would be liable to be called away at any moment.

2735. Do I understand that that liability to constant interruption applies to all the juniors whether they are "call," "watch," or "tenor," or not?—It applies to every one of them, and at all times.

2736. (*Mr. Thompson.*) During the time you were a junior were you sensible that you were falling off, say, for instance, in your power of writing Latin verses?—Yes; I fell off in everything.

2737. You are conscious of that?—Yes; I took no interest in anything, in games, or anything else. I had no time, and I got quite depressed.

2738. Where were you before you went into college?—I was in the under remove.

2739. Were you a boarder, or at home?—I was a boarder at Mr. James's.

2740. Were you perfectly happy with Mr. James?—Very jolly indeed it was. I was a fag for the first half, but I did not mind that at all, because I never was subject to this brutal treatment. I could not be subject to it at any time.

2741. Why not?—Because it was not in the nature of the town boys. It was a different system altogether. They never thought of enforcing it like this.

2742. In fact it was a tradition which required to be learnt by going into college?—Yes.

2743. (*Lord Lyttelton.*) Do you mean that the fagging among the town boys is not excessive or oppressive at all?—It is not at all excessive. You have to do ordinary fagging; just to brush their clothes, and carry their books up school, and go for them anywhere; but you are not liable to be sent about by 30 boys, and every one sending a junior nearly at the same time if he can.

2744. (*Mr. Twisleton.*) You do not object to that fagging?—Not at all.

2745. (*Lord Lyttelton.*) Were there the same sorts of punishments among the town boys?—They had power to lick you in any way they liked, but they never did it.

2746. Do you think the town boys knew what was going on in college?—There was a general report. They all say, "What poor slaves juniors are," because they see them running about, and all that; but they do not really know what you have to do, and what punishments you get.

2747. Do not they associate together?—Yes; but they keep that quite to themselves.

2748. They do not talk of it to each other?—No.

2749. The collegers would not tell the town boys anything about it?—No.

2750. Would they be afraid to tell it?—No, not at all, but they like to keep it quite to themselves.

2751. (*Mr. Vaughan.*) In what point of view, may I ask, do they like to keep it to themselves. Do they think it is a shabby thing to tell, or do they think the system a discredit to the body they belong to?—No, they do not at all; they think it is quite a credit to them; but unless you are in college, you are not to know anything about it.

2752. Do the boys who are themselves suffering think it creditable to the college?—The juniors do not, certainly.

2753. Is it fear, or what is the motive which deters them from spreading it amongst the others?—Partly from fear; and then you do not like to tell the town boys the degradation you are undergoing every day.

2754. (*Lord Devon.*) What are the duties of the "monitor of chamber"?—He has to sit in the room during the evening from 8 o'clock till prayer time, which in the winter was 10 minutes to 10, and see that all the juniors were doing their work, as much as possible. Then he had to see that the room was clean, and was well swept up by "light-the-fire," and all the kettles boiling, and everything in good condition; and then, after prayers, he had to walk up and

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down the dormitory and see that all the boys were in bed.

2755. At what time were the juniors to be in bed?—They ought to be in bed by half-past 10, but when you were "put-to-rights-chairs" and "light-the-fire" it was nearly impossible to get up into the dormitory before 20 minutes to 11.

2756. With regard to these punishments that are inflicted by the seniors and the monitors, were they inflicted at the discretion of each individual boy, or was there anything like an appeal to a larger body, or to the whole body of seniors?—If it were going to be an important thing, they generally conferred amongst themselves, and had a sort of tribunal in the upper election room.

2757. And the offender was brought before them?—Yes, and then the boy whom he had refused to obey, or whatever it was, laid into him with a walking-stick.

2758. Was the person offended the person to inflict the punishment?—Sometimes, but I think it was at his option. If he wished to do it, he could; but if not the captain would inflict it.

2759. Were you ever brought up to that sort of tribunal?—No; I never had anything of the sort.

2760. You never were present?—No; the juniors were not allowed to be present.

2761. You speak from information that you have received?—Yes.

2762. (*Lord Devon.*) You were there five months, were you not?—Yes.

2763. How often were you caned during that time?—I never had a caning.

2764. I mean, by boys?—I never had a cane used to me by boys. I have had a racket. You mean caning, not the buckhorsing.

2765. How often were you buckhorsed?—About five or six times.

2766. That was, I suppose, for such offences as failing to obey orders quickly enough, or using a wrong term when you had to take a message?—Yes, that was considered quite a light punishment; no punishment at all. That was done every day.

2767. Were you ever subjected to the punishment of putting your leg up, and having the second election run at you?—No.

2768. During your time, how many canings by the monitors, or by the head boys, do you think took place?—I should think about six or seven during one half.

2769. I am speaking of the caning which is inflected by the monitors or the captain?—I should think about six or seven, and that is not including any little punishment the senior thinks fit to give you. Suppose he goes to his room, and does not find water in his basin, perhaps he will make you kneel down, and will hit you about, and perhaps give you two or three cuts with the racket; but that does not count as anything.

2770. (*Lord Clarendon.*) Does he kick you?—Yes; not as a regular thing, but he will just give you a kick, perhaps, as you run off.

2771. (*Lord Devon.*) Is not there a form of punishment called touching toes? Will you give us, in order, a description of the various modes of punishment to which a boy can be subject? We will begin with touching toes; what is that?—That is part of the system of caning. You have to stand up, when they say, "touch your toes." You go down as nearly as you can, without bending your knees; you must not bend your knees; and they leather into you with the cane. Sometimes you tumble over, and then you have to stand up again.

2772. Did you ever witness that punishment?—I saw it once when I had no right to see it. I saw it, going into college. It was taking place in the upper election room, and I was going into college from the upper staircase. I saw over, and I saw it going on.

2773. In the presence of all the seniors?—As many as could be brought together.

2774. Then comes another punishment which you described as buckhorsing, of which you have given us the detail. What other punishment is there?—You have to put your hand down on a table, and then they will take the sharp end of a college cap and come down with it as hard as they can on your hand. This is considered nothing much. Sometimes they take a paper knife. I know one time a boy committed a slight offence, and one of the second election took a paper knife and cut his hand open, and left a great scar, which is there now.

2775. (*Mr. Vaughan.*) With the point of the cap and paper-knife?—Yes. The effect of the sharp edge of a college cap is tremendous.

2776. (*Lord Lyttelton.*) Might they do it more than once?—They go on perhaps 10 or 12 times with it.

2777. (*Lord Devon.*) Then there is another punishment, the sending for a racket and applying it to the calves of the leg?—Yes, and all over the body, and over the shoulders.

2778. Is there any other punishment than those which you have described?—The kicking; that is a most brutal punishment, and it is so dangerous in my opinion.

2779. (*Mr. Thompson.*) It is called "tanning," is it not?—It is called "tanning in way."

2780. (*Sir S. Northcote.*) Did you ever know of that, in fact, while you were there?—Yes, boys have told me of it, and it is done as a matter of course. Boys have told me, "I was taken into 'way' yesterday, for not having note-paper."

2781. (*Mr. Thompson.*) What is the meaning of "way"?—It is the washing place.

2782. (*Sir S. Northcote.*) Have you seen boys suffering from it, lame, or anything of that kind?—I have seen them come out very much knocked about.

2783. Do they seem the worse for it an hour afterwards?—Yes.

2784. A day afterwards?—Yes. I do not remember any very bad case this time while I have been in college, but I know there have been cases. I have been told of two or three cases of boys who have been so severely and dangerously kicked, that they have been obliged not to play or anything else, for a long time. See 3634, *et seq.*

2785. (*Mr. Thompson.*) Did you ever hear of a boy's spine being injured by it?—No, I never heard of the spine being injured particularly, but I have heard of their being dreadfully injured.

2786. (*Mr. Vaughan.*) Does not the lifting up of the leg make it much more dangerous?—That is what makes it so very dangerous.

2787. (*Mr. Thompson.*) They are kicked on the thigh of the leg which is lifted up?—Yes, and any other part; anywhere.

2788. Would you say, speaking generally, that these punishments you have described are more severe than the flogging in school?—Much more severe. Mr. Scott's flogging would be nothing at all to any of these punishments. I think it would be even less than having to "knuckle down."

2789. You think Mr. Scott's flogging is equally effectual for preventing the evils which it is designed to remedy?—It is applied for different purposes. His flogging is generally for not knowing your work, and so on. I should not think it was quite so effectual, at least it cannot be.

2790. (*Lord Clarendon.*) It does not inspire the same fear?—No.

2791. (*Mr. Vaughan.*) During the five months you were in college, was there a sensible difference in your progress in the part of the school which you were in?—Yes.

2792. Did you lose many places during that time?—Yes; I am certain I lost a great deal by it, and Mr. Marshall said that he did not know what had come to me, and that I must take more pains. I said I had got no time to do it, and I really could not. I did all that I possibly could, and could not do any more.

2793. For instance, did you sink to the bottom of your form?—Not quite to the bottom, but I got about middle, when I had been first.

2794. (*Mr. Thompson.*) How many elections were in college at a time?—Four.

2795. (*Sir S. Northcote.*) Do you suppose you were worse treated or better treated or about the average of boys in your own election?—I think about the average. I think I might be a little better treated than some of them.

2796. You have suffered a great deal from the interruption to your work, did you ever suffer from any punishment of a severe and brutal nature during the five months you were there?—No, I never suffered bodily from any punishment which I have described, but I suffered greatly in my spirits.

2797. (*Lord Lyttelton.*) Did you suffer from want of sleep?—I always felt very tired when I came home on the Saturday, and always got to bed as soon as I could.

2798. (*Sir S. Northcote.*) Did you notice that any other boys in your election suffered in point of health or spirits from the treatment they received?—I think during the junior year every boy goes out of school. He either gets ill, or pretends to be ill, from the treatment, and generally a great deal of his time is spent out of school.

2799. (*Mr. Thompson.*) Do you mean at home?—Out of school, in a room for the sick boys, and at home sometimes.

2800. (*Lord Lyttelton.*) Did you lose your appetite?—I do not know that I did lose my appetite exactly. Sometimes I did, because sometimes I was really not at all well, but when I was well, I was all right.

2801. You lost your spirits?—Yes, altogether; and I got very ill two or three times.

2802. (*Mr. Vaughan.*) What was being out of school?—Either being in a room appointed in Mrs. Goolding's part of the college, and there you are attended by the doctor, Mr. Holt, or else it is going home, if you live near.

2803. When you went into this place were you entirely removed from the command of the collegers?—First of all you had to get leave from the monitors.

2804. I should like to ask you first the effect of your being out of school?—Yes, we were free from them, then.

2805. In order to get the privilege of obtaining that freedom you must do no school work?—No.

2806. Was there no check upon boys resorting to it from idleness or merely to escape from this tyranny?—The doctor comes every morning, and he would see the boy, and say if he were perfectly well.

2807. I understood from you that in consequence of what they suffered they often feigned this sickness some part of the time in order to escape it. How were they able to carry that pretence out?—By their own cleverness, I suppose. It is just as they had a turn for it.

2808. In fact, matching themselves against the penetration of the doctor?—Yes.

2809. (*Lord Devon.*) Had any individual monitor or senior power and right to cane of his own will, and at the spur of the moment?—Yes; he had power to do anything, to one who was inferior to him.

2810. Could he cane him immediately, if a supposed offence was committed?—He could do anything he chose.

2811. Supposing a junior boy said, "I must appeal "to the seniors," would he have a right to do that?—No one could prevent him if he got to a senior boy telling him about it; but the senior would not listen to it, and they would probably lick him far more for it.

See 3637. 2812. He would not have any right, by the usages of the school, to say, "Do not punish me till I have "appealed to the seniors?"—No; the senior would say, "I am senior myself, and I am perfect master of "your body and soul, and I shall just do what I like "with you."

2813. Have you known any instance in which one senior has interfered with another against the execution of what he might think was undue punishment?—No, I have not known instances, because they are very particular about that; they do not interfere with each other in that way.

2814. (*Sir S. Northcote.*) A boy does not look upon his own senior as a person whom he would appeal to protect him from the others?—It depends. I had a very nice senior, and I should have appealed to him. At least, I should have told him something about it. Sometimes you are not lucky enough to have a good senior.

2815. (*Lord Devon.*) Have you ever known any appeal to the masters from any grievance sustained?—No, never; because you must either submit, or leave. You would be literally half killed when you got back again.

2816. How often did the masters come into college, Mr. Ingram, for instance?—He used to come in regularly at prayer time; but sometimes he would not come in, perhaps, for two or three days together, except at prayer time. Another time I would sometimes see him walk through college between 9 and 10 perhaps. He would come in, when he did come, not at all regularly, just as it suited him.

2817. (*Mr. Vaughan.*) Did the boys ever resort to the medical man after any of these buffetings?—I do not know about that. I never heard of any instance.

2818. (*Sir S. Northcote.*) You were in the cricket eleven, were you not?—Yes.

2819. Were you in it after you went into college?—Yes.

2820. Did you find time to play in games and matches?—I was obliged to play then. That was part of their rule. I must have played. I was under orders then to play. It was not whether I liked it or not. I was in the eleven, and I had to play. Suppose I felt inclined some afternoon not to play, if I did not feel well perhaps, I was obliged to do it whether I liked it or not. It had nothing to do with whether I liked it or not.

2821. Was that the case with all the eleven?—A good many of them were senior boys.

2822. Were they, although seniors, considered bound by the rules of the eleven to play?—They were not considered bound if they did not wish to play; but if it were a match, and it was for the good of the school to play, it was rather considered that they should play, unless they had any particular reason against it. I had to go up and practise. We did not play a match every day. I was obliged to do that, but they were not obliged.

2823. (*Lord Devon.*) Independent of the treatment which the junior boys there may have sustained from the seniors as seniors, was there any bullying in the college when you were there. I mean by a big second election irregularly bullying a junior boy, or anything of that sort?—They would not consider it bullying, they would take it as a matter of course; whatever a second election chose to do to a junior is all right and proper, no one questions it.

2824. Would not the senior check anything that we should call bullying on the part of a second election to a junior?—He might if he took the trouble, if he were passing through. If he liked the junior, or anything of that sort, he might interfere; if he knew his father, or the junior had any claims on him at all.

2825. (*Mr. Vaughan.*) He did not consider that he had any official responsibility to interfere?—No, I do not think so at all.

2826. (*Lord Clarendon.*) The monitor would not interfere?—No, he would interfere if he thought proper, and if not, he would not take any notice.

2827. (*Sir S. Northcote.*) Did you ever know an instance of a second election being punished for a fault committed by a junior?—Yes, very often they punish the second election.

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2828. You have known cases of severe punishment?—Well, not what they consider severe punishment. I have never seen any punishment, but I suppose it is the usual thing, the racket, or something of that sort.

2829. (*Mr. Vaughan.*) You say the racket was applied to the shoulders, was it the edge of the racket?—Not the edge of the racket. They would, perhaps, give you a little touch just between the shoulder blades, which would hurt you very much.

2830. I thought you said they applied it to the shoulder sometimes?—Generally it was the flat part of the racket; and generally they would take the sharp end and cut you down on the calves with it.

2831. Not so as to sever the skin or the flesh, I suppose?—So as to bruise it, and to knock the skin off.

2832. (*Sir S. Northcote.*) Did they ever draw blood?—Yes.

2833. (*Mr. Thompson.*) With the racket?—Yes.

2834. Through your clothes?—Yes; of course not in great quantities, just knocking the skin off.

2835. A weal?—Yes.

2836. (*Mr. Twisleton.*) Will you explain the system by which a boy who might have obtained leave from the master to leave the schoolroom was still obliged to ask leave of the other boys?—He was not obliged to ask leave of the other boys—not to leave the schoolroom for the particular purpose which has been referred to; but for illness, or any other reason, leave must be asked of several boys after the master has given his permission. When you are in the schoolroom you would just have to ask the master in whose special form you are for leave for the particular purpose referred to; but that is the only thing you can do without asking the boys. If you wanted to leave the room in college, even for that particular purpose, they will not let you leave, unless there are three other juniors waiting without any employment, ready to answer "election;" you have to ask any second election, and he can give you leave or not, as he likes; but if you were found out of the room without leave, that would be a great fault.

2837. Did you obtain prizes for athletic exercises in any way before you were in college?—Yes; I got three or four.

2838. What were they for?—For running, jumping, throwing the cricket ball, and so on.

2839. How many persons competed with you for the prizes?—There were 30 in the running.

2840. (*Mr. Thompson.*) Where did you run?—In Vincent Square.

2841. (*Mr. Twisleton.*) What besides running?—Jumping.

2842. How many competed with you for jumping?—10 or 12.

2843. How many competed with you for throwing the cricket ball?—There were six or seven for that.

2844. Have you tried for those prizes since you have been in college?—I tried for two or three since I have been in college, and I only won one thing.

2845. What did you win?—That was a running race, a short race. In all the rest I could not get anywhere.

2846. Did you consider that you were as good as you were before?—I ought to have been better, but it gives one a distaste for anything. I was perfectly pulled down by it, I did not take any interest in anything.

2847. Were you equally strong or was it you were unwilling to compete?—I think it weakens one too; I do not think I was so strong.

2848. (*Mr. Vaughan.*) Would your competitors have been the same boys?—Of course not all the same, but mostly the same, I think.

2849. Will you tell us what prizes there were for other exercises, besides the running and jumping you have mentioned?—There were prizes for jumping the pole, and long jumping, and throwing the hammer, and running in sacks.

2850. Those were not for strength except throwing the hammer, but for agility?—Yes.

2851. Were there any for displays of strength?—Throwing the cricket ball requires some knack and strength. Throwing the hammer requires a great deal of knack as well as strength.

2852. Did you ever win in anything except the cricket ball which required strength as distinct from agility?—We have only had it for two years. Of course you must be pretty strong, as well as active, to win the hurdle race.

2853. (*Sir S. Northcote.*) Was there any fighting in the school? Did the boys fight at all?—The under boys did, but that we considered rather below the seniors.

2854. Would it be stopped by the seniors?—I am speaking of the seniors themselves fighting. No, the seniors would not stop it, nor would the masters.

2855. Was it the practice among the lower boys?—Were there frequent and regular fights?—Very seldom.

2856. (*Mr. Thompson.*) Did you have lessons in it?—Yes, I have had some lessons.

2857. (*Mr. Vaughan.*) Supposing one boy in the school was abused by another boy or in any way aggrieved, would he never strike him a blow for it?—Do you mean in college?

2858. I mean in any part of the school; in college or in the school. I am speaking of the habits of the school in general?—If the boys were on an equality with each other, then I should think they would most likely fight; but if the one boy was a senior, and the other was a second election, a third election, or a junior, he would not dare to touch him.

2859. I wish to understand from you how it is that fighting in a school of that sort is avoided. You said it had fallen very much out of the habit of the school. In the first place I wish to ask whether boys do not resent their injuries by striking each other. Would not a stronger boy strike a less strong?—Yes.

2860. Did not it sometimes happen that a boy would strike another fancying him to be inferior in point of strength, and that boy would turn upon him and strike him again—would not that happen?—That comes to an ordinary fight; they would do that, and then exchange two or three blows, and then they would agree to meet the next morning in the "milling green" as it is called. That is close by.

2861. What happened then?—They would fight, and there would be seconds, and a ring, and everything regular.

2862. Would that be thought wrong or low?—No. It would be thought low for two very big boys to fight. It was generally among the lower boys. The big boys thought it low to fight among themselves.

2863. Do they less frequently resort to that?—Yes.

2864. (*Sir S. Northcote.*) Does that happen only among the town boys or among the collegers also?—Among the town boys generally, because it can only happen among the collegers in their separate elections. Each one must fight in his own election. A second election would not fight a junior, that would not be right, because a second election has a perfect right to make the junior stand up, and to lick him, without taking any trouble about it.

2865. Has the second election a recognized power to lick a junior at any time without there being any offence?—He has a recognised power over him. He must obey the second election in everything, and submit to everything.

2866. But supposing, without any question of obedience, the boy took to bullying him, and that the junior felt himself aggrieved, would not the junior feel himself at liberty to resent it by striking him?—He would not dare to do it. He might strike, but he would get half killed afterwards.

2867. By the seniors?—No, by the whole body of the second election. He might strike him in the heat of the moment.

2868. Supposing one boy in the second election

saw another boy in the second election bullying a junior in whom he was interested, his brother perhaps, or some relation?—He would remonstrate with him.

2869. He would not fight with him?—He might; but I think he would try remonstrance first. They do not like to get divided.

2870. (*Mr. Vaughan.*) At what point in the school do you think boys begin to shrink from fighting as something barbarous?—When they get in authority over others; when they are in the remove, that is the first point.

2871. (*Lord Lyttelton.*) Below that did it often happen in this "milling green" you speak of?—No; it did not very often happen. I think there were three or four regular fights since I have been at Westminster, not more.

2872. (*Sir S. Northcote.*) Then, in fact, a boy is never kept in check from the exercise of tyrannical power by the fear of being called to account by some other boy?—I think not at all.

2873. There was one kind of office which you alluded to, but which you have not described; I refer to the "put to rights." What were they?—Two boys were appointed to that; "put to rights chairs," and "put to rights tables." The boy who was "put to rights chairs," at 25 minutes to 10, went to the upper election room and he put chairs for the seniors and for all the three elections; and as there were no chairs in the upper election room, and the dormitory, they had to run up and down, carrying as many as they could. They generally could not carry more than three at a time, up and down those narrow stairs from the dormitory, to put them in the upper election room. Of course, all those things took you a long time. You had to be ready by 10 minutes to 10. The "put to rights tables" had to move the tables, to put them in exactly the right position. There was one position appointed for them. Perhaps they would be moved by the seniors. He had to move them, dust them, and see that they were shiny and nice-looking; and then he had to sweep up the room, and that was always in a dreadful mess.

2874. (*Mr. Thompson.*) What time was this?—At 25 minutes to 10 it began, in the evening. He had to sweep up the room, which took up a good deal of time.

2875. The seniors all this time being there?—Being in the room, or else in their little partitions in the upper election room. They have little boxes where they sit and do their work, or else at the tables outside. "Put to rights tables" had to sweep up the room, and take everything off the table; and he had to put a Bible on a particular corner of one table, for Mr. Ingram to read. There was always a second election for the week, appointed to look after the boy who was "put to rights chairs;" and also one to look after the "put to rights tables," to see that the tables were all ready and clean. One night, instead of putting the Bible on the corner of the table, the junior, who could not find the Bible at the time, it being rather late, just caught up a Greek Testament that was lying in one of the niches outside in the passage, and put it on the corner of the table; and Mr. Ingram, who always comes in with his own book, read prayers, as usual, out of his own book, so that he had no occasion to use this book, and he never does use it; but one of the monitors saw that this book was a Greek Testament. So, after prayers, he called the boy who put it there, to him, told him to fetch a stick, made him touch his toes, and he beat him till he broke this great stick over his back. He fell on to a bureau, and staggered out of the room. So I was told by one of the juniors who saw it, who had to fetch the stick for the monitor. He managed to get out of the room, but he was in a dreadful state the next morning.

See 3637.

2876. (*Mr. Thompson.*) What election do the monitors belong to?—The seniors.

2877. And they took it in turns to do this?—Yes; the first four who get in are monitors.

2878. Supposing a monitor is negligent of his duty, what appeal is there; to whom does the appeal lie, supposing that this monitor, knowing that this Greek Testament had been placed there, had not thought proper to notice it, would there have been any appeal?—No, they could not have said anything about it.

2879. It was his sense of duty alone?—Yes; or perhaps it might not have been the monitor of the night; it might have been any senior. Any senior who saw it might have done it.

2880. (*Mr. Vaughan.*) The book, I presume, was put there for the purpose of the master's using it if he chose?—Yes.

2881. So that putting the Greek Testament there was in fact a little piece of fraud on the master?—Yes.

2882. The master might think that he was supplied in the usual way with a prayer book, when he was supplied in fact with something else, which would not have served his purpose?—Yes, if he had by chance wanted it.

2883. (*Sir S. Northcote.*) In such a case as that do you think that the general feeling of the rest of the college was that such a punishment as that was a shame, or was it thought a matter of course, and did not attract much attention?—It made all those who were liable to it, feel in great terror.

2884. I mean did the boys generally think that that was a stretch of authority, that it was a thing that was out of the way, and rather a shame as judged by the code of the college?—Those who were liable to it, thought it was a very severe licking, but they did not think it was out of the way, they thought he was entitled to, according to the rules.

2885. (*Mr. Twisleton.*) Was the punishment not deemed excessive?—Not by the seniors. They did not think anything about it, at least it was taken as a matter of course. Whatever one senior chooses to do, has nothing to do with another senior.

2886. (*Sir S. Northcote.*) I suppose some of the seniors are greater tyrants than others?—Yes; but if other seniors think so, they do not show it. They will, perhaps, say, "Well, you gave him a good licking."

2887. (*Mr. Thompson.*) They would not interfere?—No.

2888. Not even collectively?—No; it has never occurred, as far as I know.

2889. There is no one to interfere; the master still less?—The master still less; because Mr. Ingram is in his own house, and very likely, if he saw it, he would think it was all right; at least, he would rather not see it.

2890. (*Sir S. Northcote.*) How far was it supposed that the masters were cognizant of this system?—I really do not know, but I fancy they must know something about it. They do not want to know too much, and they do not pretend to know too much; but they must know it. Perhaps they do not know exactly to what extent these lickings are carried on. They know that they go on, and that the seniors have power to inflict them, whenever they like.

2891. (*Lord Clarendon.*) Some of the masters were in college themselves?—Some of them. There is only one though, I think, of the present set, Mr. Ingram. His only argument, at least his only feeling seems to be, that it is all regular. I said to him, when I first went into college, that I could not do my work as it was, we had so much to do; and he said, "Well, "all I can say is, you have not got to do nearly so "much as I used to do, when I was a junior."

2892. (*Mr. Thompson.*) Is there a tradition in the school that things were worse in old times than they are now?—I fancy there is a little. It is natural, I think. Fellows say, when they come down, "Oh, "you do not undergo half what I did when I was a "junior."

2893. (*Sir S. Northcote.*) Are there definite things which are said to have been done formerly, and not now; for instance, was not warming beds a practice in old times?—You are liable to do that now.

2894. I mean warming them by getting into them

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themselves?—I have heard that as to other public schools, but I do not know as to Westminster.

2895. It is never done at Westminster now?—No, I think not; at least, if a senior wanted his bed warmed, he would tell you to get in and warm it, and you would do it as a matter of course.

2896. (*Mr. Thompson.*) Is there any cooking now?—Sometimes, but not exactly cooking; you have to toast for them.

2897. Have you to fry beefsteaks?—No, not regular cooking. That used to be the case.

2898. That must have added a good deal to the labour of the juniors?—Yes; they generally confined themselves to getting the things cooked. They got cold meat, and you had to make a tremendous lot of coffee.

2899. You have the means of making coffee?—Yes.

2900. In the junior room?—Yes.

2901. There are two rooms, are there not?—Yes.

2902. Senior and junior?—Yes.

2903. Under the dormitory?—Yes.

2904. They were erected in Dean Buckland's time; perhaps you do not know that?—No.

2905. Erected comparatively recently?—I believe so.

2906. You are aware that they are not part of the old college?—I did not know that.

2907. (*Sir S. Northcote.*) A great deal of the laborious fagging which you have described consists of duties which might be performed, and ought to be performed, by servants. Do you suppose, if servants were appointed, and made to do all these duties,—the calling the boys at the proper time, lighting the fires, cleaning the rooms, putting to rights, lighting gas and putting it out, and other duties of that sort, that college life would become tolerable, or do you think that the amount of bullying and irregular fagging is still such as that even if servants did all these duties college life would be intolerable?—I think it would be, because it is carried on, on such a system of degradation, and you are told to do things in such a manner, that it is intolerable.

2908. (*Lord Lyttelton.*) There is only one servant in college, is there?—There is old College John and young College John, as they call him.

2909. (*Lord Clarendon.*) For how many boys?—Forty.

2910. (*Sir S. Northcote.*) The number of the severer punishments after all is not very great, or was not very great in your time, was it?—I think there was a very average quantity of them.

2911. You say there were about five or six canings during the time you were there?—Yes, but the punishments are so fearful.

2912. I wanted to follow that up. Of those five or six canings, how many should you suppose came from the neglect of offices which ought to be done by servants? The occasion for those canings would not have arisen, would it, if servants were employed to do the work which the boys were made to do?—Some of them would not; but I think a great many of them were, if you went to a shop and did not bring the right things back, and that sort of thing. A great deal, of course, arises from the non-performance of duties, which servants would do, if they were in college.

See 3655; also 3657.

2913. Then, again, do you think that the masters, if they were so minded, could put down such a custom as making the boys get up at 3 or 4 o'clock to call the others?—They must change the whole thing if they attempt anything of that sort. There must be an entire revolution in the thing, because they could not stop one thing alone; the senior boys would not stand that at all.

2914. (*Mr. Vaughan.*) Why should there not be a prohibition of boys getting up at 3 or 4 o'clock in the morning; or if they chose to get up, that they should at any rate wake themselves?—There might be a prohibition, but there would be a tremendous row about it. I do not know whether it could be carried out. If it were, it would be frequently broken through by the seniors ordering juniors to do it again. They would not attend to it much.

2915. You think, in fact, in spite of the masters, the seniors could carry their point if they chose?—Yes, of course they could, unless the masters were in downright earnest, and proper steps taken to enforce their orders.

2916. You think they would attempt to do so?—I have no doubt about it.

2917. (*Mr. Thompson.*) Do you think they would be supported by the old Westminsters?—I think so, decidedly.

2918. (*Sir S. Northcote.*) Take an individual instance. The habit of calling "election" is a very trying one. Supposing boys were prohibited from calling "election," and were obliged to call the name of some particular boy whom they wished to send, and it was made a school offence to call "election," do you think it could be put down by the masters?—Every one of the upper boys would be up in arms against it.

2919. But do you suppose they could succeed?—I really do not know. It must be vigorously carried out.

2920. (*Mr. Thompson.*) It could not be carried out without some experience?—I do not know about that. I do not think you could put down one thing alone. I think the whole thing must be altered, or else nothing will be done at all.

2921. (*Sir S. Northcote.*) Would you put an end to fagging altogether?—I do not know what is best to be done. I should leave that to others.

2922. We want to have your idea. Could the whole system be altered?—I do not see why there should not be proper fagging, like there is at every public school.

2923. (*Lord Clarendon.*) Such as the town boys have?—Yes; and the thing must be under the guidance of the master, not of the boys.

2924. You do not think there was anything to complain of in the fagging of the town boys?—No, not at all.

2925. Had the other boys who were your contemporaries among the juniors the same feeling about the fagging as yourself; did they feel themselves equally depressed and discouraged?—Yes; some of them were idle fellows and did not care about working at all, but they all felt it very hard indeed; and we used to talk among ourselves, but still I think none of them, if asked, would say that the thing was not everything that is pleasant. They would be afraid for their very lives to say anything against it. It is all very well to talk about it, but you cannot imagine how intolerable the thing is when put in practice; the little things that arise from those duties which I have described—it is dreadful.

2926. So that you feel yourself perpetually insulted and degraded?—Yes.

2927. (*Mr. Twisleton.*) Will you explain what you mean by "little things?"—The mode of enforcing those things, the mode of telling you. It is not the actually being sent to a shop, but the way of being told to go and fetch things.

2928. (*Lord Clarendon.*) Will you give us an example. How would you be told to go?—They would call you and say, "Go and get me a sandwich, and if you are not back in five minutes, I will lick you within an inch of your life." Then the great grievance is when you are answering "election." The second election's duty is to see that there are juniors to answer "election," and they call out, "Now then, answer election." When "election" is called, you hear the second election, if he is anywhere near, call out, "Now then, answer election," and he will rush down perhaps when you are half dressed early in the morning, if he happen to be up—and you are not always up at three—I have been dragged out of bed, just put on hastily some clothes, and I have been obliged to run down with a second election after me, with a great towel, threatening at me with it to make me go

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faster to answer "election," and that is intolerable. You would not stand it for long. I think it is wonderful how boys stand it at all; they come out of their cubicles and you have to run up the whole length of it, and if you are not going fast enough, they kick at you or throw something at you.

2929. (*Mr. Vaughan.*) How old were you when you went to Westminster?—Fourteen.

2930. Had you been to a private school before?—At the first one I went to, (Mr. Newland's), there were, I think, about 30, and then I was with Mr. Westmacott. He only took a few pupils, about 10.

2931. How long were you at the school where there were 30?—I was there six years.

2932. What was the age of the eldest class of boys there?—When I first went there were some 17 and 18.

2933. Was there any system of fagging in that school?—Not at all.

2934. Was there any bullying of any kind in the school?—No bullying at all.

2935. Was there anything approaching either to fagging or oppression of any kind from those boys of 17 and 18?—Not at all.

2936. How old were the younger boys?—Seven and eight. Most of the boys were going into the army.

2937. Were the masters generally present when the boys were together?—Yes; they were always present, it was only a day school.

2938. Then you were not regularly at school before you went to Westminster, other than as attending a day-school, in which the master sat all the time?—No.

2939. So that in fact you had no experience of school life in which the boys were together, without the surveillance of a master?—No; I had no experience till I went to Westminster.

2940. (*Lord Devon.*) Is it your belief, putting aside for the time the junior election, the opinion of the other three elections who were in college, supported the system you have described?—Yes.

2941. As far as you know, you know no exception?—I know no exception at all. They admit that it is very hard for a junior. I was talking to a friend of mine who was a senior a little while ago, and he said he thought some of the punishments were most brutal, he admitted it. His young brother is going to college and he said he hoped he would not suffer what he did when he was a junior, and he said he thought the most brutal thing of all was the "tanning" in way."

2942. (*Lord Lyttelton.*) You yourself would not have liked to have taken part in enforcing such a system?—No, I should have had nearly a worse time of it, I think, the year when I got second election, because I should have had all the lickings from seniors for not enforcing it, and I should certainly not have done so, and there are two or three boys in our junior election, who would not have done it either, I know.

2943. (*Mr. Vaughan.*) Have those boys left?—They will be second elections after Whitsuntide.

2944. You think they are resolved not to carry out the system?—I know two or three are resolved not to do it, at least so they said. As far as doing their lessons is concerned, the second election are only a few degrees better off than the juniors; for they are always obliged to be on the alert to run after the juniors, and see that they answer election, and do the other duties I have mentioned. The second election boys say that they are not much better off than the juniors as far as lessons are concerned; and as the second election must attend upon the seniors themselves and answer "election" if all the juniors are engaged in doing so, which often happens, the second election pack up their books and go away, if they seethe number of juniors running short; so that really for two whole years a boy's power of learning is very seriously interfered with; it is stopped entirely for one year, while a junior, and is not very much better during the second.

Victoria Street, Tuesday, 3rd February 1863.

PRESENT:

Earl of Clarendon.	Hon. Edward Twisleton.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.
Sir Stafford Northcote, Bart.	

The EARL OF CLARENDON in the Chair.

Mr. George Thomas Michael O'Brien called in and examined.

Mr. G. T. M. O'Brien.

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2945. (*Lord Clarendon.*) How long have you been at Westminster?—I shall have been there five years at the end of this half.

2946. The first year you were a town boy?—Yes.

2947. Then you have been four years in college?—I shall have been four years in college at the end of this half.

2948. How long were you a junior in the college?—A year.

2949. We have received some evidence with respect to the fagging in college from the father of a boy who is about to leave Westminster, and as we wish to have some information on the same subject from one of the senior boys there, we have requested you to come here to-day. Perhaps the best way of giving us the information we desire would be for you to tell us what was the practice the year you were a junior and what were the duties you were called upon to do by the upper form and the second election. Will you go through a whole week, beginning at the Sunday evening?—I recollect the general scheme of what I had to do, that a certain number of days in the week—it came about three days in a fortnight—I had to get up in the morning to light the fires, the same as it is now.

See 3481, 3498, &c.

2950. At what hour?—Sometimes as early as four o'clock, and sometimes at half-past three. It was not often at half-past three, but very often at four. That was about three times in a fortnight. Then I went up school like the other fellows, and was generally fagged through the day, if anybody wanted anything. Then in the evening I attended to the fire and got my seniors' tea, if they wanted it, and brought them anything they might happen to want.

2951. You had to be up three times a fortnight at half-past three o'clock in the morning?—Yes, that was the earliest. It depended on what time the

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senior wanted to get up. You would have to get up half an hour before, in order to have the fire lighted by the time they came down.

2952. The seniors, I suppose, wished to be called at different times?—Yes.

2953. So that when you got up at half-past three it was not of much use going to bed again?—No, you did not go to bed again.

2954. Then you got their breakfast?—No, you might have breakfast in hall, but they might want some tea while they were working, and you made them that tea if they wanted it.

2955. You were called upon to fag or to do anything that was wanted throughout the day?—Yes.

2956. In what way "throughout the day"?—If a senior wanted a book from the bookseller's or a racket ball, or anything of that sort, he would send you, or perhaps a town boy, but if he was in college he could only send you. The seniors have a right to fag the town boys also, so you do not get quite so much fagging during the day.

2957. You were always in waiting for whatever the seniors might want?—You went to the games and so on. You were not obliged to stay in college for that, except that one fellow is always obliged to be in college.

2958. What for?—That was a rule made by the master, I believe, partly, that there should be somebody to answer the bell if anybody came down into college, because they do not keep a servant there; that if you came down to see anybody there should be some one to tell you where to look for him.

2959. Is there no fagging at games?—Yes, there is fagging at cricket, but the Queen's scholars do not get fagged at cricket, only the town boys. There is another fagging at games, which they call "picking up at rackets." You have to run after the racket balls. The Queen's scholars are exempted from that.

2960. Do the town boys fag for the Queen's scholars?—Yes.

2961. In the evening what fagging is a junior compelled to do?—You had to get your senior's tea, and if he wanted it you had to get him writing paper, or anything of that sort, and when he went up to wash you would have to take up his hot water.

2962. Had you to clean his room, or to empty the slops?—No; that is done by College John, as they call him.

2963. How many servants were kept there?—There are two bedmakers and two men.

2964. They were employed for the whole of the college?—Yes.

2965. What was the number in the college?—Forty. I do not mean to say that you would not have occasionally to empty your senior's place, and you might have to do that, but the regular doing up of the different rooms was done by the servants in the morning. If your senior happened to wash his hands twice, if he came up in the middle of the day, you had to empty it and bring it back, but you had not to clean out the place.

2966. Getting up early in the way you have described, and being at the call of the senior during the whole of the day, was there any time for preparing your lessons?—Yes; if you got up early in the morning that was a very good opportunity, if you had a mind to do it, because the actual time which you were fagging would not be very long. You would make the seniors their tea; they would call you once or twice, perhaps, and you would have to go up every hour to call the fellows in the dormitory, but that would not take more than five minutes altogether. You would have several hours in the day to work if you liked.

2967. (*Mr. Twisleton.*) At what time did you go to bed?—At 10.

2968. (*Lord Clarendon.*) What are those repeated calls for?—Different fellows want to get up at different times.

2969. You mean calling them to get up?—Yes.

2970. Could you say that, being interrupted in that way, was advantageous for reading?—No; but they perhaps might do rather more work than if they had been lying in bed all the time.

2971. (*Mr. Twisleton.*) How old were you at this time when you had to get up at this hour?—I was about 15.

2972. You went to bed at 10?—Yes.

2973. Do you consider that you would have been tolerably fresh for work at half-past 3 or 4 o'clock in the morning?—Not if it happened every day, but I did not feel any bad effects from it. I got my remove into the sixth the half I was junior, and I ascribe it a good deal to the work I did on those mornings.

2974. You, as a matter of fact, did work in the morning?—Yes; I got my remove in the sixth while I was a junior.

2975. You did work in the morning between 4 and 6?—Yes.

2976. (*Mr. Thompson.*) Is it a common case for boys to get their remove, then?—It is not a common case for a junior to get into the sixth in that way.

2977. (*Lord Clarendon.*) What were the punishments that were inflicted, supposing a junior did not do his duty to the satisfaction of his senior?—He was not always punished. When he was punished, he would have his ears boxed.

2978. There were different sorts of punishments, were there not, one was buckhorsing?—Yes.

2979. (*Lord Lyttelton.*) That was boxing the ears, was it?—Yes.

2980. (*Lord Clarendon.*) Buckhorsing was rather severe, was it not?—That depended on circumstances. Of course, you could hurt a fellow very much, but not so much as with your fists.

2981. But it was done several times was it not, backwards and forwards?—It was not confined to one side. I got buckhorsed pretty often. It did not do me any permanent injury. Of course, it stung at the time.

2982. (*Mr. Vaughan.*) Do you think that at that time you always deserved it?—Sometimes I did, and sometimes I did not.

2983. (*Lord Clarendon.*) Tanning is a much severer punishment, is it not?—Yes; but a junior would hardly ever come in for that; it would be more the second election. That would only be for a breach of school discipline of some sort or other. A junior has very little to do with that, and he is not likely to commit any breach of discipline in that way.

2984. Was it only for breaches of school discipline that tanning was inflicted?—Yes, certainly, you would not get tanned for any trifling thing. You would not tan your junior for any trifling thing, certainly not.

2985. What were the breaches of school discipline for which tanning was inflicted?—A breach of school discipline would be, for instance, if a boy drank too much, if he went out of bounds, or was smoking, or in a case of bullying, or anything of that sort. He would get tanned for that, but not if he brought you a bad cup of tea, or anything of that sort. That is what I mean by breaches of school discipline.

2986. (*Mr. Twisleton.*) Were you never tanned in your first year?—No, I was never tanned; I have been buckhorsed, but never tanned.

2987. (*Mr. Vaughan.*) Was there ever such a thing as a general tanning for habitual negligence on the part of the juniors?—No, I never remember a junior being tanned.

2988. Or the juniors generally being tanned?—I remember the juniors once having their ears boxed all round.

2989. But I mean the specific punishment called tanning?—Tanning is with a stick or racket. I never remember a junior being tanned with a stick or racket.

2990. (*Sir S. Northcote.*) Lord Clarendon is referring to what is called tanning in way?—That is a different thing. That I think was very much nom-

nal. I do not think boys ever were kicked so as to be hurt, though in theory it was part of the thing.

2991. Will you describe tanning in way ?—That is a punishment for a junior.

2992. (*Lord Clarendon.*) That is the tanning I was speaking about which you said was not inflicted on a junior ?—I beg your Lordship's pardon ; by tanning I meant licking with a racket or a stick, as opposed to buckhorsing. Tanning in way is buckhorsing ; it is kicking too, but then a fellow never does get kicked as a matter of fact.

2993. (*Mr. Twisleton.*) Will you describe tanning in way ?—The boy goes and stands in the way.

2994. What is "way" ?—It is the place where we wash. The only difference between that and being buckhorsed, as we call it, was that it was a more formal thing. I do not think, as a matter of fact, the fellow ever did get kicked, but he got buckhorsed. There were several second elections by, and it was made more of a business of, but as a punishment I do not think it is anything more than buckhorsing.

2995. (*Lord Clarendon.*) Was not the boy obliged to stand with one foot up upon the sink, and then to be kicked behind ?—He might be obliged to stand up, but it was not necessarily so. I believe that was the old thing. I have been tanned in way myself, and I was not kicked. Just as I was going up to the place, the fellow said, "that will do," and he ran and buckhorsed me.

2996. Was there not a tanning of this sort ordered for the juniors because they had been negligent in supplying an unlimited quantity of stationery in the bureaus ?—Yes ; I remember being tanned in way for that ; not for not having an unlimited quantity, but for having put none at all in for some time.

2997. When you were tanned for that, what did you have to undergo ?—I got a good many buckhorsings on the ears, both sides ; that is all.

2998. You were not kicked ?—No, I was not. I believe I might have been, and certainly it is the old idea ; I might have been kicked, but as a matter of fact I was not. I have known of one fellow being kicked, and only one.

2999. (*Lord Devon.*) Only one during your own time, whether as junior, second election, or senior ?—Yes.

3000. Was he kicked in the way which Lord Clarendon has described ?—I cannot say. I did not see it myself.

3001. (*Mr. Vaughan.*) Is it not part of the punishment ?—It is supposed to be part of the punishment.

3002. (*Lord Devon.*) During what period of your time did it take place ?—Just as I became a senior, after that we stopped it.

3003. (*Sir S. Northcote.*) Was he much hurt ?—He was not.

3004. Then why did you stop it ?—There was a general feeling against it ; some of the fellows in our election did not like it.

3005. It was not stopped in consequence of that particular boy being much hurt ?—No. I only knew that he had been kicked on inquiring just now whether any junior in our year had been kicked.

3006. (*Mr. Vaughan.*) Did not the standing in that way always expose a boy to the chance of being kicked in the fore part of his person as well as behind ?—No, never. He stood with his back to you.

3007. The leg being lifted up, did it not necessarily expose the fore part of his person to the kick ?—No ; I should say not.

3008. How could a boy who might not wish to do that be sure of not kicking him before instead of behind, if he took a run at him and kicked him from behind when his leg was lifted up ?—He could not exactly ; but the time I was tanned in way, I know, I went in. The sink is in the middle of the place, and I was walking up to it, the second election was next to the door, and he said, "that will do," before I got to the thing.

3009. That was when it was not carried into effect. But supposing the theory of it was acted up to ?—I daresay it might hurt the boy considerably.

3010. (*Mr. Thompson.*) Do you consider that the punishment in that form is altogether obsolete ?—Yes, I think so, decidedly.

3011. You never heard of it yourself ?—No, except in this one case of a boy being kicked, and then fortunately he was not hurt.

3012. Was he kicked in the fashion alluded to ?—That I cannot say ; I did not see it myself.

3013. (*Sir S. Northcote.*) That is within the last twelvemonth ?—Yes.

3014. (*Lord Clarendon.*) Is there another form of punishment, hitting on the calves of the leg with a racket ?—Yes, or anywhere ; not particularly about the calves of the legs.

3015. And with the top of the cap on the hand, laying your hand down on the table, and hitting with the sharp sides of the cap, is not that a punishment used ?—It is generally used by helps, who are helping town boys into college. If they are juniors or second elections, they are not allowed to use a racket to lick them with, and they lick them with their caps or books.

3016. Or paper knives ?—I do not think with paper knives ; I have not seen any. I know that is a punishment. It is a punishment which a senior would not use, because it would not be necessary, and the under elections only use it because they are restricted from any other.

3017. Whom do they use it to ?—To the town boys whom they may be helping into college. Every town boy, when he tries for college, has a help. This help has to see that he does a certain amount of work, and if he does not do it, he licks him occasionally at discretion. If the help happens to be a second election or a junior, he is not allowed to use a racket or a stick, and therefore they lick them with a cap or a book.

3018. (*Mr. Thompson.*) Is it considered absolutely necessary that they should lick them ?—If they cannot get them to do any work.

3019. (*Sir S. Northcote.*) If they do not find the motive of wishing to get into college is a sufficient stimulus to a boy to work, they punish him ?—Sometimes not.

3020. (*Mr. Thompson.*) It is entirely a voluntary understanding between a boy and his pupil. A boy is not obliged to have a help, is he ?—No.

3021. (*Mr. Twisleton.*) Would a boy have much chance of getting into college if he had not a help ?—Very little chance, I should think. He might, if he was a sharp boy, and had been some years as a town boy, and had seen how the challenges had been conducted. He might then, but otherwise he would not, because there are a great many matters of form. It is not mere knowledge. You have to ask questions in a certain way, and you cannot do this without knowing something about it.

3022. There is a kind of moral necessity for boys generally who intend to stand for college to have helps ?—It would be very presumptuous not.

3023. (*Mr. Thompson.*) Can a boy change his help ?—Yes.

3024. (*Sir S. Northcote.*) Has the help any particular interest in getting the boy whom he is helping into college ?—Yes ; he gets 5*l.* worth of books if he gets him in.

3025. (*Mr. Thompson.*) So in fact it is the same motive which induces a jockey to flog his horse ?—Yes ; or a schoolmaster to flog his pupils.

3026. (*Lord Clarendon.*) Is the help not paid if he does not get him in ?—No. That is a new rule. He used to be paid whether he got him in or not, but now it has been very much cut down.

3027. (*Mr. Thompson.*) How old is the boy generally who acts as help ?—He may be any age. He may be junior, second election, third election, or senior, but a senior hardly ever thinks it worth his while to help.

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3028. (*Lord Clarendon.*) Have the third election the power of fagging?—Yes.

3029. The same powers that the seniors have?—Their authority is inferior to the seniors. They can fag within their proper limits just the same as the seniors, but the seniors have a prior call.

3030. The second election are intermediate between those who are fags and those who are not fags?—Yes; they have to see that the fags do their seniors' work.

3031. Is that a matter which interrupts their reading very much, do you think?—No, I should think not. They just give their general directions at the time they come into college. They have little to do with them afterwards, except just to look after them from time to time.

3032. It is the business of the second election to tell the juniors what they have to do, to explain their duties to them?—Yes.

3033. And if the juniors are negligent, the second election are responsible?—Yes, for many things.

3034. If that negligence arises from their neglecting to inform them?—Yes.

3035. (*Sir S. Northcote.*) How long has that change in the mode of paying the helps existed?—I do not know; within the last ten years, I think. It was long before my time.

3036. (*Lord Clarendon.*) What punishments are inflicted on the second election, if they are negligent, by the seniors?—They would be tanned with a stick or racket.

3037. Is not the beating with the stick sometimes very severe?—I have seen a very severe thrashing. At the same time, that makes them much less frequent.

3038. (*Mr. Thompson.*) How many blows have you seen?—I daresay I have seen eight.

3039. Would you call that a severe licking?—It would be quite enough if you got it hard.

3040. (*Lord Lyttelton.*) Did you ever know of a stick broken over the back of one of these boys?—I have only seen a stick regularly broken once. That was not by a Queen's scholar, although it was in college.

3041. Was that a junior who put a Greek Testament instead of a Bible on the table?—No; that fellow I licked.

3042. Did not you break a stick at it?—No. The fact was, it was a thinnish walking-stick. It was broken before, and my additional breaking of it only broke it to that extent that the owner could use it afterwards, which he did.

3043. (*Lord Devon.*) Now to commence the day, as to the duties of the "call." There are two calls, are there not, an upstairs call and a downstairs call?—Yes.

3044. Do both boys get up at four o'clock?—No; the upstairs call gets up at 6 o'clock.

3045. What are the duties of the downstairs call? He has to light the fire and to call the boys up to 6 o'clock, when the upstairs call relieves him of that part of his work.

3046. Then how many boys has the downstairs call to call, the two senior elections?—As many as want to get up. It is generally only the seniors.

3047. Supposing a second election was to tell him to call him, would he be bound to do so?—No; it is only the senior election that can command the downstairs call.

3048. Supposing that each of the 10 or 12 members of the second election wished to be called at different times, he has of course to go to the cubicle of each at that particular time?—Yes.

3049. Has he to call each individual more than once?—If he requires to be called.

3050. Do you recollect instances of an individual saying "Call me every half hour from 4 o'clock to "half-past 7"?—Not quite in those limits. I have known him say, "I want to get up at 6, but if I do "not get up then, call me every half hour till I do get "up."

3051. You never knew an instance in which that process commenced at 4 and continued till half-past 7?—No; it is possible, but I do not know of it.

3052. If done, would that be a sort of vexatious annoyance to the downstairs call, which public opinion would not support?—It would be thought rather a nuisance, rather frivolous. Of course, if it was done with a view to being a vexation, it would be condemned.

3053. (*Mr. Twisleton.*) If it was merely the laziness of the senior?—Yes; I think if he was called every half hour for five or six days he would think there was no good in being called, and he would not be called any more.

3054. (*Lord Devon.*) Then at 6 o'clock downstairs call is relieved by upstairs call?—Yes, so far as the duty of calling is concerned. He has nothing to do in the dormitory.

3055. Are each of them during that time liable to be summoned by the call of "clock?"—No; not upstairs call.

3056. But downstairs call may be called upon as often as anyone of the two senior elections chooses to call out "clock"?—Yes.

3057. Practically, when you were a junior, were you ever left ten minutes without having been summoned by the word "clock;" I mean in the morning?—Yes, I should say so. I do not know that I should think the morning a time when "clock" was more particularly called than at some other parts of the day, because supposing you got up at 5, and sat down to work at Homer, you would not want every ten lines to know what the time was, you would know pretty well, and there were the chimes. It is only when you do not happen to know at all what the time is.

3058. (*Lord Lyttelton.*) If a senior boy had a watch of his own, would he look at his watch, or call "clock"?—He would look at his watch.

3059. (*Lord Devon.*) Practically, have you known any instances of tyrannical vexatious interference with the juniors' time by frequent calls of "clock" on the part of the senior or second election, when the person who was calling had a watch in his pocket?—I cannot say I have.

3060. Would it surprise you to have heard that that system existed?—It would surprise me to hear that a fellow who had a watch in his pocket was foolish enough to call "clock" if he thought his watch was right.

3061. Do you know of any instance of its being done for the purpose of bullying?—It could only be done for the purpose of vexing, and it is such a petty vexation that I think it is hardly likely to be put into practice.

3062. You are not aware of such a thing?—No.

3063. (*Mr. Vaughan.*) Is it more common or not for boys in that part of the school to have watches?—I do not know exactly. I daresay it is pretty well divided. Your watch may be out of order.

3064. (*Mr. Thompson.*) They are expected to keep the time accurately, are they?—Yes.

3065. It is part of their duties?—Yes.

3066. By the Westminster clock?—Yes, or the Abbey clock.

3067. (*Lord Lyttelton.*) The seniors call "election" when they want a fag?—Yes.

3068. Do you say that the time of a junior is not seriously interfered with by the frequent call of "election"?—I did not say that. I was speaking with reference to the call of "clock."

3069. I mean the general call of election?—Yes, I dare say their time is interfered with to a certain extent. There is this difference between "election" and "clock," that if "clock" is called you only have to look down at your watch and halloa it out, and if "election" is called you have to go right away and see what he wants, and do it, so that it is a much more serious interference.

3070. Should you say a boy's time is incessantly interfered with?—I should not say incessantly.

3071. (*Lord Clarendon.*) Would you not say, although you obtained your remove the first year, that the first year of a junior is wasted?—I should say there is a good deal that is calculated to waste time.

3072. The fact is that that year, which is generally from the time a boy is 15 to 16, is as good as lost to him?—Not quite that; but as far as learning is concerned, I daresay it is a good deal wasted.

3073. (*Mr. Thompson.*) You would say it could be much better employed under another system?—I dare say it could, as far as mere learning is concerned, but of course the question of the advantages or disadvantages of fagging is not peculiar to Westminster. The general question applies as well to every other school where fagging is recognized, and each special case would involve a question of *degree*.

3074. (*Mr. Vaughan.*) Do the boys who call "clock" sit on the side of the building the windows of which look on the same point?—Yes; all the rooms are ranged along college, and they look in one direction.

3075. Could a clock be put up so that every boy could see it?—There is a clock in the under election room now for the juniors to answer from.

3076. I am speaking of the seniors who call?—Yes.

3077. (*Mr. Thompson.*) Is there a clock in the seniors' room, too?—No.

3078. (*Mr. Vaughan.*) Is there any point in the building where a clock could be put up, so as to dispense with the calling of "clock?"—No. It might be put in the dormitory, but not in the rooms where the boys sat in the daytime, because there are three rooms, in one of which the upper election, and in another the under election sat, and they are separated by the third election room, which is kept for books and different things. There is a common wall, which runs along, and it is at such an angle that you cannot see any one from the two rooms.

3079. To give all the seniors a sight of the time, it would necessitate a clock in how many rooms?—Two. There is one, but I think another would be necessary.

3080. That would entirely remove all necessity for calling "clock," would it?—Yes.

3081. (*Mr. Thompson.*) Do the two other elections sit together?—Yes; they have put up what they call "boxes," in which two sit, and generally seniors sit with seniors, and third elections with third elections, and sometimes not. I sit with a third election.

3082. (*Sir S. Northcote.*) Do you think if there were more servants in college, or if the servants were there more regularly in attendance, that it would be easy to dispense with a good deal of this fagging?—I have no doubt about that, of course. If there is work to be done, and you have more people to do it, of course they will have less to do.

3083. Does it not strike you that a great deal of the fag's work could be more properly done by servants?—Yes, I think so.

3084. Perhaps you would mention those parts which you think ought to be done by servants?—I think lighting the fire ought to be the servant's duty.

3085. (*Mr. Twisleton.*) Lighting the gas?—Yes, and that sort of thing.

3086. (*Sir S. Northcote.*) Arranging the chairs and tables?—Yes, to be sure, that ought to be done by them.

3087. (*Mr. Thompson.*) The phrase "put to rights chairs" must have first arisen when the alterations were made in the cloisters by Dr. Buckland?—I do not know, I am sure.

3088. Because it only applies to those two rooms, which had no existence before Dr. Buckland's time?—Yes.

3089. So that the system of fagging is elastic, and adapts itself to altered circumstances?—Yes.

3090. (*Sir S. Northcote.*) With regard to the calling, if the calling of the boys by juniors was given up, at what hours would the boys be naturally called by the servants?—They would want to be called at the same hours.

3091. I do not mean what hour they want to be called, but at what hour would they be called?—I am sure I do not know. I suppose the servant would call you at whatever time you liked.

3092. Is there any hour at which the College John does call you now?—He never calls us. He comes to clean the boots at half-past 6.

3093. And then he comes in?—Yes; he unlocks college, comes in, gets the boots, cleans them, and puts them back.

3094. That would be the time at which he might naturally call the boys?—That might or might not be. When the system was altered, you might settle what hour you liked.

3095. Do the masters rely upon the boys getting up entirely of themselves, or do they provide that they shall be called at a certain time?—No, there is nothing of that.

3096. Do you think that half-past 6 would be a sufficient early hour, generally speaking, for the boys to be called?—No; I should say not for the seniors. They have a good deal of work to do, additional work to their form work, and they have election work to take up, which requires a good deal of time.

3097. How often do you think a senior really requires to get up before half-past 6?—I have got up every day this half, except one, before that time.

3098. How early?—At 5 o'clock.

3099. Do you not think that a senior who really wants to get up for purposes of that sort might have an alarum?—He might, but there would be so many alarums that they would wake everybody else who did not want to be waked.

3100. (*Mr. Thompson.*) Are not the juniors allowed to have an alarum?—Yes, but they keep it covered up as far as they can, and it is at the far end of the dormitory.

3101. (*Lord Clarendon.*) How do you always make it secure that you are woke at the time you ordered?

3102. (*Mr. Twisleton.*) You thrash the junior if he does not call you?—The junior always does wake me.

3103. (*Mr. Vaughan.*) Would not the habit which helps to wake a junior apply to a senior who was habitually doing it for a length of time; would he not naturally wake?—I do not know, I am sure. He might, but at the same time it might tire him to that extent that he would require additional waking.

3104. Have you generally not awaked till you were called?—Yes.

3105. (*Sir S. Northcote.*) Can you justify the system of making the juniors get up in a matter in which they have no interest?—No; except from necessity, and it may do them good. I do not know. I never objected to it very much myself when I was a junior.

3106. That is another question. A boy might not object to it, but, as a system, do you think it is a right and good system, that the juniors should be obliged to get up in a matter in which they have no interest at so early an hour as half-past 3 or 4?—Of course, in none of the fagging have the fags any interest, except that it does them good, and they look forward to the time at which they shall have similar advantages themselves. They have all that much interest in their present fagging.

3107. You do not distinguish between ordinary fagging and such fagging as that?—They would have it just the same when they were seniors.

3108. (*Mr. Vaughan.*) You are not permitted to sit up beyond a certain hour at night, are you?—No.

3109. What hour is that?—Eleven.

3110. What is the hour at which you go actually to bed when working hardest; I am speaking of the seniors?—Those who would get up early would, of course, go to bed earlier.

3111. Then they go to bed early, in fact, in order that they may be working early?—Yes.

3112. I suppose if they sat up till 11, that would

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save them at least an hour in the morning?—Although sitting up till 11 would give them an hour more than sitting up till 10, still I question their doing so much work in the long run as they would if they went to bed at 10, and got up an hour earlier; and I also imagine it would in the long run be more prejudicial to their health.

3113. (*Sir S. Northcote.*) Is a junior who has to call in the morning allowed to go to bed any earlier?—No; he goes to bed at 10 o'clock.

3114. He would not be allowed to go sooner?—He might get leave; I do not know. It would be a matter for the master.

3115. (*Mr. Twisleton.*) Practically he does not go to bed earlier?—No, he never has asked leave.

3116. (*Lord Clarendon.*) You said just now that some of these punishments were inflicted for bullying. What is considered bullying?—No, I said it might be. I said they would come under the general term of breach of school discipline, for instance a boy fagging another in a way he had no right to do.

3117. What is considered bullying at Westminster?—There was a fellow put in a cupboard and smoked.

3118. How was he smoked—with brimstone?—No with brown paper and wood and one thing and the other.

3119. How long ago was that?—I do not know. It was not in college.

3120. What was done?—The boy was sent away.

3121. Who was, the boy who shut up the other?—Yes.

3122. (*Mr. Twisleton.*) How long ago was that?—It was some time ago.

3123. Since you have been in college?—Yes.

3124. (*Mr. Thompson.*) Was it one big boy who shut up one little boy, or several boys combined?—It was done by several boys. It was one boy who planned it and got them to do it.

3125. What had the unfortunate boy done?—Nothing, I think. That was the reason why it was considered bullying.

3126. (*Lord Clarendon.*) If he had done anything very wrong it would not have been bullying?—Not such wanton bullying.

3127. (*Mr. Thompson.*) Was the boy much worse for it?—I do not think he was much worse, but he might have been.

3128. (*Lord Lyttelton.*) Is this a correct statement, "Each boy has to carry about with him in his "college waistcoat, two pieces of india-rubber, two "pieces of gutta percha, ditto of sealing wax, two "pencils, two pieces of penstring, two wedges, two "knives, two dips (little ink bottles) an unlimited quan-"tity of note paper, small and large size, ditto ditto of "quarterns (square pieces of paper) ditto ditto pens"?—He does not carry the quarterns and pens about in his pocket. There is one thing you have left out, which is two dip corks. He does not carry the paper about.

3129. Where does he carry the paper. Is not he required to find paper very often?—He would carry it in his portfolio; when he went up school he would take a portfolio up.

3130. (*Mr. Thompson.*) He would spoil the paper if he had it in his pocket?—Yes.

3131. (*Lord Lyttelton.*) Do you think it possible that a junior in the course of the school time should be obliged to spend as much as 2*l.* or 3*l.* in providing quarterns?—No, because the seniors do not get their own things and use them, and then require the juniors to supply in addition. The senior always allows his junior to get all his stationery, and the third and second election generally will do so. The junior has more than his own stock.

3132. (*Mr. Twisleton.*) What did you as a junior have to pay for this stationery and other things?—It goes down in the bill. I think a parcel of paper and pens costs 1*s.* 8*d.*; it is a good large parcel.

3133. When you were a junior what was your expense in any half-year?—I could hardly say.

3134. As much as 1*l.* or 2*l.*?—No, nothing at all like that; but I dare say I could get my bills. They went down in the books.

3135. (*Mr. Thompson.*) Is it any additional expense to a boy to be a junior?—No, I should say not.

3136. His duties as a junior would not bring any additional expense?—He has got to get about two or three boxes of matches in a year at about a penny each.

3137. And penknives?—He has a penknife of his own. He has his senior's penknife and those of the second and third election.

3138. They are not his own penknives?—Yes, one is his own. He may have two if he likes.

3139. And he must have one for another boy?—Yes, he always has to have two about with him.

3140. (*Sir S. Northcote.*) If he gives them up are they returned to him?—Yes.

3141. (*Mr. Vaughan.*) Should you say that there is carried out a system by which practically the junior gets all that he is required to give out?—Yes, I should say so as nearly as possible.

3142. Without personal expense I mean?—Yes.

3143. (*Lord Clarendon.*) Has he not to buy it?—No. It does sometimes happen. I had some expence myself. I think I was the only one. That arose from my having no second election's or third election's things.

3144. (*Lord Lyttelton.*) How does he get them if he does not buy them?—He has his own things, which come to a certain amount, and he has his senior's as a matter of course.

3145. (*Lord Clarendon.*) How has he got his senior's?—His senior always says, "You get my "things from Ginger's, the stationer's," and he gets them and supplies the senior with them whenever he wants them.

3146. (*Sir S. Northcote.*) Is it the theory that each boy, senior, junior, or second election has, we will say, one penknife?—Yes.

3147. And instead of the senior keeping his own penknife, the third election his, and the second election his, the junior is supposed to keep them all, and to have them always produceable?—Yes. Sometimes the third and second elections do not give them theirs; but as a general rule they do.

3148. He is bound not only to produce them to his own senior and to his own second election, but to anyone?—Yes.

3149. (*Lord Clarendon.*) Who may take them?—Yes.

3150. (*Lord Lyttelton.*) Is he bound to keep his bureau open?—Yes; he is allowed some private drawers, but those in which he is supposed to expose pens, paper, &c., are open.

3151. (*Sir S. Northcote.*) Supposing the boy to whom he gives the penknife, and who is not his own senior, does not return it to him, is that his loss?—Yes.

3152. He must get another?—Yes.

3153. Does that frequently happen?—Yes, I dare say it does. Not *very* frequently I should think.

3154. (*Lord Devon.*) For how many is the boy to be supplied with paper, for his own senior only, or for the two senior elections?—Anybody who calls for it.

3155. Supposing 20 boys, one after the other, came to him for quarterns, would he be bound to keep an unlimited supply?—Yes. Of course that would only be in theory; because if there are a number of juniors in a room, each senior would go to his own junior, or if you went to another by chance, you would not all go to the same fellow, of course.

3156. Has the third election any particular relation to any junior, because each senior has a junior?—No.

3157. Besides that the senior has a second election, has he not?—Yes.

3158. But the third election is not particularly connected either with any one senior or any junior?—No.

3159. (*Lord Clarendon.*) What is the practice as to touching the drawers every time that you go up school and placing some stationery in it?—When you go up school you put a pen and a quartern into the drawer, in order that anybody who wants them, the master or a senior, may take them out.

3160. Is that rule strictly enforced?—Yes, it is intended to be. I think it is always kept.

3161. If a junior was to miss putting in paper, if he was in a hurry, or anything of that sort, would he be punished for it?—If he were to miss it frequently. I question whether he would be punished if he forgot it once.

3162. You say that it is in the interest of the masters that this is done, as well as of the boys?—The master might send for paper out of the drawer.

3163. Has he ever done so?—Yes.

3164. The existence of this drawer is recognized by him?—Yes; he knows it; he cannot help seeing it.

3165. (*Lord Devon.*) Where is it; is it near the monitor's seat?—Yes, just in front of the monitor's seat. It is placed where the master's rods are kept, in the very middle of the school.

3166. (*Lord Lyttelton.*) Has a junior ever to call a number of bigger boys at the same time?—Yes, I dare say he would have to do so.

3167. Do they all expect to be called individually at the same time?—As far as it is possible.

3168. (*Mr. Vaughan.*) Is it at all times in the year that the calling is required in the early morning?—Not so early in summer, but towards the end of the last half, when the play takes up a certain amount of time in the evening, and you have to do your work in the morning. In the summer, when you only have the ordinary form work, the ordinary day is enough.

3169. Do you consider that it is one of the effects of the play that it takes up so much of the time of the boys as to oblige them to work extra hours in the morning?—It obliges some to work if they want to keep quite up to the mark.

3170. (*Lord Devon.*) For how many weeks does that apply; a month or six weeks?—It applies for all this half.

3171. I mean with reference to the special preparation for the play?—I should say for the latter end of that half.

3172. This half, I suppose, the boys who have helps are coming into college?—No; they do not come into college, the helps go to them up school.

3173. (*Lord Clarendon.*) Are they very strict about the form in which the pleasure of the seniors is taken. I mean as to "tenor" saying "will you please "to take anything by orders"? If a boy was to put it in a different form, such as, "have you anything to "order," would he be licked for that?—I should say certainly not. If he came up and asked in an impudent way he would have to be reminded that he ought to ask properly. There is no particular form for that. There is a form for some things.

3174. (*Lord Lyttelton.*) Was a boy who said "John "is about to leave," instead of "John is going off," found fault with?—I dare say he would be found fault with.

3175. (*Mr. Thompson.*) It would be thought affectation in a boy to say "John is about to leave"?—I should think so. He knows what he ought to say. It is very short and he hears it said every night.

3176. (*Lord Clarendon.*) There is a particular form in which they say it?—Yes.

3177. And there are a great many forms?—No, I do not think there are a great many.

3178. But there are several?—Yes.

3179. And any deviation from that form would be considered disrespectful and would be punished would it not?—If he made a deviation the second election would remind him of it, and after being reminded of such a simple thing any future deviation can only be taken as intentional.

3180. (*Mr. Twisleton.*) What is the particular form about orders?—"Any more orders? John is going off."

3181. (*Sir S. Northcote.*) Why could not John come for the orders himself?—I do not know I am sure. He ought. It is principally that they do not have servants in college more than they can help.

3182. Do you not think that the duties of "tenor" might, generally speaking, be discharged by John?—I dare say they might.

3183. (*Mr. Thompson.*) How often is a boy liable to be "tenor"?—There is a "tenor" every night. It depends on the number of his election.

3184. Do you know the meaning of the name?—I do not.

3185. (*Lord Lyttelton.*) If a boy in school wants to go out has he to ask the leave of any of the boys as well as of the master?—Yes.

3186. How many?—He has got to ask his own senior, the monitors, and the second election.

3187. (*Mr. Twisleton.*) What is the reason of requiring that?—I am sure I do not know. I suppose it may have come from former days when the monitors were much more responsible for the junior part of the college. At present it is a mere form.

3188. (*Mr. Thompson.*) Is that done during school?—Yes, on Fridays.

3189. (*Lord Lyttelton.*) You consider that the monitors are much less responsible than formerly they were?—I do not know what the origin of asking leave out can be except for that.

3190. Do you think the power of the monitors has diminished?—No.

3191. (*Mr. Thompson.*) Is this duty incumbent only on the boys in college. Town boys are not obliged to do it, are they?—No; they have nothing to do with us in that way.

3192. (*Lord Devon.*) You say he has to ask leave of three persons besides the master of the form?—He has to ask more than three. He has to ask his own senior and all the monitors, and if the senior does not happen to be a monitor, that would make five.

3193. Supposing each of these boys to be in a different form, and to be engaged in saying some lessons at the time to the master, has he to run about school to speak to one boy in one form and another in another?—The monitors all sit together.

3194. They come up before the Head Master?—Yes. After prayers, before the school is regularly settled, is the time for asking. The monitors are behind the table, and the fellows come up and ask for leave out.

3195. Suppose a fellow wants to go out, he would have to ask the master of the form in which he was, and he would then have to ask leave of the monitors and of his own senior?—Yes, for leave out. See 3384.

3196. Supposing the monitors and his own senior were in different parts of the school, would he have to go and find them before he could go out?—He would have to look somewhere for them. If he could not find them, an excuse would be taken; but, practically, all the seniors and monitors are always in the same form.

3197. All the seniors and the monitors?—Very nearly always. There has only been one election in which there has been an exception.

3198. (*Mr. Thompson.*) Would he have to ask them if they were up to lessons?—In that case he would ask them after prayers. He would wait till the end of school or beginning of school, till they came back to school.

3199. You do not perceive any particular meaning in this arrangement, do you?—No.

3200. Is it admitted to be inconvenient, or not?—I do not know about the inconvenience. It is rather silly, I dare say. I do not think it is inconvenient.

3201. (*Sir S. Northcote.*) I suppose the seniors could put a stop to such a thing if they chose. Simply their word would alter the system?—Yes; they can put a stop to anything for which they are not responsible to the master.

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3202. (*Mr. Twisleton.*) Could not the four monitors put an end to this asking?—No; supposing a boy asks leave to go up town, say on Thursday, he has to ask the monitors and the master. If he asks the monitors they are responsible for his not going up town unless he has asked the master. Supposing he had not asked the master or the monitors and was found up town, the masters would very likely blame the monitors for not having seen that he got leave.

3203. (*Lord Devon.*) We are rather referring to this—one of the boys in school asking leave to go down school for three or four minutes?—He has not to ask leave of any one at all but the master. I thought you referred to asking for leave out in the sense of going out to the town or going to your friends.

3204. It is with reference to what has been stated to us, that in the case of a junior wishing to go down out of the school he would have to ask not merely the master of the form in which perhaps he is saying his lessons, but also to go about to get permission to go down from the monitors?—He has not to ask anyone's leave at all.

3205. (*Lord Lyttelton.*) Do you mean that it never happens that a boy has to ask leave, not only of the master, but also of some other boys to go out for any purpose?—No; never.

3206. (*Sir S. Northcote.*) I suppose such matters as calling "clock" or the system of calling in the morning or the calling of "election" could be altered and regulated by the seniors just as they pleased; they have that entirely in their own hands?—Yes.

3207. Has there been any modification since you have known college in the duties required of the boys?—No; I do not think so.

3208. You think they are much the same as they were when you were a junior?—I think so.

3209. Is there any tradition in the school of their having been more severe formerly?—I think there is.

3210. (*Mr. Twisleton.*) When you were a junior were you told that the system was more severe formerly?—No; there were traditions of particularly severe seniors.

3211. There were individuals who were tyrannical?—Yes, but I think the system has been the same for some time.

3212. (*Sir S. Northcote.*) The head boy in the remove is called the liberty boy is he not?—The head junior is.

3213. Is he required to do anything in consideration of his liberty. Is he expected to do exercises or anything of that sort?—No. He is obliged to be prompter to play which takes up a good deal of his time.

3214. Are you aware that in old times it was the custom to make the liberty boy do verses for the seniors?—No, I never heard of that.

3215. It is not so now?—No.

3216. (*Mr. Vaughan.*) With regard to calling in the morning, and tea in the evening, and any other attendances that the juniors have to give, do you think that the seniors call upon them more often than they would call on servants if they had servants to do the same duties?—Of course, if they had servants to do that they would not call upon the juniors at all.

3217. Do you think they call upon junior boys either for the sake of keeping up the system or discipline of the school, or for any other reason more than they would if they had servants to do it?—No, I think not. You do not drink two cups of tea in order that you may give your junior more to do.

3218. (*Mr. Thompson.*) How often would you say a cup of tea is called for on an average in the course of the evening?—I should think most boys might drink two cups.

3219. Have they any tea in the hall?—No, not in the evening.

3220. Have they any supper?—Yes, they have bread and cheese and meat and beer.

3221. At what time is that?—At 7 o'clock in winter, and at 8 o'clock in summer.

3222. At what time have they tea?—At any time you like to have it made.

3223. You cannot have it very often between 8 and 10?—No, but you are locked up in winter at a quarter to 6 till 10, with the interruption of half-an-hour for supper, when you go out.

3224. (*Lord Clarendon.*) Who pays for the tea and coffee so constantly called for?—The seniors.

3225. Does the junior keep the account for him?—No, there is a regular packet which comes into college, and which is divided among the upper elections.

3226. During the time that you were a junior did you suffer in any way, physically or morally, from the system?—No, I think not.

3227. You were perfectly happy there?—Yes, I was perfectly happy.

3228. You did not feel yourself depressed, or that you had to perform duties or to submit to things which you thought degrading?—No.

3229. (*Mr. Thompson.*) Were you happier or less happy than you were before you got into college?—It is much better to be a college than a town boy; infinitely better.

3230. (*Mr. Twisleton.*) You say you were locked up from a quarter to 6 to 10?—In the winter.

3231. During that time is any master present, except for reading prayers?—No; the master comes in at 10.

3232. So that the boys are all together during that period?—Yes, in two different rooms.

3233. The big boys and the little boys are together?—No; the big boys are in one room and the little boys in another; except that one monitor goes in, from 8 to 10, to see that the room is quiet and that under elections do their work.

3234. (*Mr. Vaughan.*) Could you state briefly what are the advantages of being in college, as to the comfort of the boy, as compared with being a town boy which induce you to say it is better to be in college?—I do not know. I like the idea much better. I like the fellows in college much better; and there is a sort of *esprit de corps*.

3235. But I mean as to the ways and habits of life?—No, I do not know that there is any advantage there. You are fed just as well at the boarding-houses.

3236. Then as to the social intercourse between the boys?—Yes, that I like much better in college. The fellows there are much more together.

3237. (*Mr. Thompson.*) Do you think that is the general opinion?—Yes. You very seldom see a Queen's scholar who does not like it better than a town boy. I do not hesitate to say that that was my feeling, and I often expressed it. It depends, however, partly on whether you have a kind senior or not; mine was a particularly kind one.

3238. (*Sir S. Northcote.*) Does it not frequently happen that a boy, as a junior, is obliged to fag for boys who are below him in school?—Yes. I had a fag before I went into college. As a town boy I had a fag. Then, when I went into college, I was fagged for that year. I was a fag when I was in the sixth.

3239. Do you not think that it is likely to be galling to a boy, that after being a master he has to go down in that manner?—I think it would do him a great deal of good.

3240. (*Mr. Thompson.*) Perhaps you think it might be extended to the seniors?—No; I think you have enough of it. Nothing is good in excess.

3241. (*Lord Clarendon.*) I suppose since you have ceased to be a junior, you think your time is more agreeably and more usefully employed?—I did not like my second election year as well as my junior year. Of course, the upper election is pleasanter.

3242. Why did you not like the second election year?—I dare say it was a good deal accidental, but I did not like it. Your senior was very kind to you when you were a junior; and as a second election you had less to do with the seniors, and besides had a great deal of responsibility, which you did not have when you were a junior, except concerning yourself. Altogether, I did not like it so much.

3243. (*Mr. Thompson.*) Had you much time for work as a second election?—Yes; you had fewer calls on your time.

3244. (*Sir S. Northcote.*) Were you ever punished as a second election for the fault of a junior?—No, I think not.

3245. Is it ever the case. Have you known boys punished?—Yes.

3246. Will you give us an instance of the kind of case in which a second election would be punished for the fault of a junior?—If he left his books repeatedly up school.

3247. If the junior did?—Yes; he might punish the junior, or he might punish the second election.

3248. (*Mr. Twisleton.*) Has not this responsibility of the second elections a tendency to make them severe towards the junior?—It makes him look after the junior, of course.

3249. (*Sir S. Northcote.*) Do you think it a good system?—Its advantages seem to be very few, and its disadvantages many and obvious; and I give it as my decided opinion that it would be well, if possible, to abolish it altogether. Its recommendation, I confess, is only its convenience, or its present apparent necessity.

3250. (*Mr. Twisleton.*) It is like the system of middlemen in Ireland, is it not, with regard to the juniors?—Yes.

3251. (*Mr. Vaughan.*) Do you think it would naturally have the effect of making the second election more severe than the seniors themselves would be?—I do not know about that. If he got licked occasionally by the senior it might teach him a little consideration for his junior perhaps. I dare say it is unnecessary.

3252. (*Sir S. Northcote.*) Do you think, on the whole, looking at it from the point of view of a senior, that it is a good system that the second election should be made responsible in this way?—I do not think it is. The only recommendation of it for the seniors is that it saves them trouble, because it is much less trouble, the second election sitting with the junior, and seeing that he does all he has to do, whereas it would be a great bore for the senior to go into the under election room and superintend; he might as well do everything himself.

3253. Do you consider that it is the duty of the second election to see that the junior does his own work properly, and manages everything for himself properly, or that he fulfils the commands of the seniors properly?—That he fulfils the commands of the seniors properly.

3254. The seniors would soon find out whether their commands were obeyed?—Yes; but, supposing I had bad tea brought to me one night, I know it is bad, but it would be a great bore if I had to go and see that the fellow made it properly.

3255. Would not you judge by the result?—Yes, but I am not able to suggest a cure without waste of time.

3256. (*Lord Devon.*) Supposing one of the seniors to be very severe and tyrannical to his junior, have you known an instance in which the body of seniors have interfered?—No, never.

3257. Is that because you have known no instance of tyranny?—I have known no very severe senior.

3258. Have you never known an instance in your college life in which things have been done by a senior to a junior which were rather against public opinion, or which ought to have been against public opinion in college?—No, I do not think I can recollect an instance.

3259. At any rate, whether there has been or not, have you ever known an instance in which the body of seniors have remonstrated or interfered with the exercise of power on the part of an individual senior?—No, that I certainly have not.

3260. Would it be part of the system of college administration that in such a case as that to which I have referred there should be such an interference on the part of the seniors?—Yes, the monitors would probably interfere.

3261. But during your four years you do not recollect any interference?—No, decidedly not.

3262. Do you recollect any appeal, or would an appeal lie, to use a legal word, from a junior against any severe punishment inflicted by an individual monitor to the body of the monitors?—No; there would not be an appeal, but of course such severity could not fail to be known by the monitors, and it would have the same effect as there being an appeal.

3263. Is it the case as we have heard it stated with regard to other schools (one other school certainly), that supposing a junior boy to be about to be punished by a head boy he might stay the hand of that head boy by saying, "I call upon you to refer "this to the other prefets," you do not know of any such things?—No, there is no such recognized principle.

3264. (*Sir S. Northcote.*) Do you think a senior would at all take the part of his own junior and defend him against other seniors?—Yes, if he thought him ill-used he would.

3265. Has there ever been occasion for a junior to appeal to his own senior?—No.

3266. In fact you have never known an instance of bullying in college at Westminster?—No, I have seen hidings or tannings but not bullyings.

3267. Those you consider were all deserved?—I think so.

3268. Can you conceive the case of bullying there at all?—Yes, it would be possible, I should think.

3269. I mean that there is a line beyond which a senior would not be justified in going?—Yes; in the case of any wanton hiding or anything of that sort. Such a thing might happen there as well as anywhere else.

3270. But you do not think it ever does happen there?—Certainly not.

3271. Supposing it did, do you think any notice would be taken of it?—That would depend on the set there were in college.

3272. Would it be the duty of anyone to do it?—No, there is no understood preconceived rule about it. It might turn out either way.

3273. It would not be the duty of the monitors to take notice of what they thought was bullying?—They might make it their duty. I should think it my duty, of course, if I saw any bullying, to stop it. At the same time, it is not one of the regular duties, like having to see that the under elections do their work.

3274. (*Mr. Twisleton.*) It could not be a regular duty, because bullying so seldom occurs, in your view?—Certainly; I think so.

3275. (*Sir S. Northcote.*) Generally speaking, do you imagine, from what you hear from others, that the system of fagging at Westminster is more severe than at other schools, or about the same?—I think it would be more severe. I do not think there is more bullying, but it is more severe, I dare say, from the feature of calling in the morning.

3276. There is not more irregular bullying, but the system of fagging is more severe?—Yes, that is what I mean to say.

3277. (*Lord Clarendon.*) Does it occur to you that any change can be made in the system for the better, because I think you will agree that for a junior, at a very important period of his life, from 15 to 16, to lose a whole year or nearly so, is a grievance which requires a remedy?—Yes, to be sure.

3278. If you have reflected on the thing, which I dare say you have, having gone from the juniors to the seniors, in what way do you think any improvement could be introduced?—I dare say, if there were a rule that in the hours during which a junior is supposed to be working, from 8 to 10, that they should be entirely free from any calls, it would be better. That is a thing which has occurred to me. I do not think it would be altogether such a hardship on the seniors, because I think they might manage to get their evening's tea before that.

3279. Do you think if there were more servants

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appointed, to do that which is really servants' work, that that would be a great thing ?—To be sure.

3280. And an easing of the juniors ?—Yes.

3281. (*Mr. Twisleton.*) With those two improvements you do not think the fagging would be more severe than at other schools ?—I really hardly know anything about the fagging at other schools.

3282. (*Mr. Vaughan.*) I understood you to say that the second election feel the system as more troublesome than the boys who are fagged, the juniors ?—Not a greater trouble. They have not more work, nor have they anything like the same amount of work, but they have a different kind of work, and it is rather irksome.

3283. Was it more disagreeable ?—Yes.

3284. Would it not therefore alleviate the condition of the juniors very much, without pressing very hardly on the election above them, if they were to partake directly in the fagging, instead of being responsible for the fagging in the manner you describe ?—If the second election were to be fagged too ?

3285. Yes ?—I do not know about that. That is just the only one thing that makes a second election's life at all endurable.

3286. I understand you to say that, as at present constituted, it is more disagreeable to be a second election ?—Yes ; but I do not know whether they would exactly like two years' fagging.

3287. Not even mitigated ?—No.

3288. (*Lord Devon.*) Passing from the question of the college, we shall be very glad to know whether anything has occurred to you with reference to the general system of the school ; as regards education or any other point, which you would wish to bring under our notice ?—No, I do not think so.

3289. For example, whether any one branch of study is neglected, or whether there is undue prominence given to any ; or any matter which you, having had experience of it, would wish to see changed ?—No, I think not.

3290. (*Mr. Thompson.*) Are you going to the University ?—Yes.

3291. Do you expect to get to Oxford ?—I am going to Cambridge.

3292. (*Lord Devon.*) What degree of intercourse have the seniors with the under master. Is there any personal intercourse with the master who is personally in connexion with the college, any more than that he comes in to prayers in the evening ?—Yes, if there is anything he wants done in the college he would do it through the monitors.

3293. Have instances occurred of that in your time ?—Yes.

3294. Will you give an example of such a case as a master would interfere in ?—I can only remember one rather trivial case. A great many chairs had been broken in college in a row, and he sent, through the monitors, a sort of message that it was not to happen again. That goes through the monitor.

3295. Has it been the habit, either in your time or from what you have heard, that the monitor should drink tea with the master, or that there should be any intercourse of that sort ?—He occasionally has fellows into tea. That would always be of a Saturday or Sunday night, and he would have very few in then.

3296. (*Sir S. Northcote.*) Do you suppose that the master has a general knowledge of what goes on in college, that he knows whether there is much bullying or not, and whether the fagging is severe, or anything of that kind ?—No. He knows exactly what the system is, but he has no means of knowing, as he is not there, except by complaint, of how it is carried out.

3297. He knows what the system is by his own knowledge as a boy ?—Yes, and he can put any question he likes, and, of course, we should tell him exactly what it was.

3298. I mean does he usually through the monitors or in any other way get an idea of how the system is working ?—Yes, he consults them about things.

3299. For instance, if he observed that the juniors were falling off in their school work, would he speak to the monitors ?—Yes, he comes down on their individual seniors. The senior is responsible for his junior's work to a certain extent.

3300. Would the senior in such a case represent that the boy had not time for his school work because he had so much fagging ?—It would be rather a curious thing perhaps to say. It would be cutting his own throat of course ; and, besides, it would be a very unnatural question for a master to ask. But if the master were to speak to a monitor or senior about a junior falling off in his work, although the senior would not probably answer that it was owing to his being over fagged, which might often not be true, still he would speak to the junior, and tell him to work harder ; and if he felt conscious of having overworked him, would consider it his duty to remit some part of his fagging. It is not infrequent for a senior to help his junior in his work.

3301. You never heard of a boy saying such a thing ?—No.

3302. (*Mr. Twisleton.*) In regard to the system you mentioned of juniors calling boys early at Winchester, would that happen in commoners or in college ?—I really do not know. I heard it told as a story. I could not even be quite sure that it was at Winchester at all, but I heard that it was at Winchester just in a general way.

The witness withdrew.

Mr. A. Stewart.

Mr. Alan Stewart called in and examined.

3303. (*Lord Clarendon.*) How long have you been at Westminster ?—Nine years next September.

3304. Were you more than one year a town boy ?—Yes, I was there five years very nearly.

3305. Then you passed into college ?—Yes.

3306. You have been four years in college ?—Four years in May.

3307. You were only one year a junior ?—Yes, you never are more.

3308. During that time did you find the fagging very severe ?—No.

3309. Had you not to get up very early in the morning sometimes to call the seniors ?—Yes, I had to get up early but I did not find any ill effects from it, and I did not mind it myself.

3310. Did you find that you had sufficient time to read ?—Plenty, and evidence of that is that I got my remove that half. At the end of my junior year I was removed into a higher form which I should not have been if I had not had time to work.

3311. (*Lord Lyttelton.*) What time of day did you work ?—We had almost all the evening to ourselves till 10 o'clock.

3312. (*Lord Clarendon.*) From what time ?—From about half-past seven when we came in.

3313. During that two hours and a half were you not constantly interrupted by having duties to do for the seniors ?—No ; very seldom.

3314. Was not there a constant crying of "election"?—No ; not much in the evening.

3315. So that you had the evenings to yourselves ?—Very nearly.

3316. If you were not "tenor"?—Yes ; but "tenor" has no more duty to perform during that time than simply to keep up the fire, to put coals on, and that does not want doing more than once or twice in the two hours.

3317. We have been informed that a junior's year is almost lost to him for reading and for advancing in the school, and although you may have made time enough for reading, is not the general impression

of the school, that it is a lost year?—Not that I ever heard of before.

3318. You think that a boy can get on as well in his junior year in college as at any other time?—Certainly, if he chooses; it rests with himself.

3319. Do you consider that the punishments which are inflicted by the seniors on the juniors or by the second election on the juniors are severe?—No, not in usual cases. I have heard stories of boys who have been tyrannical, but certainly not in the last year that I can remember.

3320. You have never seen any punishment of undue severity such as "buckhorsing" or "tanning"?—No.

3321. Are you acquainted with a punishment called "tanning in way," where a boy is obliged to stand with one leg up, which he puts on the sink and is then kicked by another boy?—I know what you mean, but since we have been seniors we have not allowed such a thing to be done, and I did not know that such a thing had been done, but I made inquiries the other day, and find it had been done once in our year and that is the only time.

3322. (*Lord Lyttelton.*) Where are you in the school?—In the sixth form.

3323. Near the top?—Sixth.

3324. (*Mr. Twisleton.*) Are you a monitor?—No; I am next after the monitors.

3325. (*Mr. Thompson.*) What is your age?—I shall be 19 in May.

3326. (*Lord Clarendon.*) When did this case of tanning in way occur?—I really do not know. I did not know that such a thing had been done, until the other day.

3327. But still it seems to have made a sufficient impression on the seniors. You say it has been done away with?—Yes; the truth is that I do not believe that it has been done three times since I have been in college.

3328. You say you never heard of it till the other day, what brought it to your knowledge?—Because, when Mr. Meyrick complained, we inquired whether such a thing had been done, and then we were told it had been done once; but I did not know it before then.

3329. (*Mr. Thompson.*) Once in the last year?—Yes.

3330. (*Lord Clarendon.*) Do you know whether the boy on whom it was inflicted was injured by it?—Not that I have heard. If he had been, we should have heard of it.

3331. (*Lord Lyttelton.*) Did you see him afterwards?—I did not know that it had been done.

3332. (*Mr. Thompson.*) By whose order was it done?—I believe by the captain's; but I am not sure.

3333. Can any one boy order an execution of that sort?—A senior can.

3334. Any senior can order a punishment of that sort?—Yes.

3335. There is no particular solemnity attached to this tanning in way?—Solemnity is too strong an expression; there is a certain formality.

3336. It is merely considered severe?—Yes.

3337. (*Sir S. Northcote.*) What was the offence in this case?—I do not know at all.

3338. (*Lord Clarendon.*) If a senior was to order this particular punishment, this tanning in way, would he be the boy who would kick him?—No.

3339. Would he appoint some other boy to kick him?—It is generally either his second election, or the second election last on the list.

3340. In consequence of the complaint made by Mr. Meyrick, which came to the knowledge of the seniors, they have put an end to this punishment altogether. Is that what we are to understand?—I believe it was agreed to abolish it before that, but I have not myself heard anything about it. I never allowed it with my junior.

3341. You could never have allowed it if you never heard of it; but it was to you entirely new?—I have heard of it; but I mean to say that I never should have allowed my second election to punish my junior in that way.

3342. Do you know whether there was any consultation between the seniors as to putting an end to this form of punishment?—I believe there was not. I did not know of it if there was.

3343. How can it be said to be put an end to?—Simply that it has not been done.

3344. You are not a monitor?—No, I am not.

3345. Do you consider that any regulation has been made, as far as your knowledge goes, by monitors or seniors, to prevent the infliction of that form of punishment?—No regulation has been made, but I do not think that any senior would do it. I think they have determined in their own minds not to do so.*

3346. That binds the present seniors, but it would not bind the seniors of next year?—No.

3347. (*Lord Devon.*) Have you ever witnessed any gathering or collection of seniors to discuss either that or any other point connected with the power of punishment?—No, I think not, since I have been a senior.

3348. While you were in one of the other elections did any such meeting take place?—I do not remember it.

3349. Should you say that, on the whole, during your four years of college, you have not been cognizant of any act of undue severity in the exercise of punishment?—Myself do you mean?

3350. I do not mean you individually. Has any come within your observation?—Certainly not.

3351. Not during the four years at all?—No.

3352. (*Lord Clarendon.*) Is there anything which occurs which is desirable as a change in the system. I mean the system that is observed by the seniors towards the juniors?—No, I think if a senior is right-minded, the system is the best you can have.

3353. In short, if a senior is not over severe, you think it is a system incapable of improvement?—Yes, certainly.

3354. (*Lord Devon.*) What form were you in when you got into college?—I was in the upper shell, I think. I got my remove into the upper shell at the time when I got into college.

3355. Which were your happiest four years, the four years you were a town boy, or the four years you were in college?—Decidedly the four years in college.

3356. On what grounds?—I liked it better. We were freer.

3357. More withdrawn from the personal supervision of the master?—Yes. I do not mean to say that we took liberties with him.

3358. But you were more free of him; you governed yourselves more?—Yes.

3359. (*Lord Lyttelton.*) You consider that the college is rather the distinguished class in the school, the better part of the school?—They are considered so at Westminster.

3360. (*Lord Clarendon.*) The dominant class?—Yes.

3361. (*Mr. Vaughan.*) Do you think the smaller boys were as happy in the boarding-houses as in college?—I think they are very happy there; I was.

3362. Not more so than the juniors in college?—No.

3363. (*Sir S. Northcote.*) Have you ever heard of town boys shrinking from standing out for college for fear of the treatment in the junior year?—No; I think those who have shrunk from college have shrunk more from the trouble of getting in.

3364. Is not the juniors' year thought a very hard year?—Only by those who have not tried it.

3365. (*Mr. Twisleton.*) Was Mr. Meyrick not in the junior year?—Yes; he got into college last May, so he has been a junior until now; and if he had stayed he would have been so till next May.

* Since this evidence was given, a regulation has been made by the Head Master entirely abolishing this form of punishment, and this will apply to all future seniors.

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Mr. A. Stewart.

3 Feb. 1863.

3366. Should you say that he has not tried the junior year?—Yes, he has, fully.

3367. (*Lord Devon.*) Have any other boys been taken away during your four years in college, that you are aware of?—Yes; there was one in my own election of the name of Shadwell. He was taken away because he was blind; he turned blind after he got into college. I do not think I remember any others at this moment.

3368. Has there been any other case than the one referred to, Meyrick's case, in which a boy has been taken away from alleged hardship?—Not that I ever heard of.

3369. (*Sir S. Northcote.*) Do you know anything about other schools, whether there is considered to be more bullying at other schools than at Westminster?—No. I do not know anybody at other schools, except one at Charterhouse and one at Winchester.

3370. Is not Westminster thought harder than those?—Not that I ever heard of.

3371. Is not Charterhouse supposed to be a place where there is a good deal of fagging?—I think not.

3372. Nor Winchester?—Not that ever I heard of. I have never been to either of them. I cannot say.

Victoria Street.—Saturday, 14th March 1863.

PRESENT:

Earl of Clarendon.	Hon. Edward Twisleton.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.
Sir Stafford Northcote, Bart.	

The Earl of Clarendon in the Chair.

Rev. C. B. Scott.

14 March 1863.

The Rev. C. B. Scott, B.D., called in and examined.

3373. (*Lord Clarendon.*) You are aware that we have received some information of a painful character from Mr. Meyrick, and we thought it right that you should see the evidence he gave us. We have understood that you wished to see us upon the subject, and we shall be glad to hear anything you have to say either generally or in detail upon it?—I certainly feel that it would be a very great injustice to the school if hearsay statements, in great part erroneous, were printed and given forth as evidence which the Commission had accepted, without any correction being supplied in immediate connexion with them.

3374. As you have had Mr. Meyrick's evidence before you, there are, probably, parts of it to which you would particularly wish to reply, or to draw our attention to?—Yes. There are some things which I would explain, and some things I should wish to point out as entire misstatements. For instance, in question 2481 of Mr. Meyrick's evidence, Lord Clarendon asks, "May I ask why Mr. "Scott said your boy could not go back to the "school?" I can easily explain that I felt that a boy who had withdrawn from college under such circumstances would find his position in the school afterwards to be intolerable, and that was what I said to Mr. Meyrick. It was obvious enough that he would be regarded as a renegade, and the other boys would have tormented him. In point of fact he could not have remained in the school with any comfort to himself, and that was what I told Mr. Meyrick.

3375. There is no instance that you are aware of, of a boy having gone back to school from college?—I imagine there never has been such a case since the school has existed.

3376. (*Mr. Thompson.*) Do you suppose that Mr. Meyrick was serious in making this proposal?—Yes, I thought he was.

3377. (*Lord Clarendon.*) It was in the interest of the boy that you dissuaded Mr. Meyrick from sending him back to the school, though you said there was no positive objection to it?—Yes, nothing statutable. Again, he speaks of the statutable provision, by which a boy is required to have been a year in the school before entrance into college, as if it were a modern abuse. Then, in answer 2485, he says, "As an instance of "what I assert, it would be supposed that if a boy were "taken ill while he was before a master saying his "lesson that that fact would be sufficient to prevent "him from undergoing a degrading and brutal punish-"ment for a temporary retirement from the room." Now I do not accuse Mr. Meyrick of intentional mis-statement in such things, because I see perfectly well how his error may have arisen. There are three terms, as Lord Devon knows perfectly well, in use at Westminster, "leave out of school," "leave down school," and "leave out," which three things to you probably sound much alike, but to a boy convey three entirely different conceptions. "Leave out of school" means sick leave, leave to go into the sick house as an invalid. "Leave out" means leave to go to friends in town; "leave down school" means what would be asked from a master in school; "leave down school" is simply the master's leave, and Mr. Meyrick has mistaken what his boy said of "leave out of school" for "leave down school."

3378. (*Lord Lyttelton.*) Mr. Meyrick admitted that subsequently?—Well, but there is a long story about this, and afterwards in O'Brien's evidence a whole page is confused, because O'Brien answered you on one particular point, conceiving himself to be questioned on that point.

3379. (*Mr. Thompson.*) We were not under that misapprehension when we questioned O'Brien?—But he was under that misapprehension when he answered.

(*Mr. Thompson.*) We certainly used the words in the corrected sense which you attribute to them when we questioned him, because Mr. Meyrick, if I am not mistaken, had already recanted what he said about its being necessary on the slightest occasions to get the consent of those boys.

3380. (*Sir S. Northcote.*) It was his son who corrected it?—I can only answer for O'Brien, because I have his autograph here that he was under that misapprehension.

3381. (*Mr. Thompson.*) Under what misapprehension?—Lord Lyttelton asks him "If a boy in school "wants to go out has he to ask the leave of any of "the boys as well as of the master?" O'Brien "answered thinking the question referred to leave out to his friends; but afterwards Lord Lyttelton asks with some astonishment "Do you mean that it "never happens that a boy has to ask leave not "only of the master, but also of some other boys "to go out for any purpose?" and he says, "No, "never."

3382. (*Lord Devon.*) You are aware that evidence has been given before us from which an inference may be drawn, that when a boy wishes to leave school to go down in reference to any call of nature, or for any purpose, he is obliged to ask leave, not merely of the master of the form, but of three persons

besides, namely, his own senior and the monitors; what explanation do you wish to give as to that?—It is an entire mis-statement that a boy down school asks leave from any one but the master of his form. He would be punished instantly if he spoke to any one else. The idea that any form should be disturbed by boys coming in to ask leave is absurd.

3383. We only want the facts. Then I would ask you this further question. If, in answer to a question on this point, it has been stated in evidence by Mr. O'Brien that such was the case, such answer was given under a misconception?—Yes.

3384. Your belief that that answer is given under a misapprehension will probably be confirmed if you look at 3195; you will see an answer of Mr. O'Brien which is inconsistent with that to which you have just now referred?—Yes.

3385. (*Mr. Vaughan.*) Have you since Mr. O'Brien was examined conferred with him and learnt from him that he misapprehended the question that was put to him?—Certainly.

3386. You were going to draw attention to something?—Yes; to Mr. Meyrick's statements. To question 2487, in answer to Mr. Vaughan, he says, "When he is in school before the master. I now say "not what is matter of opinion; I say what occurred "yesterday." No such thing ever occurred at all.

3387. (*Mr. Thompson.*) He probably said "what "*may have* occurred yesterday"?—No; it is his misconception.

(*Mr. Thompson.*) I do not think there is any conscious misrepresentation, because he entirely recanted that part of his evidence afterwards, in a most full and explicit manner. He drew the very distinction which you have made; so I understood it, either he or his son, or both.

3388. (*Lord Clarendon.*) With respect to the question to which you have first drawn our attention, you state that Mr. Meyrick had no right to say what occurred yesterday; but he says further on, that a boy "is liable to be had up by one of the seniors; he "is made to keep his knees straight, and to touch "his toes with his hands; the senior sends for a "walking stick or a racket, and he may break it "about his back, and the boy come staggering out "of the room as white as that paper." Would you say, whether it happened yesterday or at any other time, that that is an improbable statement?—Certainly, not only an improbable but an impossible statement, unless the boy had been guilty of some grave moral offence.

3389. (*Mr. Thompson.*) In the opinion of the seniors?—Yes. I do not think they would judge unjustly in such matters. The seniors have delegated the power of punishment for minor offences to the second election, a very objectionable thing, and a thing which I at once dealt with, but the seniors have not themselves so punished for anything but grave moral offences.

3390. (*Mr. Vaughan.*) When you say it is impossible, upon what ground do you conceive it to have been impossible?—Not in the sense that two and two cannot make five.

3391. But still, probably, in some natural sense of the word you think that it would be impossible?—I meant that in my experience of seven years I never have heard of any such punishment except for a grave moral offence.

3392. Would your statement upon that subject amount to this, that the infliction of any such punishment except for a grave moral offence has never come to your ears?—Never.

3393. (*Lord Clarendon.*) Do you believe that such punishments are inflicted otherwise than for grave moral offences by the second election at the order of the seniors?—Never with any stick.

3394. Neither a stick nor racket nor the frame of a cap?—That was a different thing: the "helps," as I am told, did punish idleness in their "men" or candidates for college, by striking their hands with a cap.

3395. (*Lord Lyttelton.*) You say that delegation of power to the second election had been abolished?—Yes, but not till lately, because I never knew of it till Mr. Meyrick told me.

3396. Do you mean they have no power of punishment?—I have not brought my rules with me, but I can tell you what the rule is. That no power of punishment should ever be delegated to a second election, and that no boy should be corporally punished for any college neglect.

3397. (*Mr. Vaughan.*) In case of any punishment being inflicted of the kind that has been described, such as beating with a racket for any other than grave moral offences, from whom would you expect to hear of it?—I think from the parent. Somehow those things come round to one.

3398. (*Mr. Twisleton.*) You were not aware, I understand, of this power that was delegated to the second election, until Mr. Meyrick gave his evidence?—I never heard of it.

3399. Is it not then equally possible that too severe a punishment might have been inflicted on boys without you having heard of it?—Yes; but what my answer was directed to, was not the possibility of punishments having been too severe, but as to the class of offences for which it would have been inflicted.

3400. You admit that the punishment might have been too severe for a particular class of offences without your having heard of it?—Clearly it might.

3401. (*Mr. Vaughan.*) Might not, for the same reason, such a punishment be inflicted in a case in which, according to the principles of good discipline, it ought not to be applied at all, and yet you not hear of it?—There may be some uncertainty of course how far one's knowledge goes, but things are mentioned by boys after they have left.

3402. Have you such confidence in the mode in which the punishments are administered by the boys that, even in the face of positive evidence to the contrary, you would still be of opinion that such improper punishments had not been inflicted?—I should wait to see what the evidence was.

3403. (*Lord Lyttelton.*) Have you read the whole of this evidence?—I have.

3404. Both of Mr. Meyrick and his son.—All.

3405. (*Sir S. Northcote.*) When you said just now that it would be impossible that such a punishment could have been inflicted by a senior, except for a grave moral offence, you explained the word impossible by saying that you did not mean it was impossible in the sense that two and two could not make five, then in what sense do you consider it impossible,—because it would be contrary to the boys' habits, or because it would come to the knowledge of and be checked by the masters?—Because it would be contrary to the whole system of the boys, and because there would be a very considerable danger that such a thing would come to the knowledge of the masters.

3406. You would regard it as impossible in the same sense in which you say it is impossible that a very moral boy should tell a lie or be guilty of any offence?—Yes.

3407. You consider it to be contrary to the whole spirit of the school?—Yes.

3408. (*Lord Clarendon.*) Perhaps you will tell us what are the grave moral offences which would justify the seniors in inflicting this severe punishment, and in which they would have the support of public opinion in the school?—Lying, indecency, or impurity, drinking, or perhaps smoking in excess. If I found a boy had been punished for such things, and he had not been hurt, I should not censure it.

3409. (*Mr. Vaughan.*) Even for smoking in excess?—I am afraid they do not always punish for smoking, but if a boy smokes in excess they sometimes do.

3410. (*Lord Clarendon.*) No doubt you have made some inquiries since Mr. Meyrick spoke to you, and after you had his evidence before you, as to the

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manner in which the second election exercised that delegated power from the seniors of punishing?—Certainly I have.

3411. Did you think it was in excess and required to be checked?—It was certainly bad; it was utterly bad.

3412. I think I gathered that you have made some regulation which will put a stop to it?—Yes, I have.

3413. (*Mr. Thompson.*) Was it a recently introduced abuse?—No; I had no means of inquiring back more than eight or nine years, but I found it was as long as that.

3414. (*Lord Clarendon.*) Do you think that the regulations you have now made will effectually put a stop to it; that both seniors and second election will conform to your regulations?—I have no doubt about it, with watching; it requires attention, of course. I should say, at the same time, that I have found that the chief troubles between the second election and the juniors arose from the system of furnishing of pens and paper, which I at once abolished.

3415. (*Lord Lyttelton.*) How is it about the boys carrying those things in their pockets?—Yes, that was true, but not that a boy could have to give away 40 or 50 quarterns in school.

3416. Have you done something about that?—Yes, I made a rule that they should not be supplied so any more, and they will not. I may say that I had the contents of the drawer put up and intended to bring them with me, but have forgotten it. On searching it I found 12 pieces of dirty paper and two pens.

3417. (*Lord Clarendon.*) Might not that have exposed the whole of the juniors to severe castigation. Might not the whole of the juniors have been tanned on account of the unfurnished state of the drawer?—It was just in its ordinary state. It is often difficult to find a clean piece of paper there. I very seldom take anything from it. No one has a right to take paper from it but the Head Master, or the seniors.

3418. Everybody is obliged to put paper into it?—Certain of the junior Queen's scholars were in theory; that is to say they were obliged to keep it up to low water mark. They were responsible if there is no paper there. They did not bring the paper. I see what goes on, and they did not bring it. A question was asked as to the size of the drawer, and the inference seemed to be that an immense drawer was kept full of pens and paper, and that the whole school were to help themselves. It would be as much as a boy's life were worth to go to that drawer, if in the lower part of the school; he would be demolished.

3419. (*Mr. Thompson.*) By whom?—By the seniors generally. The Queen's scholars consider it a distinction of some kind. A boy would sooner apparently go half a mile round than not touch that drawer, and no town boy ever approaches the drawer.

3420. (*Lord Clarendon.*) Was there not a case in which for neglecting to fill the drawer the juniors were tanned?—What you refer to happened at Christmas last; it was not done, but it was ordered.

3421. The whole of the juniors?—The whole that were responsible; not all the juniors.

3422. It was ordered when they met again that the whole of the juniors should be tanned?—No, it was ordered *then*.

3423. A certain number of the juniors were ordered to be tanned?—Because they had failed in the duty of supplying pens and paper, and certainly as far as that goes I testify they had not supplied it.

3424. Then it appears that there is a sort of rule?—That there was, yes.

3425. That this drawer should be supplied to a certain extent?—There was.

3426. You say that this tanning of the juniors did not take place?—No.

3427. Why did it not?—It was remitted.

3428. By the remonstrance of the other seniors?—No. It was the playtime, and I suppose the elder boys were in a good humour. I believe the second election may have interceded, but I do not know. It did not take place.

3429. (*Mr. Twisleton.*) That would not have been for a grave moral offence?—No, it would not have been inflicted by a senior. The system was so complicated that I may fail to convey what I mean. The seniors only punish grave moral offences. They delegated all these little neglects to the second election to punish. I only mean that the punishment would be a different one.

3430. (*Mr. Vaughan.*) Am I right in my apprehension of the system, then, that the second election had two vicarious duties which they performed, one was to be punished themselves for others occasionally, and the other was occasionally to punish for others?—That is quite correct.

3431. Have you any sufficient reason to think that the method in which this service of filling the drawer was executed by the senior election was not such as to harass the junior boys, either by the trouble or expense which it put them to?—Certainly. If there had been a couple of sheets brought up daily, and if there had been a pen perhaps twice a week, it would have been more than was used. It was hardly ever used.

3432. Do you think that the actual grievance to any individual boy on the point either of expense or trouble is imaginary?—Now you are asking a general question. As far as the drawer was concerned, yes.

3433. I mean simply as to the drawer?—Yes. The drawer was nothing, but they were obliged to be generally responsible. The system was, usually, that the junior was a sort of banker, and he was allowed to draw upon the stationer for the supply of different people, and then he was responsible for having their amount of paper and pens to supply them with when they needed it. He was obliged to keep these in an open bureau, and he really could not tell who took things out of an open bureau when college was empty in play hours, and so on. There was constant trouble arising, and you could not say that a boy was in fault really, though there might be no paper forthcoming, because other people might have taken it away without his being able to protect himself.

3434. Boys were not entitled to take it away?—No, but it was in an open bureau.

3435. (*Mr. Thompson.*) Who, in the last resort, paid for this paper?—There was a supply from the stationer's. If it came to more the junior had to buy it himself; but when I questioned the elder boys as to their own experience, this seemed to have been very rare.

3436. Supplied from the stationer's at whose expense?—The boys have an allowance of so much. It goes down to the parents. A boy is allowed so much.

3437. It did not come to this that the junior had to find funds for supplying the seniors with paper?—No, the senior gave him his order.

3438. It was put down to the senior's account, not to the junior's?—Not to the junior's.

3439. (*Lord Lyttelton.*) We have been told in this evidence that one of these juniors might spend out of his own money as much as 3*l.* in a half in getting these things for others; have you noticed that?—I saw it in the evidence.

3440. Do you say that cannot be?—I do not know. He might have spent 50*l.* if he chose, but I cannot understand how that expense could have been necessary for any honest purpose.

3441. Who ought to have paid it if the junior did not pay it?—I can only say what has happened in other cases. I questioned all the senior election and I found that scarcely any of them had ever gone to any expense in their junior year for paper, or for such things, and almost the only one who had was O'Brien, who was in a peculiar position, for it so

happened that he was only given an order for one senior besides himself. Most of them get an order from a second election and a third election: but as the numbers of elections vary, this cannot always be managed; for example, at the present moment the third election only consists of seven boys, so that of course a certain number of juniors have no third election.

3442. (*Sir S. Northcote.*) Does it not practically come to this, that every boy has a certain quantity of paper for the half?—So much a month.

3443. But that instead of the seniors taking their own paper and keeping it for themselves, and the juniors taking their own paper and keeping it for themselves, the seniors tell the juniors to take all the paper and to be ready to give it to them when they want it, and supposing there is no pilfering and that the supply per boy is adequate, that will, generally speaking, find itself—that the paper will be forthcoming, but that the juniors are subject to this disadvantage, that the paper may be pilfered in their hands by other persons, and that in that case they must bear the loss instead of the seniors bearing it?—Yes.

3444. (*Mr. Thompson.*) Then loss may have been sustained, though you think not to the extent of 3*l.* in the term?—Yes.

3445. (*Sir S. Northcote.*) There is, of course, this other disadvantage in it, that it makes a boy less careful as to the paper, because he has not to supply it himself?—That does not practically act, I think. I confess that I had not heard the system of the supply of paper complained of until Mr. Meyrick brought the complaint. Then when I investigated it, I certainly did find it led to difficulties.

3446. (*Mr. Twisleton.*) Then in the same way you were not aware of the delegated power to the second election?—No.

3447. (*Lord Clarendon.*) What is your opinion of the punishment of tanning. Do you know exactly how it is inflicted?—I am really not quite certain that in this portion of the school dialect I may not make errors myself, because I believe that "tanning" and "tanning in way" denote two different things.

3448. Are you aware in what manner the ordinary tanning, I do not mean the tanning in way, is inflicted?—I have made in past times a rule that a racket shall never be used, nor a thick stick, nor anything which could hurt; but it is said here that a racket has been used, and that is true I find.

3449. In the ordinary tanning, is not a boy made to stand upright with his arms down, and then to submit to any number of blows, first on one side of the head and then on the other?—That is what they call "buckhorsing."

3450. Do you know what the distinction is between the buckhorsing and tanning?—A senior only tanned, and a second election only buckhorsed.

3451. But is it the same punishment?—No; the one means caning or striking with a racket, as it has been by abuse, but the other means boxing the ears.

3452. (*Sir S. Northcote.*) In tanning an implement is used, and in buckhorsing not?—That is one distinction, I imagine. I have heard that the old Westminster rule was that only the fist should be used, but it is obvious just as much severity could be used with this as with a stick, for example.

3453. (*Lord Clarendon.*) But with reference to tanning in way, which, from the description Mr. Meyrick gave, appears to be very formidable and which may injure a boy for life, what has been the result of your inquiries upon that?—I found there had been one case within the last year, and in past time that it was a thing which was known. I mean that old Queen's scholars speak of being aware of the thing, so that it did take place in some cases.

3454. (*Mr. Thompson.*) Tanning in the way?—Yes; kicking we will call it. A boy might be tanned in way and only have his ears boxed, as O'Brien says was his own case, and was the ordinary form.

3455. (*Lord Clarendon.*) Have you taken any notice of or put a stop to that very objectionable form of punishment?—If you look at Stewart's evidence you will see a note which he has put in which answers that question.

3456. (*Lord Lyttelton.*) He says "Since we have "been seniors we have not allowed such a thing to "be done"?—Yes, at the bottom of the page of the corrected copy is this note: "Since this evidence was "given a regulation has been made by the Head "Master entirely abolishing this form of punishment, "and this will apply to all future seniors."

3457. (*Sir S. Northcote.*) Do you think it is sufficient, in order to stop an abuse of that sort, that you should give an order, or is it necessary that some step should be taken to take care that that order is not broken. For instance, I understood you to say just now that you had made an order some time ago that no racket should be used in tanning, yet that you found that they had been used?—Yes; I made the order five years ago. It requires constant watchfulness. I have already said I think that we want considerable alterations in college to make it what it ought to be.

3458. (*Lord Devon.*) We understand that you have issued regulations for the mitigation of the exercise of the power of corporal punishment by the seniors; have you ever considered the practicability of requiring that no senior should ever inflict corporal punishment on the spur of the moment, or without reference to a council of seniors, and if so, should you think it desirable?—I was asked a question of that kind in my former evidence, and I spoke of such a power of appeal existing at Rugby, and its being very difficult in our system, stereotyped by so many years, to introduce it.

3459. Do I infer from what you say that you think such a rule would not work?—Yes.

3460. Why should it not work there as well as at other schools, does it not work at Rugby?—It was part of the system there altogether.

3461. (*Mr. Vaughan.*) I think you must be misinformed about that; there was, so far as I can remember, no appeal when Dr. Arnold went there, nor was there for some time afterwards, but the system of punishment by the sixth form existed?—It is a thing that may be worth trying. I am not very sanguine of getting it to work at once, at all events. I should like now to go on with this evidence. As I said before, this is all wrong as to his being before a master saying his lessons, and it ought not to stand so. Then, in 2490, he says, "Boys have the power of inflicting punish-"ment; they are perfectly irresponsible; a master "standing by would not have any control over "them." That really is utterly false; they could not do such things in the presence of masters.

3462. (*Mr. Thompson.*) He says "they do not "care about the masters knowing all this the least "in the world?"—Perhaps they might not care about my knowing it if they punished for a moral offence. Then he speaks about their going past my window, and he comes back to it again at 2513.

3463. I asked if it was Mr. Scott's or the boys' rule. He says "the boys;" is that true?—No; it is Mr. Liddell's rule; Mr. Meyrick knows nothing about it.

3464. It is Mr. Liddell's rule kept up by you?—I did not know it existed; it is still in force. Lord Devon asked him a question to the point whether it was any inconvenience. The truth is this: that in Mr. Liddell's time the juniors going to and from hall made so much noise when they were lounging outside his window, that he made a rule that they should go by the cloisters, which in fact is the shorter of the two ways from college, and the rule is that in coming to and from hall they shall go the short way and not the long way; but inasmuch as the juniors may not go by my windows the seniors invariably do, though it is the longer way, but a junior is not under this restriction

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on any other occasion; it is only to and from hall. It is very absurd, and may now be at an end, but it was not the boys' rule, and as to its making a boy go a longer way round when he was sent a message, if he were ever sent from hall he would be told to go the shortest way to his destination.

3465. (*Mr. Vaughan.*) You had not been at school at Westminster yourself and therefore were not when you came as Head Master likely to have brought many Westminster prejudices to the system?—As I came from Eton I could not well have done so.

3466. (*Lord Clarendon.*) Will you go on to the next question 2487. Mr. Meyrick says "No "junior between 1st January and 31st December," that is I think only the year which they pass as junior. "could say that he ever had an hour or a moment to "himself." Then you know the details that Mr. Meyrick gave in explanation of that statement. I think it is very important to have your opinion upon that, because it will appear that a junior who might even be a reading, a studious boy, absolutely loses one of the most important years that he is at school, which is wasted by fagging and those other claims upon him which Mr. Meyrick has mentioned?—What I have to say about that is, that there is unfortunately a good deal of truth in the extent to which the occupation of their time interferes with their work, but it is not so much that a studious boy cannot find the opportunity of working, as that a boy who is temptedt o be idle, as most of them are, finds very considerable difficulty in doing his work, and that he is encouraged to be idler than he need be. In the account which Meyrick gave of the occupation of the day he has supposed himself to combine two functions, namely "watch" and "tenor," neither of which he could have ordinarily more than once in ten days, and he describes that as if it were the ordinary routine of a day.

3467. I think by some questions put to him we separated those two?—In question 2649 of young Mr. Meyrick's evidence, Mr. Vaughan asks "Are you "describing what you are liable to every day, or what "you are liable to on particular days when you are "in office?" "What you are liable to every day." He knew that was not so, and in fact his very closing words were "this is 'watch,' which I am describing "now."

(*Mr. Thompson.*) He might have referred to errands. Lord Lyttelton asks "What sort of "errands were they which you were sent upon?"

(*Sir S. Northcote.*) The question is as to having to answer the cry of "election," and then you see Lord Devon asks "The 'call' is not liable to it every "day, is he?" to which Meyrick replies "This "is watch which I am describing now," and so on; then I ask "Can you be tenor and call on the same "day?" and he answers, "Yes, tenor and watch, and "call the night before."

3468. (*Mr. Thompson.*) Is it possible that he might be all those three?—Yes.

3469. (*Sir S. Northcote.*) We must take all these questions together, and it is clear what he means?—I think it would be misinterpreted by people; it is not false if it merely applies to that.

(*Sir S. Northcote.*) If you say it may lead to a misapprehension, it would be quite right that it should be made clear that what he is actually asked is with reference to answering the call of "election."

(*Mr. Thompson.*) There is no reason to suspect him of intentional misrepresentation.

(*Lord Devon.*) There was a question No. 2678, on this point which puts it in a more pointed way. It is in answer to a question of Lord Clarendon. He says, "I have described all the things you can be in "one day, and that I have been in one day." Then he is asked, "You can be all these three things, call, "watch, and tenor in the same day?" "Yes."

3470. (*Lord Clarendon.*) And he says, "Some "days you are not tenor and some days you are "watch, and some days you are tenor only. I think "it is as fair a description as can be given"?—Well; would you like to know what tenor is?

3471. Yes, if you please?—It is "ten hour," the watch from nine to ten.

3472. (*Lord Clarendon.*) About this year that is comparatively wasted, which is a very important matter, you say that a studious boy might find the time for reading notwithstanding these difficulties; but that the majority, that is to say the boys who are idle, would find great difficulty in fixing or in retaining their attention to their studies in consequence of these difficulties. Do you consider that what he stated about the constant occurrence of these calls is correct?—It is exaggerated; but it is true that they are considerably interrupted.

3473. And that an average boy loses in the year during which he is a junior?—Yes.

3474. Can nothing be done to put a stop to that; because it seems to me that if the evidence we have received is correct these interruptions are of the most frivolous kind, and an abuse of power—the calling out of "clock" and "election" every minute?—Mr. Ingram hears the cry of "election." Mr. Meyrick says "Mr. Scott can hear it in his dining "room;" he might as well have said "you could "hear it here." Mr. Ingram can hear in his house when election is called; and it is better he should state his own evidence as to that. I do not wish to state hearsay evidence. He certainly can deny that "elec-"tion" is constantly called in that way.

3475. But you do not deny that there are interruptions, whether it is by calling "election" or otherwise?—They are very much interrupted.

3476. And that a boy loses in that year of being a junior, instead of gaining, which he ought to do. It is an important period of his school life?—Yes.

3477. Certainly such a grievance as that does require to be remedied?—Clearly.

3478. There would be no more difficulty, I suppose, in your interfering to put a stop to that by regulation, than as to the other matters to which your attention has been directed?—I have, of course, done already all that regulation can do. I did the very thing that O'Brien spoke of, ruling that there should be no fagging between eight and ten in the evening; but we want more attendance of servants.

3479. (*Lord Lyttelton.*) Have you anything to say about these boys being up at half-past three in order to call boys who very often do not get up till half-past six?—I cannot speak from my own knowledge, of course. "Watch" had to get up for some one.

3480. At what time?—You are told at four o'clock.

(*Lord Clarendon.*) At half-past three, because he has to light the fires.

3481. (*Mr. Twisleton.*) I think O'Brien says four?—Yes; but he speaks of a senior being called at half-past three, that is an error.

3482. (*Lord Clarendon.*) No; he speaks of their being called at four?—The boy has to get up at four; the seniors generally do get up at five, or half-past four when they are working. Some of them do at least; it is not true that he has to get up for people who none of them get up.

3483. (*Lord Lyttelton.*) We were told that they required to be called, but many of them did not get up, and that they had to be called several times over?—Some may have been so called.

3484. (*Lord Devon.*) He draws the distinction in answer to a question of mine, because I think he said it was only one portion of the year. He draws a distinction between the summer half and the other half. He says, in the summer half the seniors are generally not called till five, therefore they have not to get up till about four; whereas in the preceding half, he says they have to get up at half-past three, because the seniors want to be called at four?—It is not true, I wish it were, that the seniors ever get up in the summer to work.

3485. If they do not get up, are they called?—No; there is no such early call in the summer.

3486. (*Mr. Vaughan.*) It has been admitted by one of the witnesses that it did not go all the year round; that it was during the play-time, I think he said?—

During the play-time and for election. I think I must draw Lord Devon's attention to the fact that this answer to Lord Clarendon's question is Mr. Meyrick's (the father's) statement.

3487. (*Mr. Thompson.*) He says "The boy slept "nearly all the time when he came home on a Satur- "day afternoon?"—I have made a rule that no boy should be "call" more than once a week.

3488. (*Lord Lyttelton.*) Do you think these little boys ought to be allowed to get up at four in the morning?—I do not think it does them any harm once in the week.

3489. (*Mr. Thompson.*) Is it not as easy for the big boys to wake themselves as for little boys?—The real difficulty is in providing fire. If boys are to get up in the cold morning and to work, they must have a fire; they cannot work without it. There is no fire that can be laid so as to be lighted in the morning. There are only the two large fires in college, which are wanted in the evening, and they could not in the cold weather exist without having them. If we had any room which could be used in that way in the morning as a working room, where a fire could be laid the night before, then the thing might work better.

3490. (*Mr. Vaughan.*) Do you think it an expedient plan that boys should get up at that early hour to work?—It is far better that boys should work early in the morning than late at night.

3491. But if so, why should it not be a general regulation that the school should get up at that time?—Because you cannot make willing horses and unwilling horses do the same work. They do not get up by compulsion.

3492. Do you think that the ordinary hours of sleep which are allowed by the system of the school are more than really is enough for them?—Yes. I do not conceive that boys need to go to bed at 10 and not to get up till half-past seven.

3493. But say till six. Do you not think that a boy who is between 10 and 18 years old, say, should sleep from 10 o'clock till six, and that the loss of any of it really is bad for him?—I do not think the boys suffer from what they do. It is only in their last year that they get up early in this way; regularly, I mean. It is only in the last year, and when they have a particular stress upon them. It is only those who are really anxious to use their time well who get up, and I do not think that they injure themselves.

3494. Do you not think that the boys being got up, we will say, two hours before the natural time, are really incapacitated from doing their work with the spirit and efficiency with which they would do it if they had the whole night's proper rest?—I think if a senior goes to bed, as he does, after prayers, by a quarter past 10, and then gets up at five, that he has had an adequate quantity.

3495. We have heard that he gets up at four?—No, he makes watch get up.

3496. Have we not heard of the senior boys being called at four, so that the sleep ceases at four?—But he is not called at four. He says, "O'Brien is the one who gets up earliest." "How early?" "At five o'clock."

Is it not in evidence that the boys are obliged to call at four?

3497. (*Lord Devon.*) Look at O'Brien's evidence, the first page and the fourth question?—I really cannot be responsible for what Mr. Meyrick asserts.

3498. (*Mr. Vaughan.*) No; but it is in O'Brien's evidence. He is asked, "At what hour?" Then he says, "Sometimes as early as four o'clock, and some- "times at half-past three; it was not often at half- "past three, but very often at four"?—Yes; well, that is when he would get up; that was when he was a junior. The theory is that the "call" gets up, and then he makes the fire.

3499. Then the whole time between four and five you suppose to have been taken up by his preliminary duties?—No; I suppose the first half hour would be making the fire; then he would call them; then he would go down; go on with his fire and boil his kettle; that is the real truth of the case.

3500. (*Mr. Twisleton.*) Supposing it were really desirable that a boy should get up at five in the morning, would it not be better that there should be a servant to call him and to light the fire for him, than that a junior should do it?—Obviously; but there are no servants to do it.

3501. (*Lord Lyttelton.*) Look at question 2975, Mr. O'Brien's evidence:—"You did work in the morning between four and six?" "Yes"?—Most true, he did.

3502. I thought you said he did not get up till five?—No; as a senior I said he did not get up then. I thought I had made that clear. I say the senior gets up at five; he is not called at four, though call is obliged to get up earlier than he calls anybody.

3503. (*Lord Clarendon.*) Have you ever known a boy's health in any way injured by the system he is exposed to when a junior?—I have known a boy certainly want rest.

3504. *A* boy—not more than one boy?—A boy now and then; I have known occasionally a boy evidently want rest.

3505. Then there was physical deterioration and very little moral improvement during the year?—Yes.

3506. (*Lord Lyttelton.*) You think you have done as much as can be done by way of regulation about that?—As much as can be done at present, I think. In answer 2510 of Mr. Meyrick's (the father's) evidence, he says, "There is also one of the second election "doing duty the whole of each day out of school as "a hall porter to college, under the title of *monos*, "except that, unlike a gentleman hall porter, he "must, (no matter what the weather is,) never be "seen inside college when on duty?"—That is not correct, there is no such rule. He must not be altogether away from his post, but he may be inside the door of college, and always is when it is wet.

3507. (*Mr. Thompson.*) There is no one to see whether he is in college or not?—No.

3508. He is there alone?—Yes; I have sometimes myself had to set *monos* an imposition for being *non inventus*.

3509. Then you recognize the importance of the office?—Unless there is some servant to watch, *monos* must do so, or the property in the college might be swept off.

3510. Might not *monos* be swept away too?—He never has been. I think *monos* would make it heard, and in that event I should certainly send down a senior to see what was the matter. I think the sixth would be soon on the scene of action if any violence were attempted. Then, in 2511, he talks about "the "unceasing cry of election." Mr. Ingram can tell you that there is a gross exaggeration in that statement.

3511. Do you think that Mr. Ingram can always hear the cry "election"?—Yes, I think so.

3512. (*Lord Lyttelton.*) O'Brien's evidence rather controverted that?—There is only one thin door between Mr. Ingram's house and college.

3513. There is the whole length of his hall between that and the dining room. Supposing he is sitting in the dining room?—I know a loud voice in college is heard in his house, and "election" must be called so as to be heard from one room to another along the centre passage. They must roar "election," and they do so. It is not true that I could hear it in my house. Then, in 2511, he talks about the "teas;" there are not four teas, there have been three; that is one of the things which Mr. Ingram has been trying to amend.

3514. (*Mr. Twisleton.*) Since Mr. Meyrick gave his evidence?—It was not in connexion with this. I do not want to go into that now. It is a long story about the packets of tea that used to come from North & Simpson's, and the peculiar division and distribu-

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tion of them ; the result was they had too many teas and that the juniors were too often engaged in making tea. The restrictions about there being no fagging between eight and ten at once deals with that, because that was the time. It was that, in point of fact, which the seniors gave up and which O'Brien meant to give up in proposing such a restriction. Well, then he mentions "the put to rights chairs for prayers." There again is another thing upon which in the first place I may say it ought not to be necessary to carry that quantity of chairs : there ought to be fixed benches round certain portions of the upper election rooms which might furnish sitting, or rather kneeling room at prayer time so as not to have all the chairs of college shifted for that and then shifted back again.

3515. (*Mr. Thompson.*) The supply of chairs is very scanty, I think, in college ?—Yes ; it is inadequate. Mr. Ingram has now given them some, as I have given them other things, but they used to buy them all out of their own money.

3516. (*Lord Devon.*) They have supplied chairs once since the formation of the college, and the boys have been obliged to keep them up since ?—I did not know that the Chapter ever had supplied them.

3517. (*Lord Clarendon.*) I should like to ask you one more question about this "Boots," because from the manner in which it is put here, it would appear that there is a boy who wears a particular pair of heavy boots, in order to be ready to inflict this very savage punishment. You distinctly say that there is nothing of the kind ?—No ; what I say is, that the second election, there referred to, did get the nick name of "Boots," from having a particular pair of heavy boots, and that being annoyed at such a *soubriquet* he left his boots at home, which was a sensible thing to do, and has never had them since, certainly not as a second election.

3518. And you are not aware of that boy with those boots on having inflicted any tanning upon other boys ?—I can positively say that he never did kick any boy.

3519. (*Mr. Vaughan.*) What do you say as to the punishment of tanning in way in any case ?—The kicking ?

3520. Yes ?—Of course that it was atrocious. The boys themselves were very much ashamed when it came out.

3521. (*Mr. Thompson.*) I understood Mr. Meyrick to say that the second election who inflicted this tanning took a run at the boy as he stood at the sink. I was there the other day ; I particularly observed that he could not run much further than the width of this table ?—No, he could not.

3522. It is but fair to place this on record ; the image conveyed to me by Mr. Meyrick's words, was that of a boy running the length of this room to kick another boy ?—When Mr. Meyrick was asked by Mr. Ingram in my presence whether he knew of any boy being personally injured by the punishment in college, he said "no," he did not. Since then, he has stated vaguely that an old Westminster has spoken of another old Westminster who was nearly done for by it, but he gives no names. But in answer 2513 he says, "as every "boy knows that there are pens and quarterns in "this drawer, every one, whether town boy or Queen's "scholar helps himself." The answers to that is, that no one except the seniors and the Head Master ever takes a piece of paper out of that drawer, or a pen, or anything of the kind, and the quantity taken out by me may, perhaps, be about ten pieces of paper in the course of a year, and as to the seniors, I scarcely ever see them take anything out ; the only time that they do so is when they are writing over an exercise in school, which is a rare thing, but which sometimes happens in the morning. Then as to the rule of the junior Queen's scholars not passing my window, that was made by Mr. Liddell and not by the boys ; and it was simply with reference to going to and from hall, and was no grievance to anybody. Of course as to its being for the privacy of the master when it was a public pathway, it is ridiculous. It was because the juniors had loitered on their way to or from hall outside those windows at idle moments and made a noise. Then he says, "The masters know "of these punishments because they see the broken "things lying about with which they have beaten a "fellow." That is a simple fiction.

3523. (*Lord Clarendon.*) In what does the fiction consist ?—No master ever saw any such thing.

3524. (*Mr. Thompson.*) By "the broken things," he means the broken sticks, I suppose ?—Yes. In 2513 of Mr. Meyrick's evidence he says "about eleven o'clock "when juniors are in bed, if they are lucky enough." From his son's evidence it appears they are all in bed ; if you connect the two you will see there is exaggeration. "At what time were the juniors to be "in bed ?—They ought to be in bed by half-past ten, "but when you were 'put to rights chairs' and "'light the fire,' it was nearly impossible to get up "into the dormitory before twenty minutes to eleven." Then, at 2545, Mr. Twisleton asks, "Will you go "back to a question which was previously asked you "as to the practical inconvenience arising to a boy "from not being allowed to leave the school-room "without the permission of some of the boys." All that is wrong.

3525. (*Mr. Twisleton.*) I quite understand that we were entirely under a misapprehension ?—Then Mr. Vaughan says, "Do you think it might ever come to "this that a boy would in this way wreak a spite "against another for passing him in the school," that is another point, involving the same error. I am not certain whether it was clearly understood from the questions which follow that, though we take the best of the candidates who come to us for college, it may happen that some of the candidates are very bad. Then again as to Lord Devon's question with reference to the asking leave to go out of school, he used the phrase "out of school."

(*Lord Devon.*) Yes ; I meant going down school. I explain it, you see. I afterwards use the words "down school."

3526. (*Lord Lyttelton.*) The next question sets that right ?—Well, I fear it may be misunderstood. Then we come to question 2574 as to Meyrick's performances at the athletic sports. Fortunately we have got the records of what actually happened. In 1861 Meyrick only entered for two races. He won flat race 300 yards for all under 16, and also flat race 100 yards for all under 15. He did not enter for flat race of 500 yards for all under 15. In 1862, he was *over* 15. He entered for *nine* competitions, probably he did not try in all. However, in the flat race, 300 yards for all under 16, the only thing in which, judging from the year before he could be expected to win, he came *third*, and the two who beat him were both boys entered at the school since the last competition, *i.e.* he held *exactly the same place* as in the year before. Then young Meyrick himself is questioned about these things, and at 2837 he is asked, "Did you "obtain prizes for athletic exercises in any way before "you were in college ?—Yes, I got three or four." He got two. "What were they for ?—For running, "jumping, throwing the cricket ball, and so on." He got nothing but for running. "Where did you "run ?—In Vincent Square. What besides running ? "—Jumping. How many competed with you for "jumping ?—Ten or twelve." He did not enter his name on the card for jumping. No one therefore, apparently, competed with him for jumping. "Have "you tried for those prizes since you have been in "college ?—I tried for two or three since I have "been in college and I only won one thing." He put down his name for nine things.

3527. (*The Secretary.*) I see he entered for the cricket ball in 1861. I do not know what he did ?—Then perhaps he competed. If so, Mr. Meyrick is wrong in saying that he started for several things and won them all. The boy has been

bragging beyond the truth. He is asked, "Did "you ever win in anything, except the cricket "ball, which required strength as distinct from "agility?" If he had been honest he would have said, "I did not win in that." Then at 2579 of Mr. Meyrick's evidence, he says, "I am charged in the "bill for the last half year 4*l.* 4*s.* for servants; now "that for 40 boys would give for the year a sum of "336*l.* for servants." That is really a matter of considerable importance. The servants who are employed in college are as follows: Lloyd the porter.

3528. (*Lord Lyttelton.*) Is he the one called College John?—Yes. He is paid 100*l.* a year for himself and his son, and 8*l.* per annum for blacking brushes, and cloths and washing.

3529. (*Lord Clarendon.*) Washing for himself?—No, washing the cloths and things that are used in college.

3530. (*Mr. Vaughan.*) There are two servants, in fact, going under the name of College John?—His son helps him. Mrs. Lloyd, the bedmaker is paid 50*l.* per annum for herself, 10*l.* per annum for assistants, and 5*l.* per annum for brushes, washing, and such things.

3531. Is she the wife of the porter?—She happens to be, but she might not be.

3532. (*Sir S. Northcote.*) Is it usually a family arrangement?—This is the first that has been. It is the new system.

3533. (*Lord Devon.*) There has always been a John?—Yes, and always a bedmaker, I suppose. But there were changes when the new rooms were added in 1845. Perhaps you would like to see this. It is the official statement of what Mr. and Mrs. Lloyd's duties are:—

"E. Lloyd,—Is paid 100*l.* per annum for himself and son, and 8*l.* per annum for blacking brushes, cloths, and washing them. His duties:—to black shoes—40 pairs—make up fires, wash out urinals daily, clean knives and forks, *in hall*, wait at dinner and supper, lock up at all times, wait in cloister gallery in the evenings, to go messages till eight; to go short messages in the neighbourhood."

"Mrs. Lloyd,—Is paid 50*l.* per annum for herself, 10*l.* per annum for assistance, and 5*l.* per annum for brushes, washing cloths, &c. Her duties:—To make the 40 beds and empty slops twice a day; to sweep the dormitory every day; to sweep cloister gallery and passage, and dust every day. The same in washing room; the same at back and front stairs; wash up tea things; wash the dormitory once in six weeks; the cloister gallery once in three weeks, and school library three times a year. Six people employed to wash, to sweep the school library and French room twice a week; also new class room."

John complains of the penny postage much as diminishing his income.

3534. (*Lord Clarendon.*) Was John paid for going messages, that he complains of the penny postage?—Yes; he used to get sixpences and fourpenny pieces.

3535. That was recognized?—Yes; nobody knew exactly about it. I have accounted now for 100*l.*, 8*l.*, 50*l.*, 10*l.*, and 5*l.*, in all 173*l.* Then there remains 163*l.* Of this I find 150*l.* a year is paid for the matron and service in the sick house.

3536. Where does this 336*l.* come from?—From the parents.

3537. But this 336*l.*, which comes from the boys, is paid to the masters, is it not; who is that paid to?—It is paid to the servants; it passes through the hands of the receiver of the Dean and Chapter.

3538. (*Lord Lyttelton.*) Does he pay it to the servants direct?—Yes.

3539. (*Lord Clarendon.*) It is a charge in the tutor's bills?—Yes. The Chapter send in the bills in the name of the matron of St. Peter's College, and they themselves pay the matron her salary, and the matron is not cognizant of the amount that goes in.

3540. In the tutors' bills that are sent to the parents there are the different items, and amongst others the tutors' fees?—Yes.

3541. Is all that sent nominally by the Dean and Chapter, and not the tutor, to the parents, and then do the parents pay to the Dean and Chapter, and not to the tutors?—Yes.

3542. In the case of the collegers?—Yes; we are only speaking about college.

3543. (*Mr. Thompson.*) It is not done through Mr. Ingram?—No; their tailors' bills, and such things, pass under his eye, but he sends them all in to the receiver.

3544. (*Sir S. Northcote.*) And the parents pay Mr. Marsh directly?—Yes, they do; but they pay him under the *nom de guerre* of the matron of St. Peter's College, in whose name an account stands in Drummond's bank. It is in her name only; the cheques that they honour to that account are signed by the receiver of the Dean and Chapter, and countersigned by the steward.

3545. (*Lord Clarendon.*) What are the duties of the matron?—The matron's real duties are the charge of the sick-house and the linen of the boys.

3546. (*Mr. Twisleton.*) Each boy, I see, is charged four guineas a year for matron and servants in sanatorium, and four guineas a year for servants in college?—Yes; I think so.

3547. Will you look at this return (*handing paper to the witness*)?—So it is. That is my own return. I have shown how it is all appropriated, except 13*l.* a year, which is, I suppose, reserved to cover occasional loss from vacancies. Then what I want to say is, that in addition to the matron, and to Lloyd, and the bedmaker, the butler of hall is not paid by the parents; the Chapter pay him. He is charged with the care of the dinner in hall, and carves, and so on, and he is bound to give the remnants to the poor. There was a curious feature connected with that, that at the time when they were put on short commons, so that they really had not enough to eat, the amount given to the poor was both larger in quantity and better in quality than had ever been before.

3548. How is that accounted for?—Because there was strict supervision at the time. There is one more thing I have to say. There is the stoker, as we call him, Jackson, whose duty it is to attend to the fires for school, to light the boiler which heats the hot water, and to attend to the fires in the two class rooms, and generally to do work about school, keeping things clean and tidy in Little Dean's Yard; but he is not our servant wholly, he is under Ryde, the Clerk of the Works of the Dean and Chapter, and during the summer when there are no fires, he is almost entirely working for Ryde, but in the winter he does a good deal for us, lighting the gas, putting it out, attending to the fires, and keeping the boiler boiling.

3549. Is not the lighting the gas and putting it out the duty of tenor?—No, that is in college, but I mean in school. We have the butler in hall, and half as you may say of Jackson the stoker provided for us by the Chapter, besides the matron, Lloyd, and the bedmaker.

3550. (*Mr. Vaughan.*) Do you think that the money is judiciously laid out for servants?—We must have persons to perform the duties that they perform, and it is necessary that the person who is porter of college should be a trustworthy person, and that practically means he must be well paid.

3551. Do you think that the money is judiciously laid out, particularly in reference to the number of persons that are employed?—I think we want more servants, but I am not prepared to say that the servants are paid exorbitantly. I do not think they are.

3552. (*Lord Clarendon.*) Do you not think that many of those services which are performed by the juniors, and which are of a menial character, might be more properly performed by servants?—Yes, but I think we certainly want more space in college. I think we want an additional room.

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3553. (*Lord Devon.*) Where would you add it?—That is the great difficulty, because there is nothing except College Gardens.

3554. For what purposes would you add it?—I think there ought to be another master in communication with college besides the under-master.

3555. How could you put a tutor or assistant master nearer to college than Mr. Ingram is?—I do not think you could put any one nearer to college, but I should like to have a master whose special duty was the charge of the juniors.

3556. Why should not the gentleman living in Mr. Ingram's house be that master?—I think you want a separation. I should myself wish not only to have more service provided in college, so that the fires and the lighting of the gas could be looked after without making it the duty of the boys to do so, but I should like also to have an entire separation between the junior and senior elections, at night, if I had a security for proper discipline being kept up.

3557. (*Mr. Thompson.*) Among the juniors?—Yes. It would never do to leave the juniors to themselves without any authority of seniors to which they were amenable. There would be bullying unquestionably.

3558. (*Lord Devon.*) Would your idea then be to have a separate building, connected more or less directly with the college, in which should reside an assistant master, and there might be also a room in which the junior boys might sit and work?—I think the present room for the juniors might do. I should like to have apartments for the master on that side in communication with college if it could be provided.

3559. Should you see any difficulty in taking a corner of the college garden for that purpose in immediate conjunction with the sanatorium or with college?—I think it could be done.

3560. (*Mr. Thompson.*) On the side of College Street?—Yes, at that corner.

3561. (*Mr. Vaughan.*) How many boys are there in college altogether?—40.

3562. Do you think that one master is not enough to take proper care of 40 boys and to see that abuses do not exist?—It certainly appears to me that with present arrangements, it is very difficult to check the system efficiently.

3563. (*Mr. Thompson.*) You would propose, perhaps, something analogous to the tutor in college at Eton?—That is what has suggested itself to me.

3564. He lives under the same roof?—Yes.

3565. (*Mr. Vaughan.*) How many boys are there in the largest boarding house?—35 is the limit.

3566. How many masters are there to attend to those boys?—One, but he lives in the midst of them.

3567. If you had one master more close to the boys would that answer the purpose, do you think, without a separation of the senior and junior boys?—I think it might do so. In the first instance I should not object to try the experiment, if more servants were provided, of seeing how the thing could be worked.

3568. (*Mr. Twisleton.*) Is the gentleman who has 35 boys in his boarding house called the senior assistant?—Yes.

3569. In the returns here there is a report from him in which he says: "The arrangement of the "meals and the sufficient provision by means of "domestic servants for all legitimate wants leave no "temptation to boys to exact objectionable services "from one another. My practice also of superin-"tending the work of the younger boys for an hour "in the evening, though directly intended to en-"courage industry only, is indirectly a great security "against any encroachments on their time or comfort "being made by the senior boys." Therefore he does prevent it by the system which he pursues of living among these 35 boys?—Yes.

3570. So that if a master in the same way lived among the 40 boys in college he could prevent abuses in the same manner?—Yes, he might.

3571. (*Mr. Thompson.*) He would, I suppose, have to contend with the force of old tradition to an extent which the boarding-house master would not?—He would. It would by no means be so easy.

3572. (*Mr. Twisleton.*) There is a master in college at Eton. It might be done at Westminster just as it is at Eton, might it not?—At Eton the Lower Master is not in any way in connexion with college, and before the master in college was appointed, the college was far more separated from any magisterial superintendence than with us, because the Head Master's house was quite separate, and he could not hear what went on.

3573. But now somewhat of a remedy has been applied at Eton?—Yes.

3574. If proper steps were taken a remedy could be applied to Westminster?—We want more space for one thing.

3575. (*Lord Devon.*) Putting aside for a moment the necessity of more space in order to have a new pupil room for the juniors, or something analogous to that, there seems to be no reason why anybody occupying Mr. Ingram's house should not be exactly in the same relative position to the juniors as the gentleman living in special charge of the college at Eton; he is nearly as close?—It is a very different thing Mr. Marshall going to sit in his own hall and a master going to sit in the junior election room.

3576. You want a separate pupil room. If you had a separate pupil room for the junior boys in immediate connexion with Mr. Ingram's house, any gentleman living in Mr. Ingram's house might be just in the same relative position with the junior boys as the master in college at Eton?—Not entirely.

3577. You would not want new apartments for the master; having Mr. Ingram in his house on one side I do not see the necessity for new buildings for another master?—Well, I will not say it could not be worked. Then I go on for a moment with young Meyrick's evidence. At 2610 he says, that you are supposed to be at every cubicle at once at the same time. That is really nonsense. At 2618 he mentions the dips. I meant to bring you a dip, but I forgot it. They are little globular ink bottles like a small ball with a neck to it. They fill them with cotton, put a wadding of cotton in them, and soak it in ink. When you learn how to take ink out of them, which requires a little twitch, they are very good ink bottles and do not spill. My seniors think it below their dignity to have dips, and the consequence is, a constant inking of the desks from the ink bottles. At 2626, speaking of the kicking, he says, "it was "quite a common punishment." That really is an utter fiction. Then, at 2635, he says, "you have "to take them up at eight o'clock and at nine you "have to bring them down and put them in his "room." It is never the case that any senior's books are taken up between eight and nine; they always come to me for repetition; first of all repetition, and then composition being looked over. They only bring one little book and they carry it in their hands.

3578. (*Lord Clarendon.*) At what hour are the books taken up?—At ten.

3579. The error is in saying between eight and nine instead of ten?—Yes. Then he says, "You are "allowed ten minutes when you are watch for break-"fast." Watch is allowed 25 minutes for breakfast.

3580. Unless the whole of this is incorrect, how do you make out that watch can get 25 minutes for breakfast, when he performs these several duties both of working for his senior and being in school?—They all go to breakfast at nine. Then he says, "At five "minutes past nine you are sent out by a senior to go "a good way to shop to get him something." The senior would be himself at hall.

3581. At breakfast?—Yes.

3582. That probably would be the time when he would be wanting these things?—No; because they send *monos.* to get them these things before breakfast.

3583. He says, "It very often happens when you "are watch that at five minutes past nine you are sent

" out by a senior to go a good way to shop to get him " something, and you do not come back till ten minutes " past nine, and if you are not in by the quarter the " second election will not take any excuse. They say, " 'you could have been back if you liked,' and they make you stand up and hit you on the head"?—I believe that to be entirely inaccurate.

3584. Do you believe it to be inaccurate from inquiry you have made since you have seen this evidence, or from what you have known generally?—From inquiry I have made since.

3585. What is inaccurate. That a junior is ever sent out to shop while his senior is at breakfast?—That I believe to be a rare thing.

3586. Do you believe that they all breakfast together and have the same time for breakfast?—No, watch has 25 minutes.

3587. And the others have half an hour?—Yes.

3588. (*Lord Devon.*) Juniors as well as seniors?—They are not compelled to come back any earlier. It is only watch. Watch's duty is to protect college.

3589. (*Mr. Thompson.*) I thought *monos* did that?—No; *monos* is merely during school hours, and watch at other times. *Monos* practically idles during school hours, in most cases.

3590. (*Lord Clarendon.*) How long does a boy perform this duty of *monos*?—One day.

3591. How often?—It comes round in turn to the second election and the captain of the juniors, the liberty boy. It comes round about once in twelve days at present. Some idlers get it too often, I think.

3592. Are they allowed to take the place of others?—It is not always easy to recollect whether the right boy is *monos*. If you say, "I saw you the other day," the answer is, " Please, sir, I am taking it for somebody " else, and he is to take my turn."

3593. Would it not be easy to have a printed list kept, and for that to be inspected to see if a boy does take more than his turn?—It would. The duty is no very great grievance really, but I wish it were abolished.

3594. It is a grievance if an idle boy is able to turn it to his own account, and to shirk the whole day that he is *monos*, so that he will do very little else?—Yes, but you must not confuse watch and *monos*. At 2644 he says, " Sometimes I have been a week " or a fortnight together without having leave out " of college." That does not mean during the regular play hours, it means the short times from half-past nine to ten, and half-past two to half-past three, after breakfast and after dinner. Well, then Lord Lyttelton asks, "What sort of errands were they which you " were sent upon?—To go with caps and gowns to " the tailor's; that was very common; and also going " to the post, and going to Sutcliff's, the confec- " tioner's, and Harvey's. Do you mean that there " was no system of sending letters for the boys?— " No, not in college." We have got a pillar letter box just at the gate. It is not more than a minute's walk to go to the box.

3595. Yes, but whether you had a box close to the gate or at a little distance, it still is an interruption to a boy who is reading?—But they are not sent at reading times. At those times the college is locked up.

3596. (*Mr. Twisleton.*) Still if there was a porter you would prefer it?—Clearly. I am not, however, prepared to say it should be the porter's duty to go perpetually on messages.

3597. (*Mr. Thompson.*) Are you prepared to say what addition to the present servants you would recommend?—I clearly think there ought to be a porter on duty throughout the day. If it is necessary, as perhaps it is, to keep College open, then there ought to be a servant to protect it.

3598. Any other addition?—That would do away at once with watch and *monos*.

3599. It seems according to Mr. Meyrick's evidence that the fires are never lighted except by the juniors?—Because they light them so early.

3600. You suppose they might be lighted by the servants?—In theory. The question is never raised whether they should be lighted, because they are always lighted already.

3601. The grate is never properly cleaned?—It is never cleaned at all, properly or improperly.

3602. He says: "You have to clean the grates of " a morning"?—To rake out the cinders.

3603. (*Lord Clarendon.*) He merely means sufficiently to enable him to lay the fire?—Yes. The bedmakers in cleaning up the room take away the cinders; but lighting the fires is not mentioned as any part of Lloyd's duty.

3604. In college what additional attendants would you have?—In college I think there ought to be a servant on duty to make up the fires, and do such things.

3605. Would you have them for the purpose of making tea for the seniors?—I do not see why there should not be a scout regularly in college. It would not do to have a servant going to and fro perpetually through the door. But then there is no place where he could be. There is no room he could have except the middle room, where there is no fire, so he would be frozen; but there ought to be a place, a pantry as it were, in communication with college, where there should be a man like an Oxford scout.

3606. All the time the boys were in that building?—The porter whose duty it should be in the day to be there as a guard ought to be there in the evenings, and then he should look to the fires also.

3607. Would one servant be sufficient for 40 boys, supposing fagging were done away with?—I should not want to do away with all fagging. There would be no grievance in their getting tea once in the evening. The main troubles, as far as I can make out, from the fagging, have been the getting up in the morning, and the paper. The paper I have done away with, and as to the morning I have made rules such as I thought would suffice. But the question is how to deal with the early call. If you could make a master perpetually go about between four and five you might stop it for the time, and kill him in the process, perhaps, but you cannot work that.

3608. (*Lord Lyttelton.*) Do you not think that boys might have alarums and call themselves in that way?—That is not the difficulty; it is the fire.

3609. (*Lord Devon.*) Would not there be two remedies; one to prohibit boys getting up before that time, and another that the servant should do the calling and the fire lighting?—Yes, if you could have a servant in by five I think that might do.

3610. (*Mr. Thompson.*) If you were constructing the college *de novo*, would you put all the boys to sleep in one dormitory?—No.

3611. (*Mr. Twisleton.*) What would you think the best arrangement of dormitories in a new establishment, if you were free?—I think perhaps separate rooms with proper supervision are the best, but failing that I certainly would not have the body of elder boys in communication with the younger ones. I would cut them off and put, by preference, a master, or if not a monitor, who should have privileges and be one whom you could trust, in charge of the discipline solely of the juniors, and separate the others.

3612. (*Mr. Thompson.*) Would it be possible to put up a temporary screen in the middle of the great dormitory?—The difficulty is the communication with the back way.

3613. (*Lord Devon.*) Could you accomplish that satisfactorily without having an extra building put at right angles to the present dormitory?—I have never yet seen any satisfactory plan.

3614. That would be feasible?—Perhaps.

3615. How would such an arrangement as that be consistent with the taking, if it be desirable, of any portion from the present fagging?—I think myself that fagging is not a thing which is effectually dealt with in any way so well as by providing for those things which are onerous duties being performed.

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3616. By others ?—Yes.

3617. I will ask you a more general question, if you do not object to give us your opinion about it. What is your opinion as to the effect on the nature of the fagger or the faggee of the existence of the system in a modified shape, such as may be said now to exist in boarding-houses at Eton ?—I have answered that in my evidence. I think distinctly, that it is the chief safeguard against a system of bullying.

3618. Therefore you would not wish to abolish it altogether ?—No.

3619. (*Mr. Thompson.*) Would there not be a tendency in the big boys to fag the boys immediately under them, viz., the third election?—I would not separate them altogether, only at certain hours.

3620. You think nothing short of that would be effectual ?—I think so.

3621. (*Mr. Vaughan.*) Do you happen to know of that system being adopted in any other public school of cutting off the younger boys from the elder boys ?—No, I do not, except so far as separate rooms do it.

3622. (*Lord Devon.*) What should you think of a modification of the system of fagging by which each boy had only one master, and was responsible only to one master ?—That is so in theory.

3623. Is it so in theory now. Has not the senior power to fag any junior ?—Merely to send him with messages. That is a general thing which exists in any school. Well, then, at 2654 of young Meyrick's evidence he says, "There is no one to tell you, when you first go into college, what words you are to say." It is the special duty of your second election. It is what he is appointed for, and what he does. Other things certainly he may do which are not so pleasant.

3624. (*Mr. Twisleton.*) A boy would soon learn that ?—Yes. He says you have to use or conform to thirty or forty different set forms of words. There are thirteen or fourteen, perhaps, not thirty or forty. At question 2730 he is asked, "Is it ever the case that boys "deliberately get themselves confined to up school in "order to get off fagging ? No, they dare not, because "the penalty is so great. But the seniors could not "discover whether it was done deliberately ? No, they "could not, but still they would give them a licking "every time."—I think, certainly, the masters would not say, as far as they can judge, that boys ever sought to be kept up school, but it is said that the seniors would give them a licking every time. That is not the fact.

3625. (*Mr. Thompson.*) Can you form an opinion as to whether young Meyrick was right in the description he gives of the deterioration that took place in his *morale* during the time he was in the college ?—To a certain extent I think he was. That is natural if a boy is perpetually brooding over the indignities he considers himself to be subjected to.

3626. (*Mr. Twisleton.*) Or which he has actually received ?—Yes ; what I mean is, that as a matter of fact in all my past experience, I have not found a boy who was anxious to work, unable to work as a junior, but I have found the idle boys more idle.

3627. (*Mr. Thompson.*) Would you call Meyrick an idle boy ?—Not while he was a town boy. I do not know whether this is very lucid in its present shape, but I extracted for the last few years the positions held by the four head juniors of each year in their forms. (*The witness handed in the following paper.*)

Places of four first juniors of the year in Form at Christmas 1856—1862.

The three forms next to VIth are quoted as A, B, C. The numbers mark place in class.

1857.	1858.	1859.	1860.	1861.	1862.
1 A5	A1	*A6	A6	B9	VI Form
2 A3	A8	*A5	A5	B11	A12
3 A4	A9	A1	B1	B8	B8
4 A8	B2	A7	B3	C2	B9

3628. (*Lord Devon.*) But the head junior is exempt from any services which other juniors are called upon to perform ?—That is the curious feature ; that in some cases he was below those who have these services to do. In all these cases, except 1851 and 1862, when the captain stood entirely apart from the rest, and was a boy of far greater ability, in every year the captain was beaten in his junior year at Christmas by one or more who had these duties alleged to be so onerous. Of course if a boy broods over his indignities and does nothing, he will not hold the same position. I quite accept that statement. I think Meyrick had been over indulged at home.

3629. I will put it shortly in this way. What has your experience been as to the comparative efficiency of the liberty-boy at successive elections, and that of the boy subjected to duties from which he was exempt ?—The best answer I can give you to that, is this return of the last six years, and from that it appears that excepting in two years when the head boy was in every way far superior in ability to the others, he was invariably beaten at Christmas by one or more of those who had had those duties from which he was exempt.

3630. (*Mr. Vaughan.*) *Apropos* to that statement, will you permit me to ask you what was the difference between the test of proficiency and ability that made him liberty boy, and that which he was subject to afterwards ?—It is the difference between school work and the challenge.

3631. I ask that for two purposes, first, to ascertain the value of the fact that juniors could beat the liberty boy sometimes in their first year in College ; and, secondly, also incidentally, the value of the system of challenge as a test of attainment ?—There is no doubt that the challenge is in some respects a different test from that ordinarily applied to form work, and for the time it very considerably disturbs a boy's ordinary work in school ; but, as a matter of fact, the captain of his election, though beaten in his junior year, in every case, subsequently regained the position he had held in the challenge.

3632. Do you attribute that to the fact of the other boys subsequently doing less work than they had done in the first year when they were liable to this fagging?—I really cannot now recollect what I saw of each boy's diligence at the time, but it confirms the impression I had before, namely that the system did not, in a case where a boy wished to be diligent and was diligent, prevent his working.

3633. (*Lord Clarendon.*) Do you think that the boys having occasionally to get up so early in the morning, had opportunities for studying in consequence ?—I do, as a matter of fact.

3634. (*Mr. Vaughan.*) Between the several calls do you think, as a matter of fact, he would employ his time in study ?—Yes, a diligent boy would. There would be some seniors who wished to get up at five, and others who wished to be called at six or half-past six. He has only to run upstairs. He knows when it will be, and goes upstairs and comes down again. It is no serious interruption. Then at 2784 he says, "I have been told of two or three "cases of boys who have been so severely and dan-"gerously kicked." I do not believe that any such case exists.

3635. (*Lord Clarendon.*) Of a boy having been really injured ?—Yes. He says he has been told of two or three cases. He does not appear to have known one.

3636. You say he cannot have known the case of a boy being dangerously kicked, but he may have heard of it from other persons ?—I have enquired as fully as I could, and I cannot find any instance of any boy being injured by it. I dare say it would have been a very different thing if young Meyrick had come in as captain, which he hoped to do. It was a great mortification to him being beaten.

3637. (*Mr. Thompson.*) Was he a clever boy ?—Yes. Then "Mr. Scott's flogging," which is talked about here, does not seem to be anything very formidable. What is meant is handing. It is not called flogging,

* Partly absent from ill health.

it is the handing in school. He says, "His flogging " is generally for not knowing your work, and so " on;" that shows what he was referring to. Then at 2812 he says—"The senior would say, 'I am " 'senior myself, and I am perfect master of " 'your body and soul.'" I do not believe any boy ever said such a thing as that. At 2875 occurs the expression—" the junior who could not find " the Bible at the time." It was not the junior, it was the second election who put it there, and who was punished. The junior was not punished at all.

3638. (*Lord Lyttelton.*) Was he so severely punished as is described here?—O'Brien says not.

3639. (*Lord Clarendon.*) O'Brien was the punisher?—Yes. I have not the least objection to ask the boy who was punished. I do not happen to have done it, because, when I questioned him, I did not know about this point.

3640. I think he told us who it was?—I know who it was.

3641. The punisher or the punished?—Both. O'Brien was the punisher.

3642. (*Mr. Thompson.*) He is a very powerful boy?—He is, but the implement was not formidable.

3643. What was it?—A little cane. The thing was a cane about as thick as my fourth finger, and it was partly broken before it was used for this.

3644. (*Mr. Twisleton.*) Do you think it was a proper subject for punishment?—I do.

3645. (*Lord Lyttelton.*) Do you think it involved a moral fault on the part of the boy?—Yes. If there was no book he ought to have left no book, and he would have had an imposition and there would have been an end of the matter. He had no business to put a wrong book.

3646. (*Mr. Vaughan.*) It was a deceit put on the master?—It was a little deceit, and he had no right whatever to expect Mr. Ingram always to have his book. He might come in without his book.

3647. It was virtually saying to the master, there is the book for you?—Undoubtedly. It was a little piece of dishonesty, and I think it ought to have been punished. I feel he deserved some punishment.

3648. You think it was right to punish it because it was a deception?—Yes. If there had been no book there would have been no question of the kind at all. Mr. Ingram, probably, would have noticed it, and might have given him an imposition.

3649. (*Lord Clarendon.*) He says: "He fell on " to a bureau, and staggered out of the room?"—I am told, in the first place, that it was not near a bureau.

3650. Was there a bureau in the room?—There are three bureaus in the room.

3651. Was the room very large?—Yes.

3652. What sized room?—It is the upper election room; a large place. However it would make no difference if he happened to be near a bureau, but as a matter of fact he was not. That is simply hearsay evidence.

3653. Mr. Meyrick's is only hearsay evidence?—O'Brien told me what I tell you. Then Lord Clarendon asks, " Some of the masters were in college themselves? " —Some of them, there is only one though, I think, of " the present set, Mr. Ingram." Mr. Andrews also was formerly on the foundation. Then in 2895 he talks of a senior wanting his bed warmed. That is a thing unheard of.

(*Sir S. Northcote.*) He did not positively say they did warm the beds, but he implied that they might be called on to do so.

3654. (*Lord Devon.*) It is asked, " It is never " done at Westminster now?" And he says " No, I " think not, at least if a senior wanted his bed " warmed," and so on?—Yes; it is a thing unheard of.

(*Mr. Thompson.*) He says you are liable to it.

(*Mr. Scott.*) Then he is asked " Of these five " or six canings how many should you suppose " came from the neglect of offices which ought to be " done by servants?" It is not the case. The canings are for different things. It is the punishment by the second election which was for the neglect of duties that should be done by servants.

3655. (*Lord Clarendon.*) At 2913 there is a question of Sir Stafford Northcote, to which the answer is " They must change the whole thing if they " attempt anything of the sort. There must be an " entire revolution in the thing, because they could " not stop one thing alone; the senior boys would " not stand that at all"?—That seems to me decided nonsense.

3656. Then the masters are able to put down everything they think reprehensible?—To put down any serious evil, but not of course to check every trifle.

3657. Why?—Because they cannot always be present.

(*Lord Clarendon.*) Then the answer that was given is not decided nonsense.

3658. (*Sir S. Northcote.*) My question had reference to one particular point?—He says "There " must be an entire revolution in the thing, because " they could not stop one thing alone." It is just the question of whether a master can be there. If he cannot be there at four or five o'clock in the morning it is very difficult to prevent boys being called at that time.

3659. I should like to put to you the same question that I put to Mr. Meyrick. Do you think, if the masters were so minded, they could put down such a custom as making the boys get up at three or four o'clock to call the others?—I think it is difficult to interfere with the calling.

3660. (*Lord Devon.*) Except by the introduction of a servant?—Yes, to provide the opportunity for boys who wished to work then doing so. He says they could not stop one thing alone. It depends entirely on what the thing was.

3661. (*Mr. Thompson.*) I suppose you would admit that the senior boys have a considerable power of resisting improvement?—Yes.

3662. And a perfect willingness to exercise it?—That might happen, no doubt.

(*Lord Clarendon.*) In answer to the next question of Mr. Vaughan's he says very nearly what you have been saying. He says, " I do not know " whether it could be carried out. If it were it " would be frequently broken through by the seniors " ordering the juniors to do it again. They would " not attend to it much." That is exactly what you say. If there was no master there to superintend, the regulation would be broken.

3663. (*Lord Lyttelton.*) It depends on the boys' feelings?—A good deal.

3664. (*Mr. Thompson.*) There is a proviso in the next answer, "Yes, of course they could, unless the " masters were in downright earnest, and proper steps " taken to enforce their orders." What he meant by proper steps I do not know. Policemen, perhaps?—What would be meant would be to expel a boy for disobedience to their orders.

3665. (*Sir S. Northcote.*) Do you see any difficulty in taking such a course as expelling a boy?—Yes, when the thing done was not in itself a moral offence.

3666. Should you feel yourself at liberty to act on your own judgment in expelling a boy in case of his breaking your orders, or should you be subject to interference from any other authority?—I should be responsible to the Dean in the case of Queen's scholars.

3667. (*A Commissioner.*) In conversation you expressed an opinion as to the Dean's not allowing it?—Yes.

3668. (*Mr. Vaughan.*) When you alluded to the Dean's not allowing it, did you mean to say merely that any person in authority would not allow it, or that there was some peculiar reason why the Dean would not do so?—No. I think I could not go to my superior with a complaint of that kind and ask him to take such a step as expelling a boy from college.

3669. (*Mr. Twisleton.*) Would not that be possible if the offence involved a violation of regulations which

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were intended to prevent a great abuse?—Yes, if the abuse were great.

3670. Would not this compulsory calling be a great abuse which regulations would endeavour to put down?—I do not think it is so bad, or I should have made stricter rules about it.

3671. (*Sir S. Northcote.*) Let us be clear on this point. Of course there are two questions; one is whether it is so great an abuse as some persons think it; the other is whether, if the master thought it was such an abuse, he could practically put it down?—If the master thought it was such an abuse he could practically put it down.

3672. How?—I mean I should have no scruple in dealing with it. For instance, now if I were to find a second election, whoever it was, by the order of a senior, had kicked a junior, I should at once urge the Dean to send him away.

3673. But confining our attention to this calling in the morning, which is confessedly a difficult one to deal with, supposing that you were convinced that it was necessary that some limitation should be put upon it, that a boy should not be called, say before five o'clock, how could you enforce that rule?—By watching, by my going in or Mr. Ingram going in from time to time to see that it was not transgressed.

3674. Then it would be necessary that Mr. Ingram or some other person should get up at that very early hour in the morning?—Plainly.

3675. Without that you do not think it would be possible to stop it?—Scarcely.

3676. (*Lord Devon.*) Practically do you consider yourself as much at liberty to carry out regulations which you may think for the good of the school with regard to the college as with regard to town boys?—Practically, yes.

3677. But theoretically no?—Theoretically no.

3678. (*Lord Clarendon.*) Would it be possible, for instance, to make such an arrangement as this, that a college servant should go in at a certain early hour in the morning, and that if he found any boys up he should report them?—I should not feel any confidence that a servant would report such a thing.

3679. You say theoretically you have not the power of doing as you please with the college, dealing with college boys the same as you would with town boys. Does the power rest with the Dean and Chapter?—The Dean.

3680. Not the Chapter?—No.

3681. Now with respect to these regulations, which you say you might make and which would entail, perhaps, the sending a boy away. If you ever had recourse to any such measure would there be difficulty in settling with the Dean beforehand, certain regulations that might be made for the introduction of reforms and agreeing with him beforehand on the consequences to which the disobedience of such regulations might lead, so that you would have a perfect security that those regulations would be carried out?—The difficulty is really not there, but whether the abuse is such as I should feel myself justified in dealing with, and could defend myself for dealing with in such a way.

3682. (*Mr. Vaughan.*) Am I right in understanding the point of your answer upon that point to have been this, that the boys would take care to put an innocent person forward in the matter so that you would have a great deal of difficulty in punishing for it?—Obviously such a case might arise.

3683. (*Lord Devon.*) I presume when you say the Dean, you mean *a* Dean; any person in the position of the Dean?—Yes.

3684. You have no reference to any individual?—No.

3685. (*Mr. Vaughan.*) If you had to act yourself would you find the same difficulty as you suppose the Dean would find?—Yes.

3686. (*Mr. Thompson.*) I asked the question, "Do "you think they," meaning the boys, "would be sup- "ported by the old Westminsters," and the answer is, "I think so, decidedly." Does that at all affect your opinion as to the difficulty of dealing with these abuses?—That is a delicate question.

3687. (*Mr. Vaughan.*) Do you think that the old Westminsters have a greater power of that kind in school questions from the fact of the school being in London, and their being near at hand, which they would lose if the school were in the country?—Certainly. As to what young Meyrick did in cricket,—because that connects itself with his games,—he played in three matches during the summer. He was put into the eleven after Whitsuntide, when a large number left. The boys' verdict about him is "He was not a good field, being lazy." In the Christchurch match, one innings, Meyrick and another boy, Short, each made 12, all the rest made very low scores. Playing with the Zingari, Meyrick made 1 and 4, the maximum was 13 and 32. He was very low; but in the Town Boy and Queen Scholars' match at the very end of the half, Meyrick made 16, the maximum being 18, in the first innings, so that really he made a good score at the end of his half when his constitution was supposed to be broken.

3688. (*Lord Clarendon.*) Perhaps it might be satisfactory to you and useful to us if you would recapitulate the alterations you have made in the school with reference to these matters which have recently come to your notice, and also such reforms and such assistance in carrying out reforms as you would wish to have in the way of servants?—I will endeavour to put it as briefly as I can. Of course, as it was my duty, I at once made regulations as soon as I had time to inquire into the matter and really ascertain the facts. I made regulations abolishing the system of delegating punishment to the second election, and all kicking, abolishing also fagging between eight and ten. I am bound to say for the senior boys that they have behaved properly in the matter as far as I have had to do with them, and they had a general anxiety to do what was right, I think. Then that no boy should be *call* more than once in the week, and that there should be only one call in a morning, because they had two calls in former times, which was needless. They had one boy, downstairs call, who got up early, and another got up at six for no purpose, for there was a boy up already, below stairs. Then that the supply of pens and paper by juniors to the other elections should no longer continue, and that no boy should be corporally punished for any alleged neglect of college duty, such as fires, and such matters. Then the question was what punishment could be provided.

3689. Provided for what?—For such like negligences, and that I dealt with by another change. The old system was, that there should be station in college for all junior elections between nine and ten—after breakfast, and after dinner—that is the simplest form to put it. At other times station was on the playground, and a boy was required to be there in order that you might know that he was not in mischief. Station is a technical term. Station was in college for the short times, after breakfast and dinner; but the second election had by custom the right of giving juniors leave off this, and then they availed themselves of it to make the juniors do little things for them. "If you do so and so "for me, you shall have leave off," which was very objectionable. Therefore I said, that shall not be the case any longer, but the station in college shall go as watch goes, in rotation through the boys, so that it may always be known who has his station in college; and if a boy is alleged to be guilty of neglect, his second election shall have the power to punish him, by saying, "You have "station in college to-day," which really is no great grievance, but still furnishes a means of punishing.

3690. That is all you did in respect to this sort of reforms and changes?—Those are the chief points.

3691. In what manner have you communicated this to the seniors?—I issued written rules.

3692. And they are binding on them?—Yes; they make a copy of them. The captain keeps that in his book, and he gives a copy to the under master.

3693. They have been received in a spirit which induces you to think that this will be a permanent reform in the school?—Certainly; I hope so.

3694. Will you tell us what you would like in the way of assistance, which I suppose must come from the Dean, for the purpose of carrying out these reforms?—You must provide for certain necessary duties being performed.

3695. Perhaps you will say what the duties to be performed would be which you would transfer from the boys to servants?—I think all such duties as attending to the fires and lighting the gas, and also, to a certain extent, the providing tea and bringing up of the tea things,—at all events, washing the tea things,—ought to be servants' work; and that, furthermore, it ought to be a servant's duty, and not a boy's duty, to be what we call *monitor ostii*,—that is to say, on duty during school hours to see that college is not entered by improper persons; and that there ought to be a person whose duty should be, during all the time that the boys are up, that is to say, from the hour of rising in the morning till bedtime at night, to be upon the spot, with certain duties to perform.

3696. How many additional servants do you think would be necessary to carry out this work so transferred. I think you said first a porter?—My idea was a person like an Oxford scout. I think some place must be provided for him, because I do not think that it would be desirable to have him constantly coming in to and fro through the door of college. He ought to be within the walls.

3697. Domiciled?—Yes, domiciled during the daytime.

3698. (*Lord Devon.*) Would there not be a space between this school and the college doors where the present coal place is?—The boilers and all the things are there. There is a little room by the staircase.

3699. No, I meant the other end?—There is a little room which Lloyd has now, but the truth is that although Lloyd is not satisfied with his salary, I do not think that his duties are by any means constant.

3700. (*Lord Clarendon.*) How much has he?—100*l.* a year in all.

3701. Does it rise?—No.

3702. (*Sir S. Northcote.*) I should like to ask a question about one of the difficulties you have mentioned, about the getting up in the morning. You say one difficulty is the question of the fire. Do you suppose it would be possible without danger to introduce gas stoves, so that the boy who got up could light his fire for himself without any trouble?—Do you mean that it should remain lighted, so that the gas stove should be the fire?

3703. That the gas stove should be the fire for that early hour in the morning, so as to leave the regular lighting of the great fire till the servant was able to come in, and that if a boy chose to get up before the usual hour for lighting the fire that he should light the gas stove for himself?—When I was speaking to the boys themselves that was the first thing that O'Brien suggested. Although Mr. Meyrick abuses him, he has been the one who has come most naturally forward to suggest what might be done to relieve the work of the junior. He said "Could not "there be a stove put up somewhere which we might "manage to light for ourselves?" I never had practical experience of a gas stove.

3704. (*Lord Lyttelton.*) Could not boys, if they wished to do it, both lay and light any fire they chose; they might have the wood and coal there?—You or I could without the slightest difficulty, but it is very difficult to get seniors to do it. Further it is fair to say that if a boy comes down into these large cold rooms, for they are very cold in the winter when the fire is not lighted, and has to begin by laying the fire, he is very likely to get so chilled before the fire burns up that he would not practically get up to work.

3705. (*Sir S. Northcote.*) Do you think that does not apply to a junior?—The junior has a good deal to do, which keeps him moving about for some time, and his turn does not come daily, only at intervals.

3706. (*Lord Clarendon.*) And yet you say between whiles, cold and working too, you think he would read?—I only think so because he has.

3707. Is he not a rare bird that does so?—No; of the elder ones decidedly not. Here is positive evidence that, excepting in cases where there was no comparison in ability, the juniors have been above the liberty boy.

3708. (*Mr. Twisleton.*) Can you explain that fact? There is a little honourable emulation, and the head boy may be employed with his duties as prompter for the play.

3709. (*Mr. Vaughan.*) They like to take honourable revenge?—Yes.

3710. (*Mr. Thompson.*) While the liberty boy rests on his oars?—Yes, and they are put on their mettle.

3711. (*Sir S. Northcote.*) Or is there something in the peculiar preparation for challenges which may a little throw a boy out of his regular work?—There is something in that too.

3712. And it may be that a boy has particularly devoted himself to that particular work of preparing for the challenge and has fallen behind in the class-work?—I have taken the return at Christmas, because that was the time when Meyrick left: and also the challenge had been over sometime, so that I think it is mainly for the other reasons which I have mentioned.

3713. There is another point which was mentioned in O'Brien's evidence which I should like to have your opinion upon. In answer 3017 he mentions a certain punishment as having been used by the under elections towards the boys whom they were helping to get into College, and he goes on to say that the boys who were standing for College had helps, who were paid if they succeeded in getting their boys in, but not otherwise. Do you think that that is a good system, or one that leads to abuse?—This was all gone into when I was examined when you were unable to attend. I do not think it does lead to abuse. It seemed to me a very hard case that a parent who got nothing should be required to pay; and, as a matter of fact, the work had been much harder with the upper boys in the competition than with the lower boys, so that it was fair that there should be some remuneration in the one case and not in the other, but I went on the principle of "no cure no pay."

3714. (*Mr. Twisleton.*) You looked to results?—Yes.

3715. (*Sir S. Northcote.*) I do not want to put the question generally as to the system, but whether you think it does lead to much bullying on the part of the eldest boys?—In no kind of manner.

3716. (*Mr. Thompson.*) O'Brien said the help would "lick" a boy if he was not attentive?—If he did not do his duty he would punish him, and experience would go to show that punishment may sometimes be judiciously resorted to.

3717. (*Mr. Vaughan.*) You do not think they try to win the race often by the spur?—No; the spur of emulation is very strong with boys.

3718. I meant the punishing spur?—No; it was only where a boy was culpably negligent that they would dream of doing that. I did not know they did it.

3719. (*Mr. Twisleton.*) With respect to the servants which you propose, have you made any estimate of the expense which they would involve?—I have thought that an additional man, an additional scout, was required, and I suppose for duties of that kind since wages, board, and lodging would have to be paid, it would be an expense of some 100*l.* a year.

3720. Altogether?—Yes.

3721. For both?—Yes; that is supposing you have a responsible person like Lloyd on duty in addition.

3722. Have you communicated with the Dean on the subject?—No; I trusted very much to what the Commission might do to help me, because it would involve more money, and that is a difficulty.

3723. In fact, as far as the servants are concerned, these evils might be remedied by the expenditure of an additional sum, say under 100*l.* a year?—I think they might.

3724. (*Lord Devon.*) Is it not the fact that however convinced the Chapter may be of the desirableness of incurring this additional expenditure for the purposes to which you refer, as matters stand now it will

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be necessary for them to obtain the assent of the Ecclesiastical Commission?—Yes, but I may say at the same time that when they agreed to propose something to the Ecclesiastical Commission in reference to the tuition fees, not only was no objection made, but Lord Chichester told me that it was granted without the smallest doubt or hesitation.

3725. (*Lord Clarendon.*) I do not see why the Chapter should be so parsimonious, as it does not come out of their pockets?—It does to some extent.

3726. (*Mr. Vaughan.*) Then the Ecclesiastical Commission in fact are more willing to give out of the pockets of the elder Canons than the elder Canons are to ask that the money should be given out of their own pockets?—It comes out of the general fund.

3727. (*Lord Devon.*) I wish to ask you these two questions, I do not quite recollect whether they have been asked before. Two suggestions were made by the committee of old Westminsters with reference to Little Dean's Yard, one is that on the termination of the lease of No. 18, Great Dean's Yard —— ?—There is no lease.

3728. That at as early a period as practicable that house might be either entirely removed or so much of it only left as would provide sufficient space for the free circulation of air over it. Do you attach importance to that?—Very great importance.

3729. What would you do with the site then gained by the removal of back offices on a great part of the site of the houses?—I certainly should wish to make of the site of that house as it stands two fives courts on the one side, and out of the tower, which is an architectural feature that Mr. Scott, the architect, would be very unwilling to sacrifice, I should like to make a school library, a boy's library.

3730. How would you obtain access to that?—By a corkscrew staircase, and there would be communication opened into it with the utmost facility from the landing in my house which would provide for constant supervision, and prevent its being used for smoking, or any such purpose.

3731. What is it used for at present?—It is part of the other house.

3732. Has it ever occurred to you that it would be desirable for the interests of the home boarders to have, as they have now at Charterhouse, a room where they might spend the time between schools?—We have that.

3733. Where is that?—In the new house.

3734. Then there is one other question, which is this. Another suggestion has been made with reference to Little Dean's Yard, namely that it would be desirable to make an opening between the college garden and Little Dean's Yard, so as to promote the free circulation of air on that side; would you think that advisable?—If an additional fives court were provided.

3735. (*Mr. Thompson.*) Not for the sake of air?—For the sake of air, yes; but I feel that the loss of the fives court would be so great that I almost question whether air would compensate for it.

3736. (*Lord Devon.*) Would it interfere with it?—It would altogether destroy one of our only two fives courts.

3737. To go through that coal shed?—It is against that coal shed we play.

3738. (*Mr. Thompson.*) It would open to the east, and that was alleged as an objection by one of the witnesses?—I do not think it should be so low as that a person walking there could look into the garden, but I think if it were about six feet high with a railing, so as to allow a current of air, it would conduce to health certainly. To the removal of the house I do attach the very greatest importance, because our main ventilation comes from that side, and if the scheme which now has been recommended to Parliament, for clearing away Abingdon Street, were carried, out the Chapter would gain some admirable sites on that side, and could build another Canons' house with perfect facility.

3739. Without interfering with the Dean's stables, and the other stables to the south-west?—Yes, that was my scheme.

3740. Now as to the use of College Garden by the boys, what is your view upon that?—They might use it on Sundays; walking there on Sundays. I think it would be a gain. It is very little used. It is used by children to some extent, and by the Canons' families for croquet and such things.

3741. Do you think the advantage that would result to the school from using it on Sunday afternoons would more than compensate any inconvenience which might be sustained by the families of those who at present use it, and who might absent themselves from it if it were so used?—The boys could not be admitted to it without making it a public promenade, because if the door be left open other people will walk in. There are always people wandering about the cloisters. I do not see, unless you give some immediate communication, how you can prevent its being entirely public. That would expose the houses there to robbery.

3742. (*Mr. Twisleton.*) Do you entertain any objection to the presence of home boarders in the school?—We could not get on without them.

3743. You would not object to the number being increased?—No, I should increase it if I could.

3744. If there were reasonable regulations by which the number could be increased you would not object?—No, clearly. Let me say at once, the question of increasing home boarders has always seemed to me mainly to turn upon this; can you, without sacrificing a boy's health and welfare, give what parents want: the mere convenience of their coming to you, being with you for a fixed time, and then going home? I have always said I did not hold that that is the idea of education. I think boys ought to have play hours, and that involves broken school times, and boys being late in returning home in the winter months; that is a great objection and a real objection, and it is that which prevents home boarders from coming to us.

3745. We had evidence from a gentleman who had great experience of schools in London, which went to this point, that in order to have many home boarders you must have the schools begin as late as nine in the morning?—Yes.

3746. Do you see any insuperable objection?—We have the nine o'clock hour.

3747. Do not you begin at eight?—Our home boarders, all who choose, come at nine, and a certain proportion do come at nine.

3748. The regular school work begins at eight according to the returns?—Yes, but those who come at nine do the same work.

3749. But according to the returns the school begins at eight?—It used to do so for all.

3750. (*Mr. Thompson.*) There are a small number who do that?—A good many in the winter.

3751. (*Mr. Twisleton.*) You consider no difficulty really does arise from the hour at which the school begins?—No, but I do consider difficulty arises from the hour at which the school ends.

3752. (*Mr. Thompson.*) Which is what?—Half-past five in the winter.

3753. (*Mr. Twisleton.*) That is the real impediment to the increase of the home boarders?—Yes, and we cannot remove it without sacrificing the midday time for recreation.

3754. (*Lord Devon.*) Did you find the continuance of the school till half-past five of use?—Yes.

3755. In my time it used to end at four or half-past four. Then you go in at half-past two?—No; half-past three.

3756. (*Mr. Twisleton.*) Are you aware whether the hour of ending has always been as late as half-past five?—Always, I think, for the last 18 or 19 years at least.

3757. Are you aware the school hours used to end at either four or half-past four?—In old times, I have always been told, they used to end when it got dusk.

3758. But I presume you have no doubt that if the school did end earlier, the number of home boarders would be materially increased?—Probably.

LETTER from the Rev. H. M. INGRAM, Second Master of Westminster School, to the EARL OF CLARENDON.

St. Peter's College, Westminster,
MY LORD, 18th March 1863.

I HAVE received a copy of certain printed evidence of Mr. Meyrick and his son, given before the Public Schools Commissioners, and relating to Westminster School, and I beg respectfully to call the attention of the Commissioners to the following remarks concerning that evidence.

Mr. Meyrick has laid a charge against the authorities of the College that the internal management of it is entirely in the hands of the boys. He asserts (2490) that "the boys "are perfectly irresponsible;" that a master standing by would have no power to prevent or check any of those enormities which he supposes to be rife in College; and he further intimates that the whole system of fagging is so absolute that if any of the masters were to order a boy to do anything, the boy would only dare to obey if such order did not infringe upon the rules of fagging. I deny the truth of Mr. Meyrick's charge. It is true that fagging is allowed by the masters, and has been allowed in College from time immemorial; but it is not true that either brutal or degrading punishments are allowed or winked at, nor are the masters without the power of superseding all rules of fagging, nor of sending for a boy at any moment; and a refusal to obey a master's order under any circumstances would be considered and punished as an act of gross disobedience, and any monitor or senior attempting to usurp paramount power over the boys would be liable to the severest punishment.

Mr. Meyrick has further asserted that there is not a single moment from January 1st to December 31st in any year when a junior or fag in College is at leisure to do his school duties, or even can sit down to write a letter home. Now leaving out of the question the school holidays, and the weekly leave on Saturday and Sunday, I reply that the juniors practically have without interruption 27 or 28 hours in every week when they are in school and before the master. Moreover they have times and opportunities out of school when, notwithstanding the fagging, they may, if they choose, learn their lessons, especially from 8 to 10 p. m. every evening, during which time it is a gross exaggeration to say that there is frequent and constant interruption from the seniors. Interruptions there may be sometimes, but as a rule a junior has a fair opportunity, if he chooses to use it, of learning his lessons out of school.

In making these remarks I wish it to be distinctly understood that I am not defending every part of the system of fagging in College as it at present exists, nor discussing how far it should or should not be modified; but I maintain that Mr. Meyrick's call for a revolution of the whole system is based upon charges which are not true, and are therefore not worthy to be acted on.

Another instance of exaggeration occurs in Mr. Meyrick's evidence, where he is speaking of the system in College by which the juniors are made the depositories of the stationery, pens, quarterns, &c. for the whole College, and he mentions Mr. Ginger, the College bookseller, as one who could tell some hard stories of juniors spending large sums of money at his shop for extra quantities of goods beyond the usual school allowance. I have made it my business to ascertain from Ginger the truth of this assertion, and he has informed me that though many years ago he might have known of such instances, yet in recent years, and since Dr. Liddell was Head Master, the utmost that any junior has spent privately at his shop for stationery (and there have not been many that have spent anything at all) has been 10*s.* within any year.

But I pass on to Mr. Meyrick's charges of severe and brutal punishments being commonly inflicted by the boys in College on one another; and I observe that notwithstanding Mr. Meyrick's repeated mention of these punishments as being so common as well as brutal and degrading, yet his son, in the five months' experience of College life which he had, could neither say that he had himself ever been subjected to them nor did he ever witness them, except in one particular instance, nor could he even give hearsay evidence of such punishments often occurring in College at all. Indeed, Mr. Meyrick himself told me that his son had no complaints to make of having suffered any such punishments, nor of having been otherwise than kindly treated. As to the masters seeing broken instruments of punishment lying about College, I may have seen broken rackets about the College, but I am not prepared to believe on Mr. Meyrick's evidence that these have been broken by such brutality as he describes, and not in the ordinary games for which they are used. I think it right to say that whatever dissatisfaction Mr. Meyrick had felt with the College system previous to his son's removal, the only intimation I had of it was through the Head Master, and immediately after Mr. Meyrick's son had come into College. I therefore spoke to the latter encouragingly, and told him that I did not think he would be unhappy or unable to work, nor do I believe that he was really unable to work, only that neither he nor his parents liked the system; they gave it from the first a bad name, and hence the issue.

Of one virtue in the College system of fagging I am at least convinced, that it teaches the boys who undergo it to be manly and independent, for although to *have* a fag may be not altogether a good thing, however pleasant, yet to *be* one at Westminster, though not altogether pleasant, is certainly often attended with manifest good, and is not to be condemned in the unwarrantable and unsparing way in which Mr. Meyrick and his son have condemned it, and I sincerely trust that the Public Schools Commissioners may not be induced by Mr. Meyrick's representations to recommend the abolition of a system which has for so long a time been found suitable for the internal government of St. Peter's College.

I have, &c.
(Signed) HENRY M. INGRAM.

The Earl of Clarendon.

P.S.—I shall be happy to answer any further questions in addition to the Head Master's evidence if the Commissioners wish to put any.

The subjoined Correspondence also passed with reference to the subject of the above evidence.

DEAR SIR, Little Dean's Yard.

HAVING become aware that my name is mentioned in evidence recently taken, I venture most earnestly to request that the Commissioners will give me an opportunity of explaining the part which I have taken in the discipline of the school, and the principles which I have asserted and endeavoured to enforce in regard to the relations of boys to one another and to their masters. I invite and pray for the most searching inquiry; not certainly in any spirit of presumption, for my profession is one which teaches a man daily to distrust himself; but because I desire that the whole truth should be known before the verdict is pronounced. May I ask you kindly to communicate my request to the Commissioners.

I remain, &c.
(Signed) J. MARSHALL.

Mountague Bernard, Esq.

Public Schools Commission,
DEAR SIR, 2, Victoria Street, S.W.

IN answer to your letter, I am desired by the Commissioners to assure you that they would be most unwilling to exclude any evidence which could have any material bearing on the questions raised by Mr. Meyrick's complaint. These questions, however, relate exclusively to the system of fagging and of internal government established in college amongst the Queen's scholars, and the Commissioners have seen no reason for extending the inquiry further.

The Commissioners see no ground upon which they could properly examine on these points an Assistant Master having a boarding-house for town boys, and taking no special part in the discipline or management of the Queen's scholars, especially as the evidence which they have already taken upon the subject is very long and full.

I am further to add that the Commissioners are clearly of opinion that the reference made to you in Mr. Meyrick's evidence involves no imputation upon you whatever, and calls for no explanation from you.

I am, &c.
(Signed) MOUNTAGUE BERNARD.

Rev. J. Marshall.

DEAR SIR, Little Dean's Yard.

I BEG to thank you for your letter conveying the reply of the Commissioners to my application. I am much indebted to them for the consideration which they have given to the subject, and the fulness with which they have stated the reasons of their decision, and also to yourself for kindly bringing the matter before their notice.

I remain, &c.
(Signed) J. MARSHALL.

Mountague Bernard, Esq.

Victoria Street.—Friday, 15th May 1863.

PRESENT:

EARL OF CLARENDON.	SIR STAFFORD NORTHCOTE, BART.
EARL OF DEVON.	REV. W. H. THOMPSON.
LORD LYTTELTON.	H. HALFORD VAUGHAN, ESQ.

WEST-MINSTER.

H. A. Hunt, Esq.

15 May 1863.

THE EARL OF CLARENDON IN THE CHAIR.

HENRY A. HUNT, Esq., called in and examined.

3759. (*Lord Clarendon.*) You are surveyor of the property of the Dean and Chapter of Westminster?—I am.

3760. Of the whole of their property?—Yes, nearly all.

3761. I believe you are likewise an extensive land agent?—I am not so extensive a land agent as a surveyor of buildings, and as an architect.

3762. You are well acquainted with the value of property?—Yes.

3763. And accustomed to value it?—Yes.

3764. Will you have the goodness to describe to us, in the first instance, what is the property of the Dean and Chapter of Westminster?—The property of the Dean and Chapter lies in all parts of the country. Some of it is in Gloucestershire, some in Worcestershire, some in Leicestershire, some in Berkshire, and in various other counties in England.

3765. (*Lord Devon.*) Middlesex for one?—Yes; they have a very large property there.

3766. At Chiswick, I believe?—There is no property at Chiswick. They hold a lease at Chiswick, which they underlease. They have really no interest in property at Chiswick which I know of, except that. They have very extensive property in Westminster, as you know. They have a large property in Cockspur Street, large estates in Mayfair, large property distributed about the city of London, and a very large estate at Hampstead.

3767. (*Lord Clarendon.*) Perhaps you could tell us about what would be the aggregate value of that property?—No, I could not give you the slightest idea of that, because the rentals which you may have had from the receiver would not give you any notion of the value, because they are all small reserved rents. It is a very large value.

3768. (*Lord Devon.*) Confining ourselves now to the property in the immediate neighbourhood of the school, about which you will recollect some questions were asked you when we had the pleasure of seeing you at a committee of old Westminsters, will you explain what amount of property there is, say within a mile of the present site of the school?—A part of Abingdon Street belongs to the Dean and Chapter. There are some houses in Poet's Corner which belong to them, and some of the houses in Old Palace Yard also.

3769. On both sides of Abingdon Street?—No; on one side of Abingdon Street, which they have recently acquired by my recommendation, being near the college garden. The Westminster Bridge Commissioners sold their property to pay for the bridge, and I recommended the Dean and Chapter to purchase it. The whole of Tothill Fields belongs to them.

3770. All Vincent Square and the houses on all sides of it?—Yes, there is a very large extent of property there indeed. They have recently acquired by my recommendation the freehold of the Westminster Palace Hotel, and the freehold of these very houses in one of which we are now sitting.

3771. (*Lord Lyttelton.*) The freehold of the building of the Hotel?—Yes.

3772. (*Lord Devon.*) And both sides here?—No, only this side. I recommended them to invest their money in that, and the Vice-Chancellor permitted it to be done, and it is now before the conveyancing counsel.

3773. You recommended that as an investment?—Yes.

3774. Now, as regards the ground which lies between Tothill Fields and Great Dean's Yard, do those streets belong to the Dean and Chapter?—No; the Dean and Chapter have property in College Street and Wood Street, and just in that immediate vicinity.

3775. But not in Dean Street?—Very little in Dean Street.

3776. In Peter Street have they any?—None in Peter Street.

3777. It is not a continuous property from Great Dean's Yard to Vincent Square?—No; Lord Romney has considerable property intervening.

3778. You recollect, no doubt, that, when we saw you in the Jerusalem Chamber, the question of the possible moving of the school to another site was under consideration, and questions were addressed to you with reference to the possibility of realizing a sufficient sum by the sale of certain portions of the property, with special reference to the Vincent Square property. Is there no portion of that property which could be sold without injury to the interests of the Dean and Chapter, supposing it were desirable for other purposes to make provision for the moving of the school?—The question that was put to me at the committee of which you speak, was whether the area of Vincent Square, which is the playground now of the scholars, could be built over, whether that could be sold, and I said that it could no doubt by the aid of an Act of Parliament be sold and built on; but I said then, and I say still, that that would be a very difficult Act to obtain, because I think it would be a breach of faith to all the lessees, not only of property surrounding Vincent Square, but in all the streets leading into and out of it. They have taken those leases on the faith of a great open space being left there of about 10 acres, and to build over it I think would be a great detriment to the rest of the property, and a breach of faith on the part of the Dean and Chapter.

3779. I understood you to say, as regards the streets leading into Vincent Square, that they are mostly if not entirely belonging to other persons?—No, not the streets leading into Vincent Square. All the property immediately surrounding Vincent Square for a considerable distance belongs to the Dean and Chapter. If your Lordship would not mind sending to the Chapter Clerk's office for the plan of Tothill Fields, I could show it distinctly on that.

(The plan was afterwards produced, and the position of the streets referred to explained by the witness.)

3780. (*Lord Devon.*) The houses which are situated on the portion of the property you speak of are held under leases, for which fines have been paid, I suppose?—Except Abingdon Street.

3781. I refer to the property in and around Vincent Square?—Yes.

3782. Are you able to tell us whether those leases contain special conditions providing against building in front of the houses?—They do not.

3783. Is there any legal impediment in the way of building, or is it simply that there was an honourable understanding with the parties?—There is no covenant that that space should be left open, but on the plans which are attached to the leases the boundary is shown as Vincent Square; and I think it may be implied that that was intended to remain an open square. I think possibly the Court of Chancery would say that

there was an implied understanding that Vincent Square was to be left open.

3784. When was that square formed?—I should think that it must have been 40 or 50 years ago.

3785. (*Lord Lyttelton.*) It had not been built upon previously?—No, it was all open meadow and open fields. I perfectly well remember, when I was a boy, seeing it an entire waste.

3786. (*Lord Devon.*) Assuming for a moment either that there is no legal impediment in the way, or that it would be worth while to apply for an Act of Parliament, what would be the probable result of the sale of that enclosure, in point of money?—I stated to the committee at the Jerusalem Chamber that it would be about 20,000*l.*, because I calculated that, under any circumstances, you would have to compensate the owners of property immediately round the square for the residue of their term; and I assumed that if you obtained an Act of Parliament to build over that open space, and compensate these owners of property for the loss of it, you would then probably realize about 20,000*l.*

3787. (*Lord Lyttelton.*) That would be the net balance?—Yes.

3788. (*Mr. Vaughan.*) Have you ever calculated what it would fetch, supposing that no compensation were necessary?—I did calculate it at that time, but it was a mental calculation which was not made very deliberately. The question of compensation is a very wide thing. I put down a certain amount of compensation.

3789. I suppose that your method of calculating was this, first to take what the absolute value of the property would be if it were sold, and then to deduct the loss by compensation?—Yes.

3790. That being the case, do you recollect what your first item amounted to?—I do not.

3791. (*Mr. Thompson.*) It must have been more than double, I suppose?—No, I should think not.

3792. (*Lord Devon.*) What class of houses did you contemplate the erection of in that locality?—The class of houses there do not as a realize more than 30*l.* a year.

3793. You would not look to houses of the calibre of those which are springing up near St. Barnabas Church, and between St. Barnabas and the Thames?—No, the character of the neighbourhood does not admit of that. I am quite surprised to find such very low rents. The houses in Vincent Square do not realize more than 35*l.* a year.

3794. (*Mr. Thompson.*) Are they tolerably good houses?—They are very good and commodious for the class of persons who live in them. I think that a great open space like that rather demands a better class of houses.

3795. (*Lord Lyttelton.*) Are they people of the upper middle class?—Yes.

3796. (*Mr. Thompson.*) The approach is very bad in all directions?—It is not good. Rochester Row is one approach, but it is bad to get at Rochester Row.

3797. (*Lord Devon.*) You think the 20,000*l.* which you have given us would be the full amount?—Yes, I think that is about the amount which might be relied on, if you could use it.

3798. Is the other property in this neighbourhood, which you speak of, circumstanced in the same way; *i.e.*, let on ground rents, the fines having been paid?—Yes.

3799. I think you were consulted also by the Chapter at one time, were you not, as to the probable cost of a site elsewhere for a school?—I gave the Dean an approximate estimate at that time, but of course, as I stated to him, it must be exceedingly vague and uncertain.

3800. Was that an estimate with reference to any particular site?—No, I do not think it was with reference to any particular site.

3801. (*Lord Lyttelton.*) Have they no property on the Thames in the country?—No, I do not remember any.

3802. (*Mr. Vaughan.*) Do you happen to know what the area is that is occupied by the school itself, or by persons so dependent on the school that they would liberate the ground if the school left its present site?—No; I do not know the area of the ground that is occupied by the school, but I can probably give you the information you require. The head-master occupies a house in Dean's Yard, and the head-masters of the school have done so I believe for a very considerable number of years. I do not know whether it belongs to the school or whether the legal estate is in the Dean and Chapter. It is not material now to inquire. The under-master's house in Little Dean's Yard belongs also to the school, having been, I think, left as a benefaction by some gentleman years ago. Those are properties which would be available for sale if you were so minded. They would realize probably 5,000*l.* or 6,000*l.* The only other property which would be available, as I stated to the committee in the Jerusalem Chamber, was the sanatorium the dormitory, and the school. Unless you sold these to the Government for records or something of that kind it would be worth little more than the materials of which those buildings are composed You could not let them. You could not sell the ground, because it is a slip of property lying between the Chapter property and the precincts, so that, in point of fact, if you remove the school the school building proper would be of very little value indeed.

3803. Would there be any way of disposing of it otherwise than by sale that would produce profit?—No; there is no customer, so to speak, for those rooms except Government might choose to take them for records, or anything of that sort, and I do not believe they would. Apart from that I do not know what you could do with them.

3804. Nor of the ground?—No; you cannot appropriate the ground. It has a frontage in College Street of very small extent where the sanatorium is, and then it is a long strip running right through the whole of the precincts; you could not dispose of that; you could not let a stranger in there between the Chapter property and Little Dean's Yard. As I told Lord Devon's committee in the Jerusalem Chamber, 8,000*l.* or 10,000*l.* is the very outside you might expect to realize from what may be called the school property in Dean's Yard.

3805. The school buildings and the ground they stand upon?—Yes, and the masters' houses.

3806. In addition to that, all that would actually be set free by the school moving would be Vincent Square?—Yes.

3807. In the 20,000*l.* did you reckon all Vincent Square and the buildings which you have just been speaking of?—No, the vacant ground only.

3808. Therefore the buildings, you have just been speaking of, of that value, would have to be added to the value of the vacant ground in Vincent Square?—Yes.

3809. That would make it altogether, according to your estimate, 30,000*l*?—About.

3810. To whom do you suppose the compensation would be due?—To the lessees and occupiers.

3811. The lessees and occupiers of houses round Vincent Square?—Yes.

3812. On account of the loss of the advantage of the open space before them?—Yes.

3813. (*Lord Devon.*) What should you say as to the houses on the terrace in Dean's Yard. Are not those houses Chapter property?—They are.

3814. Are not they houses which are to a certain extent in request?—Yes.

3815. And which would probably sell well?—No doubt.

3816. And which might be sold without injury to any other portion of the property?—There is a great indisposition to admit strangers into the precincts of the Abbey as owners of property.

3817. They are occupied now or have been frequenly occupied by persons unconnected with the school?—Still the fee is in the Dean and Chapter. They can

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control the uses of those houses, and they can control also any alterations which the owners or the lessees might desire to make in the external elevation.

3818. Supposing those objections were disregarded, what would they sell for. They are good houses, are they not?—Yes; I suppose on an average they would let at about 150*l.* a year each.

3819. There are five of them, are there not?—I think there are more, but they are all on lease at reserved rents. I take the liberty of suggesting to you a very easy way of getting an income for the school, if that is what you desire—namely, to take the 1,016*l.* a year which is the ground rent payable out of the Westminster Palace Hotel. There you have it in hand.

3820. (*Mr. Vaughan.*) I presume things have never been in such a state as to suggest to the Dean and Chapter the expediency of taking a legal opinion on the point of compensation?—No.

3821. (*Lord Devon.*) When your opinion was asked as to the probable expense of a new site, I presume certain conditions were mentioned to you as those which were considered as necessarily accompanying any site before it could be considered eligible. I gathered from the Dean that you were told that it must not be more than a certain distance from the river Thames, that the soil should be gravel, and that there should be good water of course, and I think you were also restricted as to the distance from London?—Yes; I think I was, but really it is so long ago, and it made so little impression on my mind at the time, that I do not exactly recollect what I did say upon that. Perhaps, if your Lordship recollects it, you will refresh my memory upon it.

3822. I do not recollect the figures. Are you prepared to tell us at all approximately what the amount you gave was?—I think I told the Dean something like 40,000*l.* or 50,000*l.*; that is my impression.

3823. That was irrespective of the buildings, was it?—No, altogether.

3824. Fifty acres were talked of?—Yes.

3825. Fifty acres is more than would be required now, no doubt?—Yes; and besides, if you take 50 acres you would get it at 150*l.* an acre, or something of that sort. That would be 7,500*l.* If you took less acreage the value could be higher, so as to be nearer London.

3826. Do you recollect what buildings were contemplated?—No, it was a mere imagination of the probable cost.

3827. I think you can tell us what was not contemplated. I think boarding houses were not contemplated. I believe it was understood, that supposing the expense to be 50,000*l.*, boarding houses would be left to be built by speculation. That was the idea?—If my memory serves me right, I think I said that the buildings would probably cost 30,000*l.*, and the land 10,000*l.*

3828. I think those buildings only included the master's house, school rooms, dormitory for the foundation, chapel, and one or two others?—Yes, I believe that is right.

3829. I do not know whether your attention was afterwards directed to a particular site?—I do not remember that it was.

3830. A site near Reading?—No, I am certain I did not go to look at it at all events.

3831. (*Mr. Thompson.*) When you speak of 30,000*l.* you mean for the entire new buildings, so as to start it fair?—Quite so.

3832. (*Lord Devon.*) I should like to ask you a question on another point. No doubt you are aware of what the recommendation of Mr. Scott the architect has been as regards the improvements that are contemplated near the Victoria Tower?—Yes, I was one of the commissioners.

3833. You concurred in his report?—I did.

3834. Then perhaps I need hardly ask you what would be your opinion of the probable effect upon the present site of the school, in reference both to sanitary considerations and to other circumstances which affect the agreeableness of it?—I think if Mr. Scott's suggestion were carried out it would be a considerable advantage to the school. There would be a considerable amount of ventilation and fresh air, and I think it would be more public, better seen, and better known.

3835. What do you contemplate doing, then, with the Abingdon Street front of the College gardens?—Mr. Scott proposed to put a cloister there.

3836. That is, on the inner side within the present wall?—Yes; the Thames Embankment Commissioners proposed to put a railing there.

3837. And to introduce gardens there?—Yes.

3838. For the interests of the school I presume it would be better to have the railings?—I think it would.

3839. If this plan were ever carried out, omitting the cloister, there would be a free circulation of air from the river right through into this garden?—Yes.

3840. And more or less complete into Little Dean's Yard and Great Dean's Yard?—No doubt.

3841. You would have a free open space all the way?—Yes.

3842. Which would not only be salubrious but have a picturesque effect?—No doubt.

3843. I do not know whether you are connected with the school in any way. Were you an old Westminster?—No; my sons have been there; one is there now.

3844. Connected as you are with the Chapter, is it a fair question to ask what your opinion is as to the advantage of moving or retaining the school?—My boys have done exceedingly well at Westminster School.

3845. (*Lord Lyttelton.*) Have they been on the foundation?—No.

3846. (*Lord Devon.*) Were they home boarders?—No, they lived at Mr. James'. There is one there now.

3847. Have you any reason to doubt that it is a healthy position?—I have no reason whatever to doubt it. I remember perfectly well, when I was first appointed surveyor to the Chapter, hearing the late Dean of Ripon say that his family, which was a large one, never were so well as when they were in Westminster. I have lived in Westminster all my life.

3848. He was a Canon of Westminster?—Yes, and Dean of Ripon.

3849. You have lived in Westminster yourself?—Yes.

3850. In what part?—In the early part of my life I lived down in the Horseferry Road, opposite the gas works, and my office has been in Parliament Street for many years. I do not live in Westminster now.

3851. (*Mr. Thompson.*) Is Westminster School on gravel?—Yes.

3852. And the Abbey?—Yes, it is all gravel.

3853. (*Mr. Vaughan.*) I presume you conceived it to be a great convenience to have a school like that so close to you when you wished to educate your sons?—An immense convenience.

3854. And therefore you can feel very strongly for persons in the same circumstances?—Yes, and there is another great advantage which I find, that whereas I only pay altogether about 100*l.* a year, my brother's son, who is at Harrow, pays 180*l.*

3855. (*Lord Devon.*) Are you aware whether or not there are many professional gentlemen and others who find a similar advantage to that which you found, and who would lose that advantage if the school were removed?—I do not know many men who have sons there. Westminster is an uncommonly healthy place.

3856. (*Mr. Vaughan.*) It would make your evidence more complete in all points of view if you could favour us with a statement of the value you put on all this property which would be liberated before you deduct anything for your estimated compensation?—I would rather not make a statement of what the calcu-

lation would be, independent of the compensation. It would be very inconvenient, because in the first place the owners of property there would get some notion of what my views were with reference to their compensation.

3857. (*Lord Devon.*) As you have boys at Westminster you can tell us, perhaps, whether there is any point on which you would be inclined to suggest an improvement, with reference to buildings or education, or any other matter ?—I really am not able to give you any opinion upon that ; I am very well content with the results which I obtained with respect to my boys. One is very young, and the other is now getting on in the same profession as myself, and I have great reason to be very well satisfied with the education he received, and the tone which his character seems to me to have obtained at the Westminster school.

3858. There are two points on which I should like to ask one or two questions, but they are points on which you have, no doubt, been consulted by the Dean and Chapter, and therefore, if you would rather not give an opinion, you had better say so. One point is as to the pulling down of the house between the two Dean's Yards, the other was as to the making of an opening from the Little Dean's Yard into College Gardens. With regard to the first, do you think it would be advantageous to the interests of the school that there should be an opening to the Dean's Yard ? —That is a question which I think you put to me in the Jerusalem Chamber. I think if you took down that house you would throw open Little Dean's Yard to Great Dean's Yard. Whether there would be too much air or not I cannot say ; I should think there would. I think there is air enough without it. If you took it down you would have to build another house for the canon ; it is a canon's house.

3859. Must not you anyhow build another house for the canon. Is that house fit for the canon ?—I think it is.

3860. It is very inferior to the other canonical houses — to Lord John Thynne's ? — Lord John Thynne's is the best house.

3861. And Dr. Cureton's ?—Yes. Miss Woodfall used to live in that house. I used to visit her. It is an old-fashioned house, but I think a very good house, and a canon with 1,000*l.* a year would not desire to have a larger one.

3862. Do you think if it was wanted they would allow it to remain, or would they build elsewhere ?— I should think they would not build elsewhere. In the first place they have no funds. They would not think of pulling it down. I have never heard of such a thing.

3863. As to making an opening into College Gardens, does it strike you that that would be an improvement, not only to the appearance, but to some extent to the healthiness of Dean's Yard ?—An opening from where ?

3864. From Little Dean's Yard, where there is now a low building adjoining the dormitory ?—I think it would be an improvement ; it is taking down the entrance to the school in fact.

3865. No, you pass between the entrance to the school and the dormitory ?—Yes. Mr. Scott proposes to take an opening through the little cloister.

3866. (*Mr. Thompson.*) Mr. Scott the architect ? —Yes.

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ANALYSIS OF THE EVIDENCE.

[*** The Names of the Witnesses are in Alphabetical Order. The Figures refer to the Numbers of the Questions in the Minutes of Evidence.]

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HUNT, HENRY A., page 522.

Is Surveyor of the property of the Dean and Chapter of Westminster, a land agent, and an architect, and well acquainted with the value of property; 3759–3763. The property of the Dean and Chapter lies in all parts of the country, and is of large value; 3764–3767. That in the immediate neighbourhood of the school is in Abingdon Street, Poets' Corner, and Old Palace Yard: the Westminster Bridge Commissioners sold their property to pay for the bridge; at his recommendation the Dean and Chapter purchased it; the whole of Tothill Fields belongs to them, together with Vincent Square, and surrounding property; also the freehold of the Westminster Palace Hotel and property in College Street and Wood Street; it was not a continuous property from Dean's Yard to Vincent Square, Lord Romney having a considerable property intervening; 3768–3777. Vincent Square might doubtless be built upon under the authority of an Act of Parliament, but it would be a difficult Act to obtain because it would be a breach of faith on the part of the Dean and Chapter to all the lessees of property about the square, who had taken sites on the faith of a space of 10 acres being left uncovered; 3778–3785. If sold it would probably realize 20,000*l.* after compensation to the lessees and occupiers; 3786–3801. Or with the buildings 30,000*l.*; 3808, 3809. There would be no customer for the School and Masters' houses but the Government, who might use the buildings as a record office; 8,000*l.* to 10,000*l.* is all that could be realized for it; 3802–3804. Further details as to the property near the school; 3805–3820. Probable cost of a new school and site near the Thames, on a soil of gravel, and within a limited distance of London, estimated by him years back at from 40,000*l.* to 50,000*l.*, exclusive of boarding houses; 3821–3831. Should Mr. Scott's scheme for contemplated improvements near the Victoria Tower be carried out, the present site of Westminster School would be much improved as regards ventilation and picturesque effect; 3832–3844. Asked his opinion as to removing or retaining the present school, the witness replies, his own boys have done exceedingly well at Westminster; has no reason to doubt that the position is healthy; has lived in Westminster all his life; the School is built on gravel; 3845–3587. As to pulling down the houses between the two Deans' yards, is of opinion that there might be too much air on the site; 3858–3866.

INGRAM, Rev. H. M., page 449.

Is Under Master of Westminster School; has the Under School under his charge, and also the special charge of the Foundation boys out of school; 1565–1568. The Under School comprises the lower forms to the under and upper third; 1569–1572. His house communicates with the College, and he is able to hear noises in the school, except at the further end; times of visiting the school; bed-time, gas, candles allowed on special occasions after the gas has been extinguished; practice in case of illness in the College; 1573–1587. Was in the College himself for four years up to 1843; recent improvements in the establishment, such as the addition of a new set of rooms, and the studies, the latter he would like to see extended but not to the lower boys; suggests further provision of tables, furniture, &c.; 1588–1611. Thinks the meals generally adequate in quantity and good in quality; but the meat left at dinner is not, since a reduction made since Christmas, sufficient to give a meat supper throughout the College, and a greater number than formerly of the junior boys do not get meat twice a day; representations on this point have been made by the captains; 1612–1629. The boys are not allowed to bring in meat, and he never heard of their doing so, but occasionally they go to shops, though not to so great an extent as formerly; when he first entered on his office many of the boys were in the habit of going out to get their dinners when there was boiled beef in hall; that dinner was changed, and the attendance of the boys has since been more regular; they have beef four times and mutton three times a week; 1641–1648. The beer is of good quality; no one has extra quality except through the matron of the sick room; 1649–1651. Details as to dinner and supper; 1652–1669. Wishes that the College garden could be opened, at least partially, to the College, for instance, on Sundays; 1630–1635. Thinks it would be advantageous to the School to have a chapel, not for the sake of superseding the service at the Abbey, but for occasional services, and to give the masters freer opportunities of addressing the boys; is not in favour of very frequent addresses, but thinks there ought to be freedom of addressing them from the pulpit whenever a necessity occurs, and at other special times and seasons besides the Saints' days; 1636–1640. Approves the present dormitory arrangements, both in a sanitary and moral point of view; 1670–1672. The understanding between the College boys and the town boys is very good, and certainly better than it was in his own

INGRAM, Rev. H. M.—*cont.*

school days; they associate freely in their games; there is no social distinction of any kind; 1673, 1674. There are great facilities for exercise; 1675.

Letter from the Rev. H. M. INGRAM (Second Master of Westminster), impugning various points in the evidence of the Meyricks, father and son, and vindicating the system of fagging as existing in the College, page 521.

LIDDELL, Very Rev. HENRY GEORGE, D.D., Dean of Christ Church, page 393.

Was Head Master of Westminster School for nine years up to August 1855; 1–3. The statutes were carried out to a reasonable extent; 4 and 52 *et seq.* The number of boys has been decreasing during the last 40 years, and under four Head Masters; the place is less open than formerly; has heard his father speak of shooting snipe in Battersea fields; attributes the decline of the school to increased attention paid by parents to sanitary matters; 5–9. Connexion of the school with great families has gradually ceased, and sons of poorer men been substituted; effect of decline on Christ Church has been most marked; in former days Westminster boys supplied Christ Church with some of the best men on the students' list, almost all the tutors were Westminsters, but for many years past this has almost ceased, and there are now no Westminster tutors at all, although the Westminster studentships are much more valuable than other studentships, being in fact as high as from 150*l.* to 170*l.* a year each; 10–14. Westminster boys are examined before Whitsuntide for studentships and scholarships, by three examiners appointed by the Master of Trinity, the Dean of Christ Church, and the Dean of Westminster, and afterwards by those functionaries themselves, and then arranged in order of merit, when the boys who stand first on the list have the option of going to Trinity or Christ Church; the examination is of a severe character, and the boys who pass it are admitted; but from the small number few good boys are obtained, and Christ Church is consequently prejudiced; 15–21. The remedy would be to increase the number of scholars, and this could only be done by removing the School to a better situation; the only other alternative would be to make it a large day school something like King's College School, but this would involve a risk of its entirely ceasing to be a public school in the common sense of the word; 22–24 and 49–51. The objections to such removal are mainly sentimental, but they prevail to a considerable extent; 25–31. Thinks pecuniary objection to the removal not insurmountable; 32–34. Continuance of the connexion of the School with the Chapter of Westminster, a matter for consideration; 35–37. Thinks the authorities of Christ Church would concur in the removal of the school, and that the property on the Foundation would, if sold, provide funds adequate for a new school and site; knows that certain inhabitants of Westminster object to the Vincent Square play-ground being built upon, but if they want the square as lungs for Westminster they ought to pay for it; 38–48. Believes that the portions of the statutes not adhered to are chiefly those connected with ancient forms, and unsuited to modern habits; 52, 53. The statutes *De Stipendiis;* formerly the schoolmaster received a larger sum than the prebendaries; but the division among the latter of the surplus revenues reversed these proportions; the master's income remains at the low sum originally named whilst the incomes of the prebendaries gradually increased to a large sum; the Under Master's position resembles that of the Head Master; the scholars also, but to a less extent, since the scholars were fed by the Foundation, and the food has been more expensive than formerly; 54–73. Thinks it was originally intended that the education of the Queen's scholars should be gratuitous, and the stipends cover it; but from an account kept by a boy of his expenses in the School (preserved in the "Alumni Westmonasterienses"), the practice of paying fees to the two masters prevailed as early as Busby's time, and the fees have gradually increased up to 17 guineas a year; 74–78. In 1846 there was, to some extent, a restoration of the statutable privilege of the boys by the abolition of the charge of 30*l.* a year for breakfasts in the boarding houses, and the only remaining exception to the entire restoration is the continued charge of 17 guineas for tuition fees; 79–84. Revenues now under control of the Ecclesiastical Commissioners; 87–91. The present Chapter have dealt liberally with the scholars; 85–87. Number of Foundation scholars is 40; the number has never been increased; from 1841 to 1847 there were less than the statutable number, because there were not in the School boys of a year's standing as candidates to supply their place; the subject pursued; 92–100. Not having the statutes he did not inquire whether the parents of boys admitted to the Foundation were in want of assistance, but followed the custom of his predecessor; 101–103. Visitation of the School and examination of the boys; "challenge" and "helps" explained; opinions

LIDDELL, Very Rev. HENRY GEORGE, D.D.—*cont.*

as to the effect; 104–126 and 133–142. The Westminsters who go to Oxford work very hard and are extremely well-conducted, but few of them are of ability to gain the highest academical honours; does not think this could be remedied by internal reform; the prizes are quite sufficient; 127, 128. Is unable to say whether the Charterhouse school distinguishes itself more or less than Westminster; 129–132. A system of private tuition, akin to that at Eton, formerly existed at Westminster; he abolished it; gives his reasons for doing so; when he got to Christ Church he found himself, as a Charterhouse man and not having had the assistance of a private tutor, able to answer questions in grammar better than most of the men in the lecture; 143–167. No boarding houses are kept at Westminster except by the masters, but the benefits of the moral superintendence of the boys are obtained as fully as under the private tutors at Eton or Harrow; none of the boarding masters had more than 30 scholars, most of them had less; 168–172. Thinks it might be desirable that boys intended for the army should receive particular instruction at school instead of being taken away and sent to special training establishments, if the examiners for the army would name the subjects to which the boys should devote their attention; the boys who obtained the highest marks at Woolwich, at the last examination, were from Cheltenham, where there is a special department devoted to such subjects; 173–184. When Head Master at Westminster he introduced a special service in the Abbey for the boys, at 8 o'clock in the morning, on the first Sunday in the month; thinks it desirable for the master to have an opportunity of addressing the boys specially; and is not sure that addresses at intervals do not produce more impression than addresses delivered every Sunday; 185–189. Qualifications for matriculation at Christ Church are not very high; they consist of a knowledge of portions of one Greek and one Latin book, Greek and Latin grammar, the tolerable writing of Latin prose, a knowledge of arithmetic, to which he would like to add two books of Euclid. (*Lord Clarendon.* You might make out a stiff examination from that.) Without making it stiff there are a great many who cannot pass; last week he rejected nearly half of those who offered themselves; speaking generally the best prepared boys come from the smaller and less fashionable schools; the large majority of the average boys from the great public schools are from Eton, where he thinks the temptations to idleness are greater than in other schools, and this he supposes is the reason of the Eton boys being not so well prepared; 190–217 and 241–255. The average scholarship of the undergraduates of the University has of late improved; though there may be a slight falling off in Latin, the Greek is better, and education, on the whole, better; 218–223 and 251. Greek might be advantageously somewhat deferred; 224–228. And the learning of Latin and French be taken together; 229, 230. Physical science and junior studentships; 231–240. The present state of Westminster is good, except in point of numbers; greatly desires a larger number to choose from; 255.

LUPTON, Rev. JAMES, M.A., page 444. Mr. JAMES TURLE examined with him.

Has been minor canon of Westminster 33 years. (*Mr. Turle:*—Has been Abbey organist 31 years). Does not know whether the education of the choristers has ever deteriorated, but has always considered that the Dean and Chapter are responsible for the education and bringing up of the choristers, and believes that by the statutes they are considered as part and parcel of the College establishment; at page 92 of the statutes it is provided that they are to be taught by the master of the choristers until they are found fit to be admitted into the School; after they have been taught the eight parts of speech they are to be admitted into the grammar school and taught two hours a day by the master; the master of the choristers is to teach them not only music but grammar; the statutes framed in the time of Queen Elizabeth contemplate that the choristers were to go to College and that they and the sons of the tenants were, *cæteris paribus*, to be preferred, both as to becoming King's or Queen's scholars, and going to the University; 1393–1395. Was himself a chorister at York; went to the grammar school there and asked leave to learn Latin when he was 14; this was granted, he learned Latin and Greek under Mr. Grayson; he worked very hard, and this was reported to Dean Markham, who asked what he wanted to be, and on being told that he would like to become a clergyman, made provision for his going to Christ Church; at the age of 20 he went, and after matriculation was examined in Greek by the present Bishop of St. Asaph; succeeded in being placed in the second class mathematics; 1395–1410. Does not think the condition of the Westminster choristers has deteriorated in his time; they were formerly granted a free education in Westminster school, and Mr. Turle sent his three boys there. (*Mr. Turle:*—In 1848 a school was established by Dean Buckland, for the choristers, somewhat on the national school system, where the present master, one of the sacrists and master, different from a master of a grammar school, teaches the boys their own language, with writing, arithmetic, and the Latin grammar; the choristers were then excluded from the grammar school by a regular order of the Dean and Chapter; this has altered the character of the class of boys sent as choristers; the parents were dissatisfied with the new education and wished

LUPTON, Rev. JAMES, M.A.—*cont.*

to avail themselves of Westminster school, but were not allowed to do so; his own sons being in the great school before the choristers' school was established were allowed to remain; many of the choristers feeling a difficulty in filling up their time between the morning service at 10, and the evening service at 3, would frequently be idling their time about the street, and the new school was established for them by the Dean and Chapter from a very good motive; 1414–1445. Thinks that if Westminster school was too inconvenient, and certainly the service of the church interfered a good deal with school hours, a clergyman, a man of classical attainments, ought to have been appointed to superintend their education as had been done at St. Paul's; 1446. No apprenticeship fee or superannuation allowance was provided for the boys when they lost their voices; they were merely discharged from the choir and left to shift for themselves; 1447–1449. Before 1848, those of the choristers who did not go to Westminster school went where they could, perhaps to evening school; he taught them nothing but music, and that was for an hour a day in addition to the Cathedral services; they were admitted by him, the selection being necessarily from the boys with voices fit for the office; they were generally the sons of tradesmen, clerks, and people engaged in commercial houses, above the class of mechanics, and in former times he had had sons of men with incomes of from 400*l.* to 600*l.* a year; 1450–1460, and 1494–1496. A sort of commercial education, something above the national system was what the parents would wish, together with some kind of provision when the voice fails, such as an apprenticeship; his own desire is that they should have a classical education as was the case at Magdalen and New Colleges Oxford, where they had also the prospect of scholarships in the University; he would return to the old system of admitting them to the great school, and make their attendance compulsory; 1461–1466. (*Mr. Lupton:*—By the statutes they are required to be in the great school two hours at the least. It was contemplated that the choristers should be resident, and have their meals, and wear the same dress as the scholars; 1467–1476. (*Mr. Turle:*—At present they have to pay for their surplices and washing, and they have an allowance of the Easter guinea; they do not pay for the school; witness holds the office described in the statutes as *magister choristarum*, but his duty is to teach them singing and the rudiments of music; 1477–1491. Has always been an advocate for the choristers going to the great school; the parents rarely acceded to his wish, and their attendance at that school became a nullity; believes only five ever did attend; but if it were generally known that the choristers would be educated in Westminster School, he believes that professional men would only be too glad to send their sons to the choir in order to obtain a good classical education; did not wish his own sons who were choristers at the time of admission to the school to go to a University, but he remembers one of the choristers taking a degree at Cambridge, and afterwards becoming organist of Trinity College; 1492–1506. His sons partook of all the advantages of education which the School conferred; their attendance at the Abbey scarcely interfered with their school duties, though it might with their play; 1507–1517. The subject pursued and opinions reiterated; 1518–1554. Teaches the Westminster boys music, not officially as organist of Westminster Abbey, but when he could get a sufficient number to form a class; thinks he has not had a class for 12 months; has no class now; teaches singing only, with the common rudiments of music, not the theory of music, and consequently not the construction of chords; 1555–1564.

Corrections of evidence contained in a letter, page 449.

MARSHALL, Rev. JAMES, M.A., page 452.

Has been Senior Assistant Master of Westminster School for 16 years, and has been in charge of his present house nearly all that time; 1676–1679. Explains his practice, as master of a boarding house, in reference to the lessons of his pupils; when the younger boys are assembled after tea, between 8 and 9 in the hall, he goes in and assists any new boy who finds a difficulty in understanding his work; he has now a boy from Mexico to whom he is obliged to give attention in the very elementary parts of grammar; to another deficient in Euclid he would give a little help; from 9 to 10 he looks through the exercises of the boys in his form; and if he finds a mistake indicates within a certain limit where the boy can discover it; 1682–1686. Thinks the system of private study could be advantageously introduced, or re-introduced, into Westminster, especially in the Sixth Form; 1687–1680. Ordinarily 5½ hours is the time occupied in school in a day; that is a long strain, but it is difficult to arrange otherwise; in other schools a great portion of work is prepared out of school, and the boys go into school to say what they have learned; but he is not prepared to express a preference to that system over that in use at Westminster; does not think that a master's time would necessarily be employed with more effect in pupil room where boys are not classed, than in school where they are; 1691–1694. At present there are seven masters at Westminster, not including the arithmetical masters; 1695, 1696. The mathematical master assists the French master, who himself gives 2 hours a week to each form, 8 in all, 1697–1700. Is not satisfied with the studies at Westminster school as regards composition; the demand for definite knowledge at examinations is so great

WEST-MINSTER.

MARSHALL, Rev. JAMES, M.A.—*cont.*

that there is a constant tendency to encroach on the time devoted to composition; still the scholarship at the school has been greatly improved during the last 16 years, and when the boys remove to the Sixth Form they are in a condition to fit them to become good scholars, and generally are well-grounded in Greek syntax; when he first joined the school it was an idle place, now it is much more diligent; if the distinctions obtained in the University by Westminsters are not more numerous than they were 16 years back, it may be accounted for by improvements elsewhere and by the foundation of additional schools; 1701-1717, and 1725–1731. Has heard from the Head Master that the less industrious boys prevent the rest from doing their work in the form; but has not witnessed it in his own part of the school, the remove next to the Sixth Form; steps have been taken to remedy the evil; 1718–1725. The recently restored scholarship exhibitions for Wales and the diocese of Lincoln are gained by perfectly open competition; very good boys compete, and the prize is generally gained by a Welch boy; would object to diminishing the number of the prizes and increasing their value; gives reasons; 1726–1746. Occasional vacancies occur in college from boys taking different directions in life, and not waiting for election to the University, and these he would fill up by competition from the whole school, regardless of age or length of residence; at present the præ-electi, those who have obtained places in the challenge, are taken; 1747–1755. Gives special reasons in favour of a preponderance of classical teaching in public schools.

MEYRICK, WILLIAM, Esq., page 475.

His son, now 16 years old, after having been for some considerable time with Mr. Westmacott, a private tutor, in London, who spoke of him in the highest terms, went to Westminster two years ago, was put into the under fifth, and having in a year and a half obtained his head remove on every occasion, he went into College last Whitsuntide; 2476–2478. He distinguished himself on the occasion, and was presented with the head boy to the Dean; 2511. While at the school he was delighted with everything; he fagged there and laughed at it; but in college the whole thing was changed; 2480. The College being in the hands of the boys, apart from the masters, a system of slavery prevails from morning to night of the most irritating and oppressive kind; 2485. In fact the junior boys have not a moment to call their own; 2487. At the time he entered the college his son was a fresh-looking fellow, in capital health (2507); he was in the "eleven," and obtained the largest score on the Westminster side when playing against Christ Church; he also carried off prizes in the athletic sports; 2575. The witness read from written statements of his son a lengthened detail of what is required from a fag and the punishments and bullying resulting from breaches of the orders of the seniors; 2476–2585, and which he designated as degrading and brutal; 2485. The result was that his son's spirits became depressed, his health failed; 2520, and he was sent to Brighton; 2507. At last witness wrote to Mr. Scott requesting that his son might be remitted from the College to the School; and Mr. Scott not assenting, at the same time stating that his son was likely to achieve distinction, 2478, he, on the previous Friday, took him from Westminster, 2479, and placed him in King's College; 2491. He had heard old Westminsters speak of the frightful things which took place in their time at the College; 2543. He thought the charge for servants excessive; in the last half he was charged 4*l.* 4*s.*, which, for 40 boys, would give for the year 336*l.*, but no servants or next to none were kept at the College; 2579. Does not think that the boys who suffer from fagging receive any counter-benefit in the shape of protection against others who would bully them; 2582, 2583.

MEYRICK, Mr. W. S., page 484.

Went to Westminster School after Christmas 1860; was a town boy a year and a half, and went into the College after the Whitsun holidays of 1862; he was there five months, and then left and went to King's College; 2586–2593. His father removed him in consequence of the system pursued at Westminster; 2594. Describes in minute detail a day's fagging from three in the morning till bed-time; 2595 to the end of his evidence, 2944. Similarly describes punishments for infraction of duties as fag; a fag is responsible for his senior getting up in time; the master is often called, and not getting up in time would complain of not being dragged out of bed; if the fag pulled him out he would generally have a boot thrown at his head; 2601–2605. If the fag were a moment behind the exact time at one of the cubicles he might get a licking; 2609. If the dip (a small inkstand supplied by the fag) were not in perfect order, the senior would shy it over the wall, or give it back again, saying "I shall send you into the washing place by "my second election"; in the washing place there is a sink, about the height of a table, on which the fag has to place one of his legs while the second election runs at him and takes as many kicks as he likes; one boy said it nearly did for him altogether; it is a common punishment, but witness escaped it; 2622–2629. This is called "tanning in way"; the punishment is dangerous; 2778–2790. For being in late from an errand, although earlier return is impossible, the fag would be punished by having to stand up with hands down while the senior hits him with the open hand backwards and forwards as long as he likes; 2635 and 2774. If the actual words required by custom in asking for orders are not used, the senior will pitch into the fag; 2 653. If kept up school between half-past 12 and 2, the boy has to ask permission to be off "station in green," of "institute" and "monitor of station"; the first would give permission, and the second, with perhaps a cuff of the head; if kept up school the next day the monitor would say, "Go and "fetch the racket," and with the wooden racket would give the fag five or six cuts over the calf of the leg, or poke him in the stomach; if the fag did not ask permission of the monitor he would be half killed; 2714–2726 and 2777. If a senior goes to his room and finds no water in his basin he may make the fag kneel and strike him with the racket or kick him; 2769, 2770. Another form of punishment is "touching toes"; the fag has to stand up, then go down without bending the knees while he receives a leathering with a cane; if he tumbles over he has to stand up again; has seen it inflicted; 2771–2773. Another punishment described: the boy has to put his hand on the table and receive a stroke from the sharp end of a college cap or a paper knife; saw a boy scarred in this way; this might go on ten or a dozen times; 2774–2776. Fag required to clean the grates of a morning, not to blacklead them; 2666–2668. Also required to empty basins and slops after nine in the evening; 2676-2677. Fagging interferes with the fag's learning; he has not time for his school work; 2682–2685. Still he gets punished for not doing it; 2688–2692. Fell off in his learning; 2736–2738. Did not suffer bodily from the punishment he received; but he suffered greatly in spirits, and went off to bed on Saturdays as soon as he got home; boys would feign sickness to get away from the fagging; 2795-2808. Expense of providing the knives, paper, pens, pencils, &c. required of the fags would be 2*l.* or 3*l.* a quarter; 2701–2713. Does not object to the fagging, but only to brutal treatment; 2739–2744. Punishments among the town boys; 2745, 2746. The fagging in college considered a degradation by the juniors; 2747–2753. How punishments were inflicted by the boys; 2756–2759, 2809–2812, 2828–2835, and 2855. Practically no appeal; 2811–2817. Fagging at games; 2816–2822. Bullying; 2823–2827. Formerly won prizes for athletic exercises, but he obtained only one after the fagging; 2837–2852. Fighting; the "milling green"; the upper forms do not fight; when the lower fight the combatants must be in the same election; 2853–2872. A junior having placed on the table a Greek Testament, when it was his duty to place a Bible, was told to fetch a stick for the monitor, who then made him touch toes, and beat him over the back till the stick broke, and the boy then fell on to a bureau, staggered out of the room, and the next morning was in a dreadful state; this punishment created great terror among all who were liable to it; the seniors did not think it excessive; and one would not interfere if he did; nor would the Master; 2875–2890. Does not know how far the Masters were cognizant of what was going on; but fancies they must know something about it; the Masters did not want to know too much; 2890–2891. There seems to be a tradition in the school that things were worse in old times; warming beds; 2892–2895. Cooking; preparing toast and coffee; 2896–2906. If a great deal of the laborious fagging were transferred to servants, the amount of bullying and irregular fagging would not be intolerable; only two servants at present for 40 boys; some of the canings would cease if the rough work were done by servants; doubts whether the Masters could put down the custom of the boys getting up at 3 or 4 in the morning; there would be a tremendous row about it; if it were carried out he doubts whether the prohibition would not be broken through; 2907–2917. If calling "election" were prohibited and the senior were ordered to call by name a particular boy whom he might want to send out every one of the upper boys would be up in arms against the alteration; does not think one thing alone could be put down; the whole system must be altered or nothing would be done; 2918–2920. Repeats that he does not object to proper fagging, such as the town boys at Westminster have and the boys at other public schools, but the whole thing ought to be under the guidance of the Masters, not the boys; believes that his feelings are shared by the boys generally, but that if questioned on the subject they would be afraid for their lives to say anything against the existing system; he felt himself perpetually insulted and degraded, not for instance at being sent out to a shop, but at the mode in which he was told to go and fetch things; the "election" grievance minutely described; 2921–2929. Was 14 when he went to Westminster; had previously been at two schools, where there was neither fagging nor bullying, but the schools were only day schools, and till he went to Westminster he had no experience of school life in which the boys are together without the surveillance of a Master; 2930–2939. Putting aside the junior election, the other three elections in the College supported the existing system; but one of the seniors admitted to him that some of the punishments were most brutal, especially the "tanning in "way"; 2940–2942. Would have had a worse time in his second year than in his first, because he would have had the lickings of seniors for not enforcing the system on his juniors, and that he could not have done; some boys who were with him in junior election had told him that they had resolved not to carry out the system in their second year; the learning is

MEYRICK, Mr. W. S.—*cont.*

stopped entirely for one year, while a junior, and is not much better during the second; 2943, 2944.

A written statement of this witness is embodied in the evidence of his father, W. Meyrick, Esq., page 475.

MURE, JAMES, Esq., p. 424.

Was a Queen's scholar at Westminster School, 884; and left it in 1817; 890. In former times nothing was taught at public schools but Latin and Greek; education was confined to grammar; there was a simplicity about the whole which tended to initiate in a lad habits of self-confidence; the authors that the boys had to read were studied solely with a view to construing and parsing. At 14 they got into the shell and the Sixth Form; and then, independently of the form work, every boy was expected to enter on a career of private study and to ask the Head Master's permission to read particular books; the Head Master watched over their private study, and about once a fortnight everybody in turn was minutely examined; the result of this was that while still a boy he had read the Æneid twice over, the Iliad and Odyssey twice over, Xenophon's Anabasis, the Cyropædia, Sophocles, twelve of the tragedies of Euripides, the Tusculans of Cicero, and Sallust; now the greatest extent of Homeric reading for a boy seems to be to get through four books of the Iliad; he thought the old system a good one, and that any one desirous of advancing himself under it could do so. (*Lord Lyttelton.*—Who was the Head Master?) Dr. Carey. A like system then prevailed at Oxford; and he thought the lecture system had done much mischief; there were many boys who did as well as himself; of the seven highest at his election, five gained university honors, and one of those who did not might have done so had he tried, for he was as good as the best; there were one wrangler, one first in classics, one in mathematics, and one boy who gained every prize at Oxford; 885–889. (*Lord Devon.*—Is this system of private study entirely abolished?) Yes; thinks it was done by Dr. Williamson; concurrently with this the school-work was augmented, but there was not so much Greek and Latin; more of arithmetic and Euclid and less of the classics; 900–905. Westminster does not carry its head so high at Oxford as it used to do; 906. Would revert to the old system both at Westminster and Oxford, to a modified extent; does not think the system of private tutors essential to it; 907–911 and 916. In his time geography, history, the mathematics, and modern languages were not studied at school; all that was left to the university, private study, and travel; 912–915. To the projected removal of the school to another locality he is strongly opposed; is a great apostle of the *genius loci*; attributes the decline of the school in some degree to the dilapidation of the building, the forbidding appearance of the locality, and the want of proper accommodation; 916–920. Allowing boys to be at home from Saturday afternoons to Monday mornings was a great convenience, to those living in London in particular; 921–925. Another advantage of the present locality is its vicinity to the Houses of Parliament and the law courts; 925. There is nothing specially leading to immorality in the locality that he can see; in fact the attractions of London are so numerous that boys scarcely get into mischief in the purlieus of the town; 925–927. Should the suggested removal not take place, one of the leading features of the improvements should be the throwing open the College gardens; he would throw College Gardens and Little Dean's Yard into a quadrangle and substitute some nice buildings for the mews at present existing, cutting off small portions of the gardens for the use of the people who live in the houses; taking down Woodfall's house, and thus enlarging the communication between Great Dean's Yard and Little Dean's Yard would be of importance; 928–938. If the School should increase, there might be a difficulty in procuring additional boarding house accommodation; but perhaps a house might be obtained in Victoria street; 939–942.

O'BRIEN, Mr. GEORGE THOMAS MICHAEL, page 495.

Will have been at Westminster five years at the end of the half; was a town boy a year, and then nearly four years in college; the first year a junior; 2945–2948. Details of a day's fagging from morning till night; 2949, *et seq.* Three times a fortnight had to rise at half-past three, and light the College fires; 2950. Fagging at cricket and rackets; 2959. Seniors' slops to empty in the evening; 2965. The fagging still leaves the junior time for his lessons; 2966. Felt no bad results from the fagging; he got his remove into the sixth the half he was junior, and this he ascribes to the work he did on the mornings he was up early; 2967–2976. When a junior did not do his duty to the satisfaction of his senior, he was not always punished; he might have his ears boxed (buckhorsing); this would sting at the time, but did no permanent injury; 2977–2982. Tanning, inflicted only for breaches of discipline, with a stick or racket; never remembers a junior being tanned; tanning is wrong; remembered a general tanning of juveniles for not supplying sufficient stationery; kicking is according to theory, but in practice he never was kicked, and never saw kicking but once; the kicking has become obsolete; 2983–3013. Other punishments inflicted by "helps" for negligence; 3014–3027. Help is paid if his boy gets into College; 3024–3035. Punishment of the second election by seniors with a stick or racket; has seen the thrashing very severe; once saw a stick broken; it was not on the boy who put a Greek

O'BRIEN, Mr. GEORGE THOMAS MICHAEL—*cont.*

Testament on the table instead of a Bible; 3036–3042. Was not prepared to say that a junior's time was incessantly interfered with by calls of "clock" and "election;" there is a good deal calculated to waste time; putting up an extra clock so that every boy might see the time for himself would obviate the waste caused by the fag having to answer calls of "clock;" 3043–3081. If there were more servants in college, or if the servants were made regular in their attendance, it would be easy to dispense with much of the fagging; much of it is properly servants' work; 3082–3089. Fagging by the early "calls" described and defended or apologised for; 3090–3115, and 3166–3168. Bullying; a curious instance of bullying; a boy smoked in a cupboard, and the smoker expelled; 3116–3127. Provision of stationery by stationers detailed; the attendant expense; nothing like 1*l.* or 2*l.* a half; 3128–3148, and 3152–3158. The fag obliged to keep his stationery bureau open; 3149–3150, and 3159–3165. Attention required to verbal exactitude in taking orders; 3173–3184. Asking leave of boys to go out; power of monitors; it has not diminished; the practice silly rather than inconvenient; the seniors might abolish it; 3185–3205. So they might "call" and "election;" no modification made in his time; 3206–3211. Liberty boy; 3212–3215. Thinks juniors are not more worked than servants would be if fagging were abolished; 3216. Did not suffer physically or morally from being fagged; was perfectly happy; did not feel depressed or degraded; 3226–3228. Was happier as a colleger than as a town boy; 3229–3237. Details as to relations of second election with those above and below; a second election may be punished for the fault of the junior; thinks this objectionable; 3238–3255. Never knew an instance of seniors as a body remonstrating or interfering with a severe or tyrannical senior; has never seen a severe or tyrannical senior; if there were such, the interference would probably take place; no recognized right of appeal by a junior in such a case; bullying may happen, and whether it would be interfered with would depend on the set there might be in the College; no rule on the subject; 3256–3274. Thinks the fagging at Westminster on the whole more severe than at other schools; 3275–3276. For a junior to lose a whole year at 15 or 16 years of age is a grievance; the remedy he would suggest would be to relieve the juniors altogether from calls between 8 and 10 in the evening; more servants would ease the juniors; 3277–3281. Objects to easing the juniors by joining the second election in fagging even in a mitigated form; 3282–3287. Is going to Cambridge and has nothing else to suggest; 3288–3291. Occasional intercourse between the seniors and the masters; 3292–3295. Master has a knowledge of the system of the School, but only such knowledge as he obtains by complaints or by questionings; 3296–3302. Preparation for the "play" takes up so much time as to oblige the boys to work extra hours in the morning, if they want to keep quite up to the mark; 3169–3172.

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Concurs with Mr. Mure that the abolition of private studies was a blow to the School; 943–944, 949–962, and 979, 980. Dr. Goodenough effected a great improvement in the School by introducing the study of geography; mathematics introduced in 1828, at the end of which witness left; 945–947. In his time Hebrew was taught, and really efficiently taught; many boys could read the Psalter in Hebrew; 948, 949. Approves the introduction of French into the School; French is so useful that parents wish to see boys make progress in that language, even though they do not make so much progress in Greek in consequence. A boy who knows the Latin grammar thoroughly, possesses the foundation of all grammatical knowledge, and consequently the foundation of all modern languages; and even those who hold that the knowledge of modern languages alone is actually useful in life must know that nobody can learn any modern language so easily as he who is thoroughly conversant with Latin; 949. Has a son at Westminster on the point of leaving; he is captain of the School; witness is a great advocate for full play hours; nevertheless, he has desired his son to translate out of school hours one of the Georgics, and compare it with Dryden's translation; and this, although he is not a strong boy; 958–964. Expects that the boy will be thoroughly acquainted with Latin and Greek; he has had the good fortune to be under a Head Master, to whom Westminster has been much indebted; 965–966. It was the practice at Westminster, in his own time, to prepare lessons in school; at Eton the practice is to learn them out of school and repeat them in; thinks the Eton plan the best; 966–968. His son was a half boarder for some time; coming home at night for a delicate boy is a good thing; but the boy prefers staying at school; approves of the civilizing and harmonizing effect of the boy being at home on Saturday and Sunday; 969–977. His son has never complained of bullying at school; 977–978. Does not remember any boy reading so much as described by Mr. Mure (*see* 885–887), but remembers a boy reading several books in the Iliad and in Virgil, and a portion of Cicero in private study, besides studying particular treatises, of which he was fond; 980. Approves of the system of election and "challenging" peculiar to Westminster; 980–981. Is satisfied with the recent improvements introduced into the School; 982. Has heard occasional complaints as to the quantity and the quality of the food, but no definite charge has been made, and on the whole he thinks the comforts of the

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boy have been greatly improved; 983, 984. Recreation grounds in Dean's Yard and Vincent Square are very good; believes the College gardens were originally designed for the use of the boys entirely, and not, as now, merely on the three election days; his ancestors, for three generations, both on his father's and his mother's side, himself, and his son, were all educated at Westminster, and he feels the deepest interest in its welfare; 985–988. There is no doubt that the School fell off very much in Goodenough's time, or shortly afterwards; believes the cause was to be found in the extreme roughness and hardship of the life of the lower boys, of which he gives a striking instance on the occasion of a visit by Lady Mansfield to a sick son in a boarding house; the decline was arrested; and the School has not since been in so prosperous a condition as at present; 988. The rooted opposition of old Westminsters to the removal of the site of the School had carried him with them; the present facility of visiting the Houses of Parliament, arising from the vicinity of the School, was not a light one; Sir James Graham, in one of his most brilliant speeches, stated that his first desire to become an orator was stimulated by listening, when a Westminster boy, to the great speeches of Pitt and Fox; and witness himself remembers, when a Westminster boy, hearing Mr. Canning's splendid speech on the affairs of Portugal, the effect of which he never forgot. (*Lord Clarendon*:—Did not Sir James Graham add, "But I do not "send my son there, because Lady Graham objects to the "situation of the school"?) Witness confesses that he believes it to be, after all, a mother's question; 989–991. The theory that Westminster is an unhealthy place has been demolished by facts; and a reaction in its favour seems to be setting in; 991–994. There is no hardship in the present modified system of fagging; 995–997. Entirely approves of the "Play;" Lord Grenville once said he never understood Terence till he saw the plays acted by the Westminster boys; does not think the acting of Terence's plays tends to immorality; prefers the play to the speech system at Eton and Harrow; 997–1001. Agrees with Mr. Mure that the result of throwing down one of the houses, opening a communication between Great and Little Dean's Yard, and connecting the two by an iron grating would be a considerable improvement; there would be no difficulty in the way if there was a will; 1001–1003.

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Has been Head Master of Westminster School seven years and upwards, 489–490. The statutes contemplate only two masters, who are to receive respectively 12*l.* and 7*l.* 6*s.* 8*d.* a year; what is actually paid is 20*l.* and 15*l.*; and besides this the Head Master had commons in hall, in lieu of which he now receives 19*l.* 6*s.* 8*d.*; 491–495. With the exception of 6*s.* 2*d.*, resides rent free, the Chapter doing the substantial repairs; 496–497. The Head Master's share of the tuition fees was first derived from the entrances in his predecessor's time; according to old custom Sixth Form boys on leaving paid 10 guineas to the Head Master and six to the Under Master; since he has been Head Master these leaving fees are not received from the town boys, but only from those Queen's scholars who have obtained elections to Christ Church or Trinity or some more desirable appointment; this amounts to 80*l.* a year; the stipend fees are the two sums just named (vide 493 *supra*); 496–507, and 531, 532. Finding that while the other boys paid 25 guineas for tuition, the Queen's scholars paid only 17, he two years ago represented the case to the Dean and Chapter, and asked them to make up the Queen's scholars' fees to 25 guineas, and the Chapter agreed in July last to make them up to 24 guineas, but the money is not yet received; 508–518. (The witness handed in a paper showing the receipts of the School including the promised payment, to be 3,336*l.* 18*s.*, and the distribution, according to the scheme handed to him by Dr. Liddell and also according to a new scheme of his own.) The income of the school is insufficient to enable him to offer to masters anything like the same terms as other public schools; if his present chief Assistant Master were to leave, he would find the greatest difficulty in supplying his place; he spoke of Mr. Marshall, who was educated at the Charterhouse, took a second class at Oxford, and was induced by Dr. Liddell, Dean of Christ Church, to come to Westminster; if the School could be increased, the difficulty would solve itself, by the additional tuition fees; 519–528, 534–538, and 547–550. The Under-Master has never claimed his commons in the hall; 529, 530 Thinks it anomalous that the mathematical assistant should receive 250*l.* and the arithmetical assistant 277*l.* The property of the Dean and Chapter has greatly increased in value, but the stipend of the Master of the School has not increased since the rise from 12*l.* to 20*l.* shortly after the Foundation; the Dean and Chapter are bound to provide for the education and maintenance of the Queen's scholars, but they have not done so; the tuition fees for the Queen's scholars are fairly chargeable on the chapter funds; 539–543, 593–596, and 602–604. On the other hand the Chapter have understood their obligations to the School in a more liberal sense; they have given proper fittings, additional class rooms, and a gymnasium, and they have improved the dormitory, and put up partitions, &c.; 544–545. Explanations regarding various masters, classical, French, mathematical, arithmetical; 551–565. The Mathematical Master is on the same status as the Assistant Classical Master· hitherto the French Master has not been so, and he takes no part in the management or discipline of the School; 566–568. From

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his own experience, thinks 25 boys as many as a master can teach efficiently, in a system standing by itself, with no, or very little, private tuition; 569–573. Mathematics were sometimes taught by the Classical Masters before 1846; 565. But in that year a Mathematical Master was appointed by Dr. Liddell, and with advantage; Gilbert, for instance, gained a wranglership and fellowship of Trinity, and there is a boy at present in the School, of whom he has a high opinion, as well as several others who are expected to come off creditably; 574–577. The Under Master has immediate charge of the College, or Queen's scholars; the Head Master has general superintendence and control of everything, and his authority is supreme in college also; he has the power of appointing and dismissing all Assistant Masters. (*Lord Lyttelton*:—There is a clause in the statutes that the Dean shall be *quasi mens in corpore.*) Undoubtedly the Head Master owes allegiance and subordination to the Dean; the Head Master, for instance, has no power to expel Queen's scholars; 577–591. The statutes by which the Foundation is governed never received the Royal assent; 592. The "tutors" under the statutes were the Dean, Canons, and Masters; but there has been nothing of the tutor system in existence for 250 years; 597–600. It is possible that these tutors received fees and that this might have been the origin of fees to the masters; probably these tutors were boarding-house keepers and the *pensionarii* lodged with them, 605–612. Subject renewed; 619–625 and 739–742. Thinks the School will never be satisfactorily conducted till a portion of the Chapter property is set apart for its use; this can be only done with the consent of the Ecclesiastical Commissioners; 613–618. The instruction to be given to the Queen's scholars specified in the statutes was in Latin, Greek, and Hebrew; Hebrew is not now taught, but more of Latin and Greek than is directed, and many other things besides, such as French, the mathematics, history, and geography; the additional seven guineas were ordered to be paid on the ground of the additional subjects of instruction; but he believes that it was the intention of the founder that the best education should be given, and that gratuitously, and therefore his opinion is that the boys are entitled gratuitously to the best education of the present day; 626–635. Whatever was the intention of the founder, the condition in life of the parents of the boys has never been taken into account from the earliest times on record; there have been many *filii nobiles* on the list; 637. The annual visitation of the School directed by the statutes never takes place by the electors; 638–646. Opinion on "challenges;" it is a very old and interesting relic of the ancient disputations, peculiar to Westminster, and has many advantages; from its great expenditure of time, however, he would not introduce it if not founded on ancient tradition; but as it has tradition on its side he would not abolish it; besides, its abolition would be most unpopular with the boys, and would offend a vast number of old Westminsters; 647–711. Bishop Williams's scholarships, with election to St. John's, having lapsed for many years, the University Commission declared them confiscated, and St. John's College refused to refer the question of the legality of the confiscation; the last person who held the scholarship at St. John's was Sir Patrick Colquhoun; at Westminster there are four boys still on the foundation; details and opinions; 712–735. The statutes contemplate the admission of pensioners, town boys, and others to the number of 80, in addition to the Queen's scholars and choristers; that number has been exceeded a great deal; he found the other day in some notes of old Chapter orders which Dr. Cureton had lent him, that the Chapter had resolved to get subscriptions from godly disposed persons to fit up the present schoolroom, because the number of boys was too large for the original school, so that the limit of the statute had been exceeded before 1600; a third Master was appointed to meet the increase; 736–738. Opinions as to the *discipuli* and *pensionarii* mentioned in the statutes, and as to their education being intended to be gratuitous or not; 740–748. Explanations as to bills sent to parents; the average annual expense of a boy is 110*l.*, exclusive of pocket money and "optionals," such as Drawing Master; 749–756. The total receipts in 1860 was 2,926*l.*; the boys 123 in number; 757–758. Half boarders, home boarders, and hall boarders; some live as far off as St. John's Wood and East Sheen; the School is increasing in all three classes proportionally; additional accommodation providing for home boarders; 759–778. No social difference between home and half boarders; there is no compulsory joining in games; no bullying of home boarders, *qua* home boarders; complaint is often made that they do not join in the games more than they do; the home boarders join the "eight" and the "eleven;" 779–783. Extent of the boarding-house accommodation; authority of the matron; 784–789. Vicious system of letting and sub-letting boarding houses; the lessee an obstacle to improvement; 790–808. Opinion as to dormitories; prefers the Eton system; 809–812 and 817–830. Is averse to "studies" for the junior boys; thinks it best to have them under supervision in a large room; 813–816, and 831–838. The Queen's scholars' meals, as supplied by the Chapter, are considered sufficient, but the other day the Steward made some reduction, and there was a little grumbling; he thought the meat was not honestly accounted for; before the alteration there were 53 lbs. of meat for 40 boys, and two or three persons to wait upon them; afterwards the boys complained that they did not get 1 lb. a day for dinner and supper;

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it is understood that the boys are to have a meat supper; cannot say whether this is necessary for growing boys; never used to eat meat twice a day when at school, though his schoolfellows did; details as to dining; has heard no complaints of quality nor of quantity, except that under the new order there is not sufficient for supper; meals in the boarding houses also good; had heard of "clearing the larder;" in Goodenough's time a boy eat himself to death; 839–857. As to the profit of a boarding house, it would not be fair to put it at 10*l.* a head; a master has rent, taxes, and servants to pay, and it requires a certain number of boys to pay this without profit; beyond this number there would be profit, and the average of profit would vary with every extra boy; Mr. Marshall, with 25 boys, might have gained 250*l.* a year, but if the number were reduced there would be no profit at all; 858–860. Some of the results of the alteration of the school system; 862–868. Boys are discouraged from the pastry shops, and "tick" is forbidden; but debts are constantly being incurred; 869–871. There are no applications for admission for town boys who cannot be accommodated in the existing boarding houses, but if another boarding house were added the personal influence of the master would probably attract more boys; there are, however, difficulties in the way, and probably the School will not increase much where it is; 873–878. Some boys who fail in their trials leave the School soon afterwards; as a general rule the competition has not been sufficient to exclude any boy of much promise; by way of a stimulus to those who have obtained places in the challenge, and are waiting to get to the University, he has adopted the plan of elevating those who manifest a decided superiority to a higher position in the annual examination before the Dean; 879–883.

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One-third of the boys enter the School sadly ignorant, some from preparatory schools, but the worst from home; in some cases boys applying for admission are sent back for preparation, and this is done occasionally even after admission; 1004–1008. Is in the habit of consulting his assistants on important matters, but the responsibility rests with himself; 1009–1011. In estimating the relative value of different subjects, classics are estimated at fully two-thirds of the whole, the remaining third by scriptural subjects, history, and geography; the English language and literature less studied at Westminster than history; 1012–1019. Mode of teaching mathematics; 1020–1022. Promotion not given for it, except in case of eminence; result of teaching satisfactory; but the study of mathematics forms a less efficient mental training than the study of Greek and Latin; 1028–1030, 1034–1036, and 1056–1064. Mathematics tell in final examination; 1065–1071. Teaching French; annual examination prizes; result unsatisfactory; 1023–1027, 1037–1055, and 1072–1074. Classical translations; 1031–1033. Examinations, how conducted; opinions thereupon; 1075–1078, and 1102–1105. Bishop Carey's benefaction; 1083–1086. Exhibitions and prizes; 1087–1096. Private reading; 1096–1101. Abolished by Dr. Liddell, and only partially restored by witness in exceptional cases; not adapted to Westminster, because town boys are away in the evening; subject pursued in connection with those of private tuition and the boarding masters; 1106–1121. Exceptional education allowed at Westminster, by teaching Euclid or algebra, or something else, instead of Greek, where boys are intended for the army or navy, or where there is a disinclination to learn Greek; 1122–1133. The committee who attend the military examinations have asked whether means could not be devised to prepare candidates at the schools instead of their being withdrawn to cram for the examinations; there is not a sufficient number of candidates at Westminster to render such a step necessary; candidates for the army are usually amongst the most idle boys at a public school, and the spirit of indolence is confirmed by the persuasion common amongst them that a few months' work with a crammer is not only requisite but sufficient to make up for lost time; 1122–1138. Is favourable to "bifurcation," by which a class should be introduced with no Greek teaching at all; 1139. Libraries: their extent, and how supported; 1140–1150. Additional library accommodation requisite; means of providing it; 1151–1156. Music, taught by Mr. Turle, the Abbey organist; drawing; 1157–1163. Moral and religious instruction and superintendence; church services; Holy Communion; all boys who have been confirmed are expected to communicate four times a year; would not relax the rule without the Dean's sanction; 1164–1181. Punishment; the rod applied to the back of the hand; grave offences punished by flogging, but far less than formerly; impositions; all punishments given by the Head Master or Under Master; 1182–1199. Duties and power of administering punishment of monitors and head and Sixth Form town boys described; a boy's being at study would not be an excuse for his not being at play, unless he got leave; 1200–1220. Believes there is little bullying at Westminster now; it is the duty of the four head boys on the Foundation, called the captain and monitors, to prevent it, and they discharge that duty; 1221–1229. It might be desirable to have only a few monitors in order to diminish the chance of any abuse of power; has heard Dr. Temple describe his system at Rugby, of appealing from a monitor's authority to the whole body or the Head Master, and it seems to work well, but the Westminster boys are wedded to old usages; the general exercise of the monitorial power has been beneficial, but it would be desirable

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that punishment should not, as now, follow immediately on the offence, while the blood is hot; 1230–1239. Usurped powers and improper punishments generally reported to the Master; 1282–1285. Fagging at Westminster described; does not think the system altogether beneficial; believes juniors have more work than they ought to have, and that the fagging system interferes greatly with their opportunities both of reading and playing; but there must be a recognized system of fagging or there will be an unrecognized system of bullying; fagging at present exists in a mitigated form, and he thinks it would be impossible to put it down; 1240–1269. Perhaps the Queen's scholars bear something like the relation of an aristocracy to the rest of the School, still the *minorès gentes* are a more numerous class and have their privileges; thinks it would have been a misfortune if the statutory condition *inopia* had been enforced as a *sine qua non* for the Queen's scholars; 1270–1279. The further condition that *collegii choristæ* should be preferred has never been carried out; 1280, 1281. Prefers three vacations in the year to two long ones, for London; 1286–1291. Miscellaneous matters: time of going to bed; substitution of new room for cloisters; rifle corps experiment unsuccessful; Westminster rowing inferior to Eton; cricket; swimming; 1292–1318. Does not think the Westminster boys on an average arrive at very brilliant results as regards a proficiency in the languages and literature of ancient Greece and Rome; the boys who remain long enough to enter the Sixth Form, or most of them attain to something that might be called a fair proficiency; they would be able to read a book of the style of Cæsar which they had never seen before; the rest of the School would probably fail to do it accurately without a lesson; the same as to Greek, with half the Sixth Form; 1319–1324. (*Lord Clarendon.* — That confirms the statement of the Dean of Christ Church that they were obliged to make the test exceedingly low?) Yes; with respect to Marlborough furnishing the best scholars, very much depends on the number of boys, and very much of the excellence of Marlborough on the principal, Mr. Bradley; 1325–1327. One of the chief improvements remaining to be carried out relates to the boarding houses; the School ought to hold directly from the Chapter and to have the power of providing additional room when there was a demand for it; there is an absolute impossibility of doing anything with regard to building or improvements of any kind without applying to the Dean and Chapter, and he thinks it important, as relates to the future of the School, that some independent provision should be made for it, under some corporate body of which the Head Master should be part; at present every thing is done by the Dean and Chapter, and in secret; 1328–1330. Westminster School is not an endowed foundation, but a school attached to the collegiate church; as to the question whether the collegiate authorities have the interest of the School at heart or regard it as an incumbrance, his reply is, it is different with different individuals; the present Dean has always been a most kind friend to the School, but there had been canons who regarded it as a nuisance which it was desirable to abate; 1131. The Dean and scarcely a majority of the Chapter are in favour of the removal of the site; 1332–1335. The system of education at Westminster is more calculated to produce critical Greek and Latin scholars than general proficiency in mathematics, history, and philosophy; its scholars, supplied by competition, have failed to gain university scholarships and prizes, while other schools supplied by nomination have succeeded; opinion as to cause; 1336–1345. Descriptive details of the course and order of study in Westminster, consisting of Latin and Greek authors, with the Pauline Epistles; 1346–1365. Was a strong advocate for the removal of the School to another site before the discussion which resulted in the appointment of the committee, but when he saw the small amount of support the scheme received, and the very strong opposition it met with, he gave up the point and devoted his attention to a consideration of what could be done on the present site; thinks, however, that the feeling of parents against having a boarding school in London is so strong and so general that the future of Westminster, if it remains where it is, will be as a day school; the subject considered in detail; 1366–1384.

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Having been informed by the Chairman that information of a painful character had been received from Mr. Meyrick, and having seen the evidence (2476–2944, commencing at page 83), the witness feels it would be a very great injustice to the School if hearsay statements, in great part erroneous, were sent forth as evidence without correction, and then proceeds to apply his corrections: What he meant by saying Mr. Meyrick's son could not return to the School was, that a boy who had withdrawn from College under such circumstances would find his position in the School comfortless and intolerable; believed that such an instance had never occurred, and that, for the boy's own interest, he had better not return; 3373–3377. Mr. Meyrick spoke of the statutable provision requiring a boy to be in the School a year before admission to the College as a modern abuse; 3377. Misconceptions of Mr. Meyrick and Mr. O'Brien arising from confusion of "leave out" with "leave out of school" and "leave down school;" 3377–3387 and 3525, 3526. The punishment described in 2487 impossible, unless for some grave moral offence, that is, speaking according to his own experience and knowledge of the boys; does not believe that the seniors would judge unjustly of these matters; they had delegated the

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power of punishment for minor offences to the second election, a very objectionable thing, and one which he abolished as soon as he became through Mr. Meyrick aware of its existence; his rule is, in effect, that no power of punishment should ever be delegated to a second election, and that no boy should be corporally punished for any College neglect; 3388–3398 and 3410–3413. In case of punishment with the racket for any other than a grave moral offence, he would expect to hear of it from the parent; 3397. The subject pursued; definition of "grave moral offences" in school boys; 3399–3410. Has also abolished the system of requiring the fags to furnish stationery; the grievance, however, as to either trouble or expense, was small; a case occurred last Christmas of all the juniors responsible for the drawer being ordered a tanning for failing to supply pens and paper, but the punishment was remitted; Mr. Meyrick brought this part of the system to his knowledge; 3414–3446. The second election had been in the habit of performing two vicarious duties, inflicting punishment for others and receiving punishment for others; 3430–3436. Describes "buckhorsing" to be boxing the ears by a second election, while the hands of the punished boy are down, and "tanning" to be performed by a senior with a cane or racket, although he made in times past a rule that a racket should never be used, nor a thick stick, nor anything which could hurt, and he had been told that the old Westminster rule was that only the fist should be used; found that the practice of tanning complained of by Mr. Meyrick had been in use; also the dangerous punishment called "tanning in the way," which he has since abolished; 3447–3457 and 3517–3522. Thinks a rule that no senior shall ever inflict corporal punishment on the spur of the moment, or without reference to a council of seniors, though in use at Rugby, would not work at Westminster; it might, however, be worth trying; 3458–3461. The statement that boys have the power of inflicting punishment, and are perfectly irresponsible, and that a master standing by would have no control over them, is utterly false; 3461, 3462. Further explanations as to Mr. Meyrick's statement, that the junior has not an hour or a moment during the first year, and the accompanying details; unfortunately there is a good deal of truth in the extent to which the fagging interferes with their work; still this is not to such a degree that a studious boy could not work; in the account which Meyrick gave of the occupation of the day he had supposed himself to combine the "watch" and the "tenor," neither of which could he have ordinarily more than once in 10 days, and he described that as the ordinary routine of a day; still it was true that an average boy lost during the year he was a junior; has ordered that there shall be no fagging between 8 and 10 in the evening, but more servants are wanted to prevent the present calls on the fags; 3463–3478, 3551, 3552, and 3633–3644. As to the junior boys getting up very early to light fires and call the seniors, does not think that this, once a week, is hurtful, and he has ordered that no boy should be "call" oftener; 3479–3500. It would be better that a servant should call the seniors and light the fires; but there are no servants to do it; has known boys suffer for want of rest; 3501–3506. Further denials of the truth of Meyrick's statement as to *monos*, and unceasing cry of "election," athletic prizes, &c.; 3506–3517, 3522, 3524, 3526, 3527, 3577, 3597, 3623–3625, 3634–3638, 3655, 3654, and 3687. Also his statement as to the charge for servants; details relating to servants, showing that the charge does not meet the expense; more servants required; 3527–3552. To what extent; 3596–3606. More space required in the College; he would have another master for the juniors; and thinks a residence for him might be erected near the sanatorium; 3553–3560. A master living among the boys would prevent abuses, as at Eton; 3561–3577. With the additional servants, however, he would not do away with all fagging; there would be no grievance in the juniors getting a tea once in the evening; 3607–3609. Believes that fagging is the chief safeguard against bullying; and, therefore, he would not abolish it; 3615–3623. Opinion respecting dormitories; 3610–3614. A certain deterioration of *morale* in young Meyrick in College would be natural in a boy perpetually brooding over the indignity he considers himself subjected to. (*Mr. Twisleton.*—Or which he has actually received?) Thinks he had been over indulged at home; 3625–3632. Vindicates the punishment for putting the Greek Testament on the table instead of a Bible, and denies the truth of some of the details of the tanning inflicted on the occasion; 3638–3653. Opinions as to the policy or possibility of abolishing early calls; 3655–3664. No power to expel a colleger without consent of the Dean; could hardly ask the Dean to expel a boy for disobedience to orders, unless the offence involved a violation of regulations intended to prevent a great abuse; it would be possible to prevent the early calls, by himself or Mr. Ingram, or some other person occasionally getting up early to see that the early call practice was not exercised; 3665–3677. Difficulties in the way of abolition; 3678–3687. Recapitulates his new rules with the new punishment, which he had issued in writing; and enumerates the duties he wishes to transfer from fags to servants; thinks all such business as attending to the fires and lighting the gas, also to some extent providing tea and bringing up tea-things, together with washing the tea-things, ought to be servants' work; furthermore, he would have the *monitor ostii*, to see that no improper person entered the College during school hours, a servant; 3688–3701. The expense would be about 100*l.* a year; 3719–3726.

SCOTT, Rev. C. B., B.D.—*cont.*

Suggestion as to using a gas stove for the early fire, and opinions on various subjects arising out of it; 3702–3712. "Helps" and their mode of remuneration; 3713. Is in the favour of the whole or partial removal of No. 18, Great Dean's Yard, and also of making an opening between the College gardens and Little Dean's Yard, if a new fives court could be provided; 3727–3739. Thinks the boys might be allowed to use the College gardens on Sundays; but, if they did, the general public might use it too, and this might be productive of mischief; 3740, 3741. Desires to see an increase of home boarders; facts and opinion as to school hours; 3742–3758.

STEWART, Mr. ALAN, page 504.

Has been nearly nine years at Westminster; five as a town boy and four in college; 3303–3307. Is in his 19th year, and sixth in the Sixth Form; 3322–3325. Did not find fagging in the College very severe, nor feel any ill effect from it; he obtained his remove at the end of his junior year; never heard till now the statement that a junior's year is almost lost to him for reading and advancing in the school; 3308–3318. Does not consider the punishments inflicted by the seniors or the second elections on the juniors severe; has heard of boys who had been tyrannical, but not in the last year; 3319. Has never seen the punishments of "buckhorsing," or "tanning"; knows what is meant by "tanning in way," where a boy is obliged to stand with one leg on the sink while he is kicked, but did not know that the punishment had been inflicted till the other day, when Mr. Meyrick complained, and then he found that it had been inflicted last year, but only once, and he believes it was not done three times while he was in college; 3320–3331. Believes the punishment was inflicted by the captain's order; any senior can order it; and the kicking would be administered by his second election; there is a certain formality about it; it is considered severe; 3332–3339. Believes the seniors, since the complaint of Mr. Meyrick, have agreed to abolish this punishment; but that would not bind the seniors of next year; 3340–3348. (The Head Master has since abolished the punishment, *note to* 3345.) Has not been cognizant of any act of undue severity during his four years in college; 3349–3351. If the senior is right-minded and not over severe, thinks the existing system incapable of improvement; 3352–3354. His happiest years have been spent in college; the boys are more withdrawn from the personal superintendence of the master and left to their own self-government than in the School; the collegers are the distinguished and dominant class at Westminster; the smaller boys are as happy in the boarding-houses as the juniors in college; 3355–3362. Never heard of town boys shrinking from standing out for college for fear of the treatment of the junior year; the juniors' year is only thought a very hard year by those who have not tried it; Mr. Meyrick was in his junior year, and had partly tried it; never heard of any other case where a boy was removed from alleged hardship; 3363–3368. Does not know whether there is considered to be more bullying at other schools than at Westminster; 3369–3372.

THOMPSON, H. L., Esq., page 466.

Was at Westminster School as town boy from October 1851 to Whitsuntide 1854, and then in college for four years; is now at Christ Church; 2035–2038. The college and town boys are on a footing of equality, socially and in games; the Queen's scholars are above the town boys in privileges, such as acting the play, a higher seat in the Abbey and at school, and the privilege of attending debates in Parliament; 2039–2045. The Queen's scholars like wearing the gown and cap; it is through wearing the gown they get into the Houses of Parliament, a privilege which is much valued and much used up to lock-up hours; 2046–2051. The home boarders are also on an equality, and join in the boating and other games, but not so much as the others; there is, however, not unfrequently one in the "eight"; 2052–2055. Details as to admission to the College; thinks the competition a good method of testing the merits of candidates; 2056–2080. Captain and monitors; their duties described; they are confined to the College; monitors have power of punishment, by sending boys to the desks, caning, and giving impositions, but caning is seldom resorted to; he himself caned only one boy while he was captain; a monitor can cane a boy on the spur of the moment, but he would be remonstrated with if he did not give himself time to reflect; appeal is seldom resorted to; public opinion in the School is satisfied with the manner in which punishments are administered; racket on a boy's hand; 2081–2107. Out of college similar powers are in the hands of the head boys; 2108, 2109. Monitorial powers are part of the original foundation; subject pursued; 2110–2114. The general tone at Westminster while he was there was high; the conduct of the boys was gentlemanly and honorable, and the reverse would have been reprobated; no special immorality was traceable to Westminster as a locality; punishments for breaking bounds severe; 2115–2138. Bullying rare; heard of one boy leaving school in consequence of bullying while he was at Westminster; 2139–2150. Studious boys would suffer from idle boys preventing them from learning their lessons; big, idle boys in low forms threatened little boys with vengeance if they got above them; it had little effect; 2151–2159 Fagging existed at Westminster while he was there; does not think it was abused, or that it was unpopular, or that it interfered materially with the boys' studies; it was not a sufficient excuse for a fag

THOMPSON, H. L., Esq.—*cont.*

to say he had got to do his verses; was a fag himself as a town boy, and had to call his master in the morning, brush his clothes, get his bath ready, run errands in the day, fag at the games, and put out his washing things, but not to clean his shoes, make his breakfast, or do anything in the evening; 2160–2193. Football, dormitories, studies, fires, furniture; 2194–2215, and 2231–2233. Food good; the beer sometimes; supper plentiful; all had cold meat; there was nothing to complain of then; 2216–2223. The food in the boarding houses was also very good; there was more variety than in the College; 2224–2228. Supper and tea; 2229, 2230. Mode of spending Sunday; 2234–2244. Special service once a month, at 8 o'clock, when the Head Master preached to the boys; on those occasions the town boys, who were at other times at home on Saturday afternoon and Sunday, were in attendance; the boys liked the sermons; 2245–2255. Other religious instruction given on Mondays; the Lower Form boys used to get up some portion of Bible history and construe some Greek Testament; in the Sixth Form they read some Greek Testament and some book connected with the study of the Bible, such as "Horne's Introduction" or "Barry's In-"troduction" or "Humphrey's Commentary on the Acts;" 2256–2262. Great care taken to prepare for Confirmation and the Communion; Communion was administered at the beginning of every term, and the Queen's scholars who had been confirmed were expected to attend; those in the boarding houses were not; 2263–2286. Boarding houses; boys did not work with the boarding masters, except occasionally; no relation between master and boy existed at Westminster analogous to that which prevails at Eton and Harrow; private work is done by some of the boys, but it is not expected; no prizes given for extra work, except in mathematics, for which the master gave a prize; 2287–2304, and 2311–2315. Mode of studying mathematics; 2305–2310. Prefers the "help" system to the tutorial; 2316–2318. Miscellaneous details as to study; 2319–2325, and 2407–2420. There is very little flogging at Westminster; Mr. Scott flogged less than Dr. Liddell; there was about one flogging a week; that was much less than tradition spoke of, and the diminution had had a beneficial influence; mode of administering flogging; 2327–2343. Much intercourse between the upper boys and the Head Master; boys were much influenced by his sermons; 2344–2348. The head boys would look after the conduct of the lower boys, being looked after in turn by the masters and their own consciences; formation of character very much left to public opinion; 2349–2351. A boy cannot be elected to College after 15; he stays four years before going to the University; stimulus to study increased by the introduction of an annual readjustment of places; 2352–2365. Town boys not admitted to competition with Queen's scholars on going off to College, though often high in order of merit; competition would be increased by admitting both to the examination before going to the University, but it would not be liked by the College boys; it might be advantageous to the school work; the subject pursued; 2366–2383. French language taught at Westminster in the Upper Forms; was four years learning, but made little progress; when he left he could read an easy French book, not an average book nor a leader in a French newspaper; he had no fluency in speaking; 2383–2401. Some physical geography was taught in the Sixth Form, but nothing else in natural science; 2392. Learned modern history and modern geography from private reading; 2402–2406. Libraries at Westminster; 2421–2425. The tutorships at Christ Church are by no means restricted to Westminster students; at present there is no Westminster tutor; 2426–2431. English literature not much read at Westminster; 2419–2420. Most of the boys have probably read the principal plays of Shakspeare and novels of Sir Walter Scott; Milton not much read; some of the masters would take some of the boys to the theatre to see Shakspeare acted; 2432–2435. Thinks that attending debates in Parliament led the boys to take interest in general politics; they read newspapers; there was no debating society; 2436–2441. Hours of school work, holidays, games; 2442–2449. Thinks the "play" advantageous to scholarship and favourable to morality; 2450, 2451, and 2460–2462. Impositions by the masters by way of punishment; 500 lines would be thought very long, 50 lines short; 2452–2459. Looking back at his school career at Westminster, thinks the education he received there as good as he could have received at school; the boys were well grounded in grammar; of late years Westminster has not stood well in the final schools at Oxford as to honours, but it has always stood well at moderations; at Christ Church nearly half the classical first-class men in moderations have been Westminsters; opinion as to the reason for this; 2463–2475.

THYNNE, REV. LORD JOHN, page 455.

Has been Canon of Westminster 31 years and Sub-Dean 27, the latter being an annual appointment by the Dean; 1757–1758. Westminster School has no separate endowment; it is similar rather to the grammar schools attached to the cathedral churches than to Eton and Winchester; the revenues of the Dean and Chapter of Westminster are charged with stipends to the Dean and Canons, and the Head Master and Under Master, together with money payments for commons, also with liveries and commons for the 40 scholars on the Foundation; formerly the allowance for breakfast consisted of bread and cheese and beer, of which few availed themselves; hence arose

THYNNE, Rev. Lord JOHN—*cont.*

the custom of half boarding at one of the dame's houses by which the cost of tuition and maintenance averaged from 80*l.* to 100*l.* yearly; they always dined in hall; in 1846, Dean Buckland suggested the erection of a dame's house for the Queen's scholars exclusively, with such alterations of commons in hall as would furnish a breakfast and supper more in accordance with the existing taste and habits of youths, and this plan he submitted to the then Prime Minister, Sir Robert Peel, for the sanction of the Crown; Her Majesty approved the scheme and made a liberal contribution towards carrying it out, and it was carried out under the direction of Dean Buckland, who guaranteed that the cost of each Queen's scholar should be reduced to 45*l.*; further reductions had since been made, and that expense was now below 35*l.* a year; the whole cost of the alteration was 4,000*l.* and 5,000*l.*, to which the Dean and Chapter contributed 700*l.*; thenceforward the Queen's scholars have had all their meals in hall, the use of the sanatorium when ill, and their clothes properly taken care of; 1759–1770. Of the present charge for Queen's scholars of 34*l.* odd, 17 guineas goes for tuition; 1771. When Dr. Bill, who was Master of Trinity College, Cambridge, drew up the statutes, it was probably intended that the education should be gratuitous, but the Queen (Elizabeth) refused to confirm them, and the leading principle in the election of scholars was at once departed from, for the eldest son of Sir Nicholas Bacon, Lord Keeper of the Great Seal, was a scholar, and was elected to Christchurch, Oxford, notwithstanding his ineligibility under the proposed statutes by reason of his being heir to 10*l.* a year; the privilege of nomination by the Dean and Canons and Head and Under Masters has also long been in abeyance; describes an alteration that has been lately made in the connexion of the Westminster School with Trinity College; 1772–1776. Statutes never incidentally confirmed, 1950–1951. Tuition fees for Queen's scholars have been paid from time immemorial; for instance, they paid Dr. Busby 4 guineas a year in 1684; 1777–1780. The Solicitor-General's (now Lord Chancellor Westbury's) opinion as to the operation of the statutes; 1781–1784, 1844, 1845, and 1902–1905. When the present Master represented that the 17 guineas was insufficient to secure the scholars their present tuition, the Dean and Chapter stated the case to the Ecclesiastical Commissioners, who sanctioned an additional payment from the capitular revenues of 7 guineas for each Queen's scholar; by a concordat mutually accepted by the Ecclesiastical Commissioners and the representatives of 11 or 12 chapters of which he was chairman, the Dean and Chapter are to continue to manage the Chapter property giving over to the Commissioners such portions as would have been paid to the suspended canonries; 1781–1797, and 1834–1843. There is no separate estate belonging to the School; 1798, 1799. The charge for the servants and the medical attendant were not contemplated by the statutes; does not think it desirable to abate those charges, as the servants do the duties formerly discharged by the scholars, and the medical attendance is much to their advantage, and, being compounded for, saves the parents much expense; 1800–1804. The next article charged is "firing;" anciently there was a certain allowance for firing, and anything extra was provided by the boys themselves; hot-water pipes were introduced to thoroughly warm the place, and as the boys had hitherto paid for what was partial and imperfect Dean Buckland considered they ought to contribute something towards the more complete warmth; he placed the amount at 2½ guineas, which witness, when acting for the Dean in his illness, reduced to one guinea; 1804. Firing; 1804 and 1909–1913. Washing; 1805, 1806. The fabric fund applicable to the Abbey and its appendages, and to the school and its appendages, is a portion of the general revenue appropriated according to long usage; 1807–1818. The new boarding house in Great Dean's Yard built by the Chapter with the consent of the Ecclesiastical Commissioners; if a new boarding house were called for, the Chapter would not build it without their consent; 1814–1822. Present houses not held immediately under Dean and Chapter, but rented by the occupiers of the lessees; but the lessee is restricted from sub-letting except to persons approved by the Head Master or above a named rent; 1823–1833. Relation of the Ecclesiastical Commissioners and the Chapter described; Chapter continue to administer their revenues, subject to a restraining supervision by the Commissioners and payment to them of the revenues of the suspended canonries; 1834–1845. Opinions and facts with regard to the scheme for alterations in the buildings in Dean's Yard; 1846–1870. Opening the College gardens would be objectionable to himself and the other persons at present possessing keys; and not attended with advantage to the School; 1871–1880. Does not feel the want of a better fives court and a better library; the fives court has been much improved within his memory, and a covered place for hand fives in wet weather built within the last year at a cost of 1,000*l.*; there is a library, formerly the museum, in which Dr. Liddell took great interest, and to which he added many interesting books; 1881–1888. The sanatorium was built by subscription; Her Majesty contributed 800*l.*; the parents of the Queen's scholars were charged five guineas a year for interest on the deficiency while it existed; it is strictly used in cases of sickness, but only by the Queen's scholars, who pay four guineas each for the servants and have a full equivalent for their money; 1889–1901 and 1763 *supra*. Dr. Buckland had no other object in view in his arrangements, than the welfare of the School; 1902–1905. Servants; 1906–

WEST-MINSTER.

THYNNE, Rev. Lord JOHN—*cont.*

1908. Servants in the sanatorium; 1898, 1899. Believes the food furnished to the Queen's scholars is of good quality and sufficient in quantity; has heard no complaint of short commons; believes there has been a reduction in the quantity of meat to 1lb. a day; the change is temporary and under consideration by the Dean and Chapter; there is no intention to improperly limit the food; 1923–1927. The income of the Dean and Chapter has greatly increased in recent times; 1928–1931. Examination pursued as to whether the School, the masters, and the scholars have participated in the increase of the revenues; 1932–1943. Considers the charges legally payable out of the funds to the school to be, according to the average taken by Dr. Tournay in 1832, above 1,400*l.*, allowing for the variation in the price of commons; 1944–1949. Examination as to whether the finances of the school ought not to be increased in the same proportion as the other portion of the property; thinks this would open other questions, some of which he enumerates; 1952–1960. Whether an arrangement might be made with the Ecclesiastical Commissioners, by which the school could be placed on a *quasi* separate foundation with a defined portion of the revenues has never come before the Chapter for consideration; 1961–1969. (*Lord Clarendon.*—With an average income to the Dean and Chapter of 47,000*l.* something under 1,000*l.* is expended on the school?) There is more than that expended on the school. (*Lord Clarendon.*—It seems that the school which is allied to the cathedral foundation has not shared in the increase of income to an extent which is proper and right.) It will be found that the Dean and Chapter have not the power of varying the payments of their own accord; and that when their revenues were less the income of the Head Master was proportionately greater, and that while the one has increased with the improvement of the property the other has diminished by the decrease of the number of boys; 1970–1980. Examination as to whether the School has a moral claim to a greater portion of the capitular revenues; there are no funds at the Chapter's disposal without the consent of the Ecclesiastical Commissioners; and there would be a difficulty in the Chapter suggesting an appropriation of more money to the Commissioners; the subject pursued at length; 1981–1996. At the instance of Dr. Liddell, he submitted the question of the removal of the School to the consideration of those in authority; Dr. Liddell represented that he received numerous applications for admission to Westminster, but that when the parents inspected the premises they declined, with few exceptions, to send their children into so populous a place, preferring a country situation; at the instance of Lord Palmerston, the prime minister, he went with Dr. Liddell and the present Head Master to a spot which his Lordship suggested as suitable for the purpose, but they did not think favourably of it; by the death of Dean Buckland witness's authority ceased, but the present Dean cordially took up the matter and called together a meeting of old Westminsters whose attachment to the old spot was so unmistakeably expressed that the proposition was considered as negatived and the question is at rest; 1997–2002. To obviate as far as possible the objection to the locality, the Chapter had done much that was recommended by Lord Devon's Committee; but objected to an opening which would only let in a narrow current of wind from the east; 2003–2006. As to the choristers (*see* evidence of the Rev. Mr. Lupton and Mr. Turle; 1385–1553), thinks the arrangements made by Dean Buckland for the choristers highly advantageous for them; they learn Latin, and receive a good commercial education; he scarcely remembers more than one family taking advantage of Westminster School; and thinks the choristers never were clothed and maintained free of expense; 2012–2028. Superannuation of masters; Act for regulating the distribution of ecclesiastical patronage; 2029–2034.

TURLE, Mr. JAMES. *See* LUPTON, Rev. JAMES, M.A., page 444.

WEARE, Rev. THOMAS WILLIAM, page 402.

Was Second Master at Westminster School from 1841 to August last, just 20 years; *256, 257.* Some increased accommodation required, especially if the number of boys should rise; *258–268.* The number fell off from 300 in 1821 to 67 in 1841, when he joined the School in Dr. Williamson's time; the highest number between 1841 and 1861 was 142; at present the number is 143; *269–275.* Thinks the great cause of the falling off from 1831 to 1841 was the establishment of King's College; another cause is the objection urged against the locality; thinks, however, that statistics show Westminster to be more healthy than Eton and Winchester; *276–284.* Is opposed to the removal of the School into the country; it would be fatal to the *genius loci*; it would no longer be Westminster School; *285–287, 295–306,* and *309–314.* Connexion of Westminster with Christ Church; *288–294.* His objection to the removal of the School shared by many mainly on the ground of local and historical associations, but independently of

WEARE, Rev. THOMAS WILLIAM—*cont.*

this there are certain privileges which the Queen's scholars have, such, for instance, as the right of attendance in the Houses of Parliament, which is every year taken advantage of; the boys go to hear the debates, those debates become a subject of conversation and discussion among themselves; *307, 308, 326–331.* The bounds described; *315–318.* Accommodation for boarders; *321–325.* The Chapter have the patronage of a number of benefices; they acknowledge no obligation to bestow them on the masters of the School; *332–337.* Statutable relation of tutor and foundationer has become obsolete; *338–340.* Education of the Foundation was intended to be gratuitous; very early a charge was made; it was 13 guineas when he was a boy; afterwards it increased to 17*l.*; the whole amount now paid by the Foundation scholars is about 34*l.* a year; the statutes contemplated the boys being supported as to their accommodation, food, and education, though not as to clothing, as at the Charterhouse; the Dean and Chapter receive more now than formerly, so ought the scholars; *341–351.* His wife's grandfather was a canon from 30 to 40 years ago, when the average value of a canonry was 1,200*l.* a year; present value 2,300*l.*, of which canon repays part to Commission; there has been no commensurate increase in the advantages of the scholars; the sum which the scholars pay, but ought not to pay, is 34*l.* a year; *352–359.* Duty of the master with regard to tuition; Latin and Greek taught, Hebrew dropped a few years ago; *360–365.* Suggestions for increased ventilation and other improvements in Dean's Yard, should the projected removal of the School be abandoned; *366–369.* Description of past alterations and improvements; *378–387.* Play ground in Dean's Yard and Vincent Square; *370–373,* and *459.* Boating; *374–387.* The annual "play;" would regret its discontinuance; sees no inconvenience with regard to the present accommodation for it calling for a remedy; the erection of a new building for it would be throwing money away; the moral effect is not bad, nor does the preparation for it interfere with the studies; on the contrary, the scholarship of the boy is improved by it; the play was instituted by royal authority for the teaching of elocution and Latin; *388–405.* Explanation of the private tuition at Westminster abolished by Dr. Liddell; understands that the system prevails at Eton, and thinks that some boys who may be backward and idle require private assistance, but as a general rule it is detrimental to a boy to have masters over him to assist him in all he does, both as regards the acquirement of scholarship and individual character, as it creates a dependent feeling in the boy's mind which is highly objectionable; *406–413.* Boys of good ability educated at Westminster may be able, without supplemental aid or cramming, to pass civil service or army examinations; *414–420.* The religious and moral training at Westminster; Holy Communion at the Abbey; sermons partially addressed to the boys; saints' days; besides all this, there is a special monthly service at 8 in the morning at the Abbey; considers the provision for religious training ample and satisfactory; *421–435.* Boys distinguished for intellectual progress are generally the best cricketers and rowers; *436.* Mathematics and French form part of the regular curriculum at Westminster; no demand for German; French is obligatory, but in special cases, where a boy is destined for engineering pursuits, and may be about to leave, permission is given to him to neglect French and Greek, and devote his whole time to mathematics; and this system he considers a good one; *437–439.* French, however, has never been popular; it is taught in every form; there are prizes and marks for proficiency; the master, M. Dupont, is a Frenchman, and a good teacher; he is much respected by the boys, and has little difficulty in managing them; *440–452.* From his own experience and observation can affirm that boys educated at Westminster often succeed in their undertakings; the late Duke of Wellington said the Westminsters in his staff were his best officers; he was speaking of Colonel Cadogan, Colonel Cotton (now Lord Combermere), the late Duke of Richmond, and Lord Fitzroy Somerset; Lord Clarence Paget, at the Admiralty, was a Westminster boy; in too many cases, however, the aristocracy prefer sending their sons elsewhere; *453–457.* There is no want of stimulus at the School; there are book prizes, money prizes, and University exhibitions; *458.* Nothing suggests itself to him as likely to add to an increase of numbers, except the improvement of Dean's Yard and the use of the College garden on Sundays as a private walk for the boys; *459.* Day boys and boarders at present all on the same footing in the School; *460–464.* Bullying at Westminster of rare occurrence; but the senior boy has his junior to make his coffee and tea, under limitations; thinks the connexion conducive to good; fagging can hardly be said to exist at Westminster; the menial services, such as cleaning the senior's shoes and the candlesticks, were abolished in 1845; fagging out at cricket is not objectionable; *465–471.* Diet; *472–488.*

The witness subsequently sends in a list of Westminster boys who distinguished themselves in after life. *See* page 410.

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REPORT

OF

HER MAJESTY'S COMMISSIONERS

APPOINTED TO INQUIRE INTO

THE

REVENUES AND MANAGEMENT OF CERTAIN COLLEGES AND SCHOOLS,

AND THE

STUDIES PURSUED AND INSTRUCTION GIVEN THEREIN;

WITH

AN APPENDIX AND EVIDENCE.

R... C...
PA... MALL.

VOL. IV.

EVIDENCE, PART 2.

Presented to both Houses of Parliament by Command of Her Majesty.

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MINUTES OF EVIDENCE.

CHARTERHOUSE.

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Monday, 16th June 1862.

PRESENT:

Earl of Devon.	H. Halford Vaughan, Esq.
Lord Lyttelton.	The Rev. W. H. Thompson.

The EARL OF DEVON in the Chair.

The Rev. Richard Elwyn, M.A., examined.

1. (*Lord Devon.*) The course Lord Clarendon has generally pursued is to go *seriatim* through the answers already given by gentlemen to the queries which are issued, in case any further questions suggest themselves to any member of the Commission, or it is the wish of any gentleman to add anything to his former replies. In the answer to query 10 at page 11, you refer to the stipends of four members of the foundation,—the schoolmaster, the usher or second master, the master, and the preacher?—I do.

2. And you give certain sums, which, under the first order, were fixed as their stipends; you then proceed to speak of the present income?—Yes.

3. You say, for instance, that the schoolmaster is at present receiving from the foundation a salary eight times as much as that which was fixed by the first order of the Governors; was that increase made at one time or at different times?—At different times. The last increase in the schoolmaster's salary was in the year 1805.

4. That would refer to the master's own stipend and that of the preacher and usher?—The salaries of the master and preacher have been increased since 1805; but no increase has been made since that year in the salaries of the schoolmaster and usher.

5. The Governors provide houses, it appears, keep them in repair, and you do not pay the rates?—We do not pay rates.

6. (*Lord Lyttelton.*) You pay nothing?—We pay nothing except income tax.

7. Do you mean the house tax?—There is a house tax as well as an income tax. The income tax on the house we pay, but the house tax the Governors pay.

8. (*Lord Devon.*) Have you any allowance for coals?—There is an allowance for coals of 4*l.* a year. The salary and allowances of the schoolmaster are now 244*l.* 19*s.* 8*d.*

9. The rooms of the assistant masters referred to in your answer, have we seen them?—I pointed out the rooms to you as we were going up towards the bedrooms; those are the two assistant masters' rooms referred to in my answer.

10. They also provide, I see, a dinner in the hall?—Yes.

11. Do the masters dine there generally?—The junior masters do. I dine there myself perhaps twice a week.

12. (*Mr. Thompson.*) At what time is this dinner?—At half-past five. There is service in the chapel at seven, and that always leads to the breaking up of the party, except on special days, when the chapel service precedes the dinner.

13. Do the masters occasionally dine there?—The junior masters, except in the summer quarter, almost always do.

14. Except the married ones?—Yes; there is no accommodation here for married masters, except in the case of the schoolmaster and usher.

15. (*Lord Devon.*) Is there such a dinner as you would have at a college table, at Oxford or Cambridge?—Quite so; it depends on the size of the party.

16. (*Mr. Thompson.*) Is there any stint of wine?—No. It is the Master's table; we are considered as his guests.

17. (*Lord Devon.*) Does he occasionally dine there?—Yes. The medical officer, the registrar, and Mr. Hullah, when he comes to play, also dine in the hall.

18. (*Mr. Thompson.*) I think you say Mr. Hullah comes twice a week?—Yes.

19. And Mr. Poynder?—He dines occasionally.

20. That dinner is provided free?—Yes.

21. (*Lord Devon.*) In the same answer you say that the number of resident masters is six?—Yes.

22. (*Mr. Vaughan.*) You say that within a century, you think, that the Head Master's allowance has been increased?—Yes. The last increase was in 1805.

23. Do you know that within that time other officers' allowances have been increased?—I do. I believe that the salaries of all the officers except the schoolmaster and usher have been increased since that time.

24. How many rooms are provided for each assistant master?—A sitting room and a bed room.

25. (*Lord Devon.*) The income of the Head Master arises from the 240*l.* a year, which he receives from the foundation, and the profit, whatever it may be, which he makes on the boarders?—Yes, and on the day boys. As to the day boys, I have stated in my written answers that he receives 7*l.* 6*s.* a year for each; the whole charge to a day boy is 18*l.* 18*s.* a year. Of course there are hardly any expenses, except providing the keeping of the house in repair, and for a servant to attend and open the door, and the profits are divided in the proportion I have mentioned,—the Head Master 7*l.* 6*s.*, the second master 4*l.* 8*s.*, and three assistant masters 4*l.* 10*s.*, that makes 16*l.* 4*s.*, and the difference between that and the 18*l.* 18*s.* is accounted for, by what I have to pay for the rent of the room, and for the servant to look after it, and keep it clean, and for any repairs that may take place.

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26. You are speaking of two small rooms in which the day boys were?—Yes.

27. There is some alteration to be made there, is there not?—The roof is to be raised. The Governors are, I believe, intending to do that at their own expense, and the windows are to be turned towards the playground, so as to bring the boys more into connexion with the rest of the school.

28. Has the number of day boys increased or otherwise within the last five years?—It has hardly varied at all.

29. How is it as compared with the time when you yourself were here?—A little smaller. Considering the school was larger in numbers when I was here, the proportion is almost the same; there are about 35 day boys.

30. Of what class, ordinarily speaking, are they?—They are generally sons of clergymen, medical men, lawyers and professional men.

31. Have you any sons of tradesmen?—We occasionally do. There is nothing to exclude them from the school; but the fact of its being known that we are principally a boarding school for gentlemen's sons, is a check on that class of boys coming.

32. Does it rest with the master or with the Governors to admit the boys?—With the schoolmaster.

33. You exercise your discretion?—Yes; if a boy were brought at the age of 14, and I found that he knew nothing, I should decline to take him.

34. Are you speaking of day boys?—Day boys and boarders too.

35. Practically do the day boys take part in cricket and other amusements?—There has been a great alteration since the time when I was a boy. There was then a kind of feeling against day boys; that feeling has been dying out, and for the last few years there has not unfrequently been a day boy in the cricket eleven. They mix more in their amusements, but at the same time as the day boys are only here during the daytime, they do not amalgamate so much as those who are boarders.

36. Do you think that indisposition to amalgamate resulted from a feeling on the part of the boarders, that the others are socially inferior?—Partly from such a feeling in certain cases; but principally from the fact that there are not the same opportunities for friendly intercourse.

37. (*Mr. Thompson.*) Do you think that feeling has worn off?—I think that it has in a great degree.

38. (*Lord Devon.*) As a matter of policy with regard to the interests of the school, do you think it desirable to encourage any increase in the number of day boys?—I do not think it would be desirable to have very many day boys here, for this reason, that with the foundationers and the boarders the boarding system must be the main system of our school, and if you enlarge the number of the day boys very much in this neighbourhood, we should probably be overrun with tradesmen's sons, and it would throw back the feeling, which at present has taken the other turn. I think the distinction would be more marked between them, because our neighbourhood here is essentially a tradesman's neighbourhood. We have boys who come from great distances, on the very idea that it is a gentleman's school. The great difference between Charterhouse and St. Paul's and Merchant Taylor's school is, that those schools are entirely day boys' schools, and a nomination is required to get a boy into them.

39. You think it very important for the interests of the school that you should have full discretion as to regulating the numbers of day boys, and that you should exercise it so as to keep them below a certain proportion?—I think so. I consider that the foundation scholars being resident, it is most desirable that boarders should form the main element of the school, as has always been the case.

40. (*Mr. Thompson.*) There is no ill feeling between the boarders and the gown boys, is there?—Not the slightest, there is no difference between them.

41. They do not look down with contempt on the others?—No; if anything, the gown boys here are the higher of the two from their very often having a connexion with the Governors who nominate them. To be head monitor in gown boys, I believe, is thought a higher honour than to be head of the school. The head of the school may be either a day boy or a boarder, as well as a gown boy, and in many cases he is a day boy.

42. (*Lord Devon.*) Whatever privileges and powers belong to the head of the school, have they been as fully and fairly exercised, and with as general a consent on the part of the school, by a day boy as by anybody else?—Yes; I can remember in my time, two or three day boys being in succession heads of the school.

43. They have not, of course, the opportunity of being invested as completely as other boys with the responsibilities and duties of monitors?—Not to the same extent; but there are monitors and uppers among the day boys, so as to make the discipline among them approximate as near as possible to that which exists in the rest of the school.

44. In that respect it is a sort of branch school; they have monitors of their own?—Yes, there was one of the boys sitting in the room when you went in, who was the monitor there.

45. (*Mr. Vaughan.*) Have the monitors of the other parts of the school any authority over them?—Not directly.

46. And *vice versâ*?—If there was any disturbance among the day boys, I should at once send for the monitor of day boys, and request him to find out who had taken part in it.

47. Are there a sufficient number of day boys kept up to give you monitors of good age and ability?—Yes; the head day boy at the present time gained the sixth form prize in the recent examination.

48. Do you limit the number of monitors in day boys?—I should entirely be regulated by the number of day boys. My rule is to have two, so that if one is away the other would be there.

49. Would you always make them from the two highest in the school?—If the highest in the school was a very young boy, I might select another boy.

50. What has your general rule been?—To take them in the order in which they stand in the school, but every now and then I should depart from that rule.

51. Would the feeling of the school make it rather difficult for a physically weak boy to keep order?—I think it did, to a certain extent, in my time.

52. Do you think so now?—I do not.

53. You think intellectual attainment has rather gained since then?—I think so, certainly. I observe it in indirect ways.

54. (*Lord Devon.*) What number was in the school when you were here?—The highest was 180,—that was at the time I left. I have set out the numbers in my answers.

55. I observe the fluctuations have been most remarkable?—Yes.

56. (*Mr. Vaughan.*) What regulations do you make with regard to day boys who have to come from such a distance as Hampstead?—The time for day boys to be present is half-past 9 in the morning. The first school-time for boarders, foundation boys, and all day boys who can conveniently attend is half-past 7 in the summer and a quarter to 8 in the winter, but no day boy is required to be here until the second school, which begins at half-past 9. He does not lose anything practically by his absence, because the work in the first school consists of repetition and of preparation for the second school, and he prepares his work at home.

57. How do you gain that repetition lesson which is lost?—It is said by a day boy at the beginning of the second school.

58. With regard to the evening, can they always stay in winter to the last lesson?—Yes; our school lessons end at 4 o'clock both summer and winter. At 4 o'clock every master gives his boys their work to be presented the next morning; the day-boy takes

that work home to do and he has to bring it the next morning.

59. The moment that lesson is over is the boy free to go home?—At 4 o'clock he may go home, but he may stay and take part in a game if he wishes to do so.

60. (*Mr. Thompson.*) Are they at liberty to go to the play-ground?—Yes.

61. He cannot dine at any place?—Some of our day boys live in Charterhouse Square, and others at no great distance. These go home between 12 and 2 for lunch or dinner. Some dine with a clergyman in the square, and others go to some place to procure lunch.

62. (*Mr. Vaughan.*) Does your permission to such boys to leave in the day-time depend on what you know of their domestic arrangements? And if so, what check have you on them as to their actually going home to dinner or luncheon in the middle of the day?—A day boy is permitted to go out once between 12 and 2 for the purpose of procuring lunch or dinner; but I cannot of course be perfectly sure that he actually partakes of lunch or dinner during that time.

63. (*Lord Devon.*) Do I understand correctly that some of the day boys dine in your house?—Not in my house. Since my written answers were sent in a change has taken place. When those answers were made the reader was also a master in the school, and during the last few years, in the case of a parent desiring his son to dine in the middle of the day, he used to take him. I was desirous that that should be continued, and represented my wishes to the Governors. They have appointed a new reader, who is averse to such an arrangement, and, consequently, I was deprived of what had been to me a very valuable aid.

64. Does it seem to you that it would be an advantage if some arrangement was made by which day boys coming from a distance might dine?—Yes, if it could be done. There is a clergyman in the square who takes boys from St. Paul's and Merchant Taylors', and I have arranged with him to take those boys whose parents desire it, and give them a dinner at one o'clock, with his family.

65. (*Mr. Thompson.*) I think some allusion has been made to the numbers. At page 12, the last two lines, you will see it is 123, and only three masters, that ought to be six, I presume?—I have it six in my copy. It must be a misprint in the amended copy.

66. (*Lord Lyttelton.*) All the boys who go home must necessarily do some work at night at home?—Yes.

67. Can you say about what average time a boy will have to spend on his lesson in the evening?—It very much depends on the boy himself, and on the form in which he is.

68. Take a boy in the upper part of the school?—I should think it would occupy him at least a couple of hours.

69. (*Mr. Vaughan.*) With regard to the possible arrangement that has been mentioned, for a day boy's dining here. Do you think that the obstacle to that is, that the parents prefer furnishing them with their dinner at home, to paying for their dinner, or is the difficulty with yourselves?—At present we have no place here, being limited in room, where we could provide a dinner for day boys. The day boys' room is very small; we must have some increase of accommodation, if there is to be dinner provided for them within the premises.

70. Have the parents ever applied at all for such an arrangement?—Whenever a parent expressed a wish that a boy should dine in the middle of the day, the late reader was always willing to take such boy. A gentleman has been now appointed reader who has no connexion with the school, and does not wish to continue that arrangement.

71. That is a source of disappointment to you?—It was at first; but I have now made the arrangement to which I refer, and which in some degree meets the difficulty.

72. And to the parents?—Yes.

73. (*Lord Devon.*) When I was at Westminster, the system was this with regard to day boys:—There were two classes, one called home boarders, and the others half boarders. The half boarders were those who had all their meals in the boarding house, and they were associated in the same dining room with the other boys; the consequence was that there was much more intimacy with that class of non-boarders than with the other. Does it occur to you that it would be practicable to introduce any such system here?—My own boarders and those in the usher's house dine together, and as my own house is now full, if an increase also takes place in the usher's house, there will be no room for the day boys; and independently of this reason, I confess that I fear that the introduction of the system would cause difficulties, as we should be obliged to take any day boy who might wish to dine, and the feeling between the boarders and day boys would not, I believe, be improved by such forced connexion.

74. In point of fact have you annually more applications for admission as day boys than you think it desirable to accede to?—Not as regards numbers; but I occasionally decline to admit a boy.

75. Do the applications increase or diminish?—I think that of late they have increased, but to a small extent.

76. Have you ever formed any opinion on this question whether the schools in London on the whole meet adequately the demand for education on the part of professional gentlemen, who would willingly send their sons to day schools, or whether it would be desirable in a public point of view, to increase the day accommodation?—I have very little data on which to go, but I should have thought that with St. Paul's, Merchant Taylor's, and King's College school that want really was met.

77. (*Mr. Thompson.*) Do you think this is at all a favourable site for a day school?—I think it may be a favourable site for a purely day school, but the difference between Charterhouse and the other London schools is this, that there is nothing local in its objects or character, and very few of our boys actually come from London. If you make it a large day school, it seems to me that it would not work well with the foundationers and boys residing on it.

78. With regard to the site do you think it is well placed for the sons of gentlemen and professional men?—It is too far from the West end of the town; but I do not think that it is so unfavourable as one might imagine, if one may argue from Merchant Taylors' and St. Paul's, which are always full, and are at least as far from the West End as we are. Merchant Taylors' is farther, and St. Paul's about the same distance; but those schools, as I have already mentioned, are purely day schools, and all the boys are nominated. I have found the objection sometimes raised that we are a very long way off for boys to come in the morning.

79. Are the approaches to the square favourable?—I do not think there is any harm in them actually. The Smithfield entrance is very disadvantageous to us no doubt, but the approach by Aldersgate-street, and the Post Office is decidedly good, and there is nothing to object to in it. Persons once or twice have told me that they have been rather startled by the approaches to it. I believe the neighbourhood is a harmless one, but it is unfortunate as regards its appearance.

80. (*Lord Devon.*) I observe in looking over the tables you have been kind enough to give us from 1818 to 1861 that the fluctuations in number are most remarkable, the highest being apparently in the year 1825, when the total number of the school was 280, and the lowest in 1836, when it was down to 99?—These fluctuations occurred under the same Head Master.

81. (*Mr. Vaughan.*) Who pays the sum of 110*l.* a year which you stated to be paid to the third assistant master?—That requires explanation. When I wrote this Mr. Dicken was reader, and he was also

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an assistant master in the school. I paid him, as an assistant master, about 110*l.* which came out of my own pocket.

82. Is the assistant master who superintends the foundation scholars, receiving 200*l.* and rooms, not paid anything by boys not on the foundation?—He is paid 40*l.* by the Governors for superintending the foundation scholars, and his other profits are derived from the other part of the school, on the principle stated in my written answers.

83. (*Mr. Thompson.*) Do you find that those salaries are sufficient to induce men of ability to come?—Yes. I have not had much difficulty, but they are smaller no doubt than are now paid at many other schools; and they vary with the numbers of boys in the school.

84. Can you give us any conception of the class of masters; are they the same class as those who would obtain fellowships at Oxford or Cambridge?—Yes, some of them are.

85. Do you find they are of sufficient calibre?—Yes. I have no reason to be dissatisfied at all, but I think in going beyond the area of Charterhouse men I might sometimes have a difficulty.

86. You think the fact of their being Charterhouse men induces them to accept of appointments which perhaps men of equal ability, who are not Charterhouse men, would not accept?—I think that is quite possible with the lower masters especially, because I know what is given to assistant masters at many other schools. I have been here but a short time myself and have had very few masters to engage. I have never found any difficulty in procuring an assistant master, even for the upper part of the school, and to him I pay 200*l.* a year.

87. (*Lord Lyttelton.*) Is that all he receives from all sources?—Yes.

88. (*Mr. Vaughan.*) Are they very young when they come to you?—Some are so certainly; in the upper school I have been in the habit of taking some young man who has recently taken his degree at Oxford or Cambridge.

89. Do you find them leave you soon?—They are not likely to remain long with the salaries which I am able to offer in the present state of the school.

90. (*Mr. Thompson.*) They get better appointments?—Yes. For instance, my last assistant master in the upper school has gone to be tutor at Christ Church.

91. (*Lord Lyttelton.*) Does the statement at the top of page 12 include everything?—When I say that the assistant master of the upper school receives 200*l.* without rooms, I mean that that is everything he receives, and he has to pay for his rooms.

92. The next master has 200*l.* a year, with rooms?—Yes, including the sums received from private pupils.

93. They have nothing else; no commons except their dinner?—That is all they get.

94. (*Mr. Thompson.*) The majority of them probably hold fellowships?—The majority do not. The one in the upper school may perhaps do so, but with the salaries which I can offer in the lower part of the school I should not expect to get first-class men; nor is it of the same importance to me in the lower part as it is in the upper part of the school. I am afraid that I could not get first-class men to take the lowest junior masterships here.

95. Do you not find that a young man fresh from the university has something to learn as a teacher when he comes to have to do with the boys?—I am speaking in this difficulty, that I have had scarcely any change of masters since I have been Head Master up to the present time. Of the masters I engaged when I came, nearly all remained with me up to the end of last term, but at the present moment I have three new masters.

96. How long have you held this appointment?—Four years. The assistant mathematical master was a scholar at St. John's, and he took his degree in the year 1849, in the same year as myself. He, therefore, is fairly advanced in age as a master. Another master who has come as an assistant master was a high senior optime last year at Cambridge. His principal duties are to teach the lowest boys in classics, and to take the second division in mathematics; I could not have expected anyone to come of any very high university degree. He is not a Charterhouse man.

97. (*Lord Lyttelton.*) Then you do not expect him to stay very long?—I cannot do so.

98. The French and German masters, I presume, give only part of their time?—Only part of their time. The French master comes twice a week; the German master only comes once a week, namely, on the Monday afternoons.

99. Did you get your three new masters without difficulty?—Yes.

100. (*Mr. Vaughan.*) Have they all come together?—Yes.

101. Will that not throw a great deal of trouble on your hands?—Any change must at first cause a little inconvenience.

102. Are they Charterhouse men?—Two are, but one is not.

103. (*Lord Devon.*) Perhaps you will give us the names of all the masters at present in the establishment?—There is the second master or usher, the Rev. Mr. Poynder, and the head mathematical master, the Rev. S. F. Williams.

104. (*Mr. Thompson.*) He is a Cambridge man?—Yes. The next is Mr. J. W. Irvine.

105. (*Mr. Vaughan.*) What is his position here?—He is an assistant master, and has the superintendence of the foundation scholars.

106. (*Mr. Thompson.*) What do you call him?—He is an assistant master.

107. Is he an Oxford man?—Yes, of Christ Church.

108. (*Mr. Vaughan.*) What position has Mr. Williams with reference to your list?—He is the mathematical usher or upper master of the mathematical school.

109. And Mr. Poynder, what is he?—He is the second master or usher referred to in my written answers; he is an Oxford man, of Wadham college.

110. (*Mr. Thompson.*) He was here probably before you were?—He was here as a master when I was here as a boy. He went away, and came back again as second master when I was appointed Head Master. The next master is Mr. R. Brodie, who assists me with the upper school; he is with me as a temporary master for this term, one of my masters being ill. He is a scholar of Trinity college, Oxford; he has obtained a first-class in moderations, and he goes in for his degree in a few months; he has come for a short time, because my other master, Mr. H. T. Foster, who gained a first class in the Cambridge classical tripos of 1861, and is a scholar of Trinity College, is unwell.

111. Is he described as the assistant master of the upper school?—He is.

112. I presume Mr. Brodie is not more than 20 years old?—He is 22 years of age. He was head monitor in gown boys for some time, and is quite able to keep authority over the boys. The next to him is the Rev. H. R. Dodd, who is the other master who has just come. He was a senior optime in 1861, and of Trinity college, Cambridge.

113. What does he represent in your list?—He would take the place which the reader used to do,—the third assistant mastership. There are six resident masters, and there are also the French master, the German master, and an assistant arithmetic master who takes the lower boys.

114. Do you think the lower mathematics are satisfactory?—I consider that they have improved, and I hope for still further improvement from recent alterations.

115. (*Lord Lyttelton.*) It is very unfortunate that in this list the year 1828 is left out, because the fall from 1827 to 1829 was extraordinary, from 432 to 289?—I will supply the deficiency. In 1822 the numbers rose to 480. For about two or three years,

as you will observe, the numbers remained somewhere about in that state. A sudden collapse took place, and between 1827 and 1829 the numbers dropped nearly 200, and continued to decrease up to the time of Dr. Saunders' Head Mastership.

116. What is singular is the extraordinary suddenness of the collapse; after keeping at a high level five or six years, in one year it falls?—Yes, that is so, but it is so long before my time, that I cannot give you particulars as to the fall, from my own knowledge.

117. (*Mr. Vaughan.*) Do you happen to know at the time of its great prosperity, what the main element of the school was? Was it day boys, or resident boarders?—The proportion of day boys was about one-seventh of the whole number. Boarders were the main element; but the numbers were so great that there was not sufficient accommodation.

118. Had they any more than they have now?—Not so much, comparatively. It is only right to note that the great fluctuation in numbers took place under the same regime, and that under Dr. Saunders' Head Mastership the number rose nearly to 200.

119. There was a fluctuation again?—There was. It is right to say that of late years there has been a very strong feeling against London schools, and I do believe myself that very much of the more recent fall is attributable to that, and to the establishment of many excellent schools in the country.

120. I think in your answer you describe that?—I do.

121. Do you think there is any probability of that feeling against London ever being got entirely over?—When I came into my present house there were 17 boys in it. I have now 30 boys in the house, which is my full number, and the entries for the present year have been larger than they have been since 1853. That seems to show that there is some revival of the feeling towards the school. But I find that the feeling against London is a very strong one, even among many old Carthusians.

122. Do you think that at the present time that objection is likely to be entirely overcome?—I should say not.

123. Has it ever struck you, considering it as an objection not likely to disappear, that any measure could be profitably taken to meet it?—I know of none if we are to remain in London, except by offering more inducements, in the way of open scholarships, exhibitions, &c.

124. Do you think a removal from London would meet it, and at the same time could be effected?—For the interests of the school I consider a removal would be most beneficial as regards increasing the numbers of the school, and thereby increasing its influence and power. But I believe the difficulty of removing it would be very great, connected as we have hitherto been with another portion of the foundation, namely, the pensioners.

125. Speaking as the schoolmaster, and as having the chief interest in the school, does it appear that there would be a very great difficulty in even effecting a separation from the pensioners if it were necessary?—If I might be allowed to put it in this way, I do not see the necessary connexion between the two, and if the separation were made, I cannot think there would be any loss or damage experienced by one side or the other.

126. Are the authorities over each sufficiently separate on the whole to enable the organization of the school to continue working well at a distance?—I do not think that there would be any difficulty on this ground, because we have no connexion with the pensioners here, and we have in most respects a distinct organization.

127. Do you see any insuperable pecuniary difficulty?—It would cost, I have no doubt, a very large sum to effect the change.

128. Do you think no money might be realized which would meet the pecuniary difficulty?—I have no data to go upon. I should think that our present site would in itself be of considerable value.

129. I suppose that large playground is entirely used by the school?—Yes.

130. If, therefore, that playground could be disposed of, that would not be depriving the other part of the establishment of any ground which they use?—No one, at least during the school terms, has admission to it but the boys and masters.

131. Could the present buildings which the school occupies, and the piece of ground now used as the play ground, in your opinion be made use of in such a way as to produce a very large revenue?—I have not sufficient knowledge of it to say. It is rather a question for a surveyor who knows the value of land.

132. Do you think it is a question any gentleman who knows the value of land in London could answer?—I think any gentleman knowing the value of ground in London could answer as to what its value would be as a site.

133. (*Lord Devon.*) You state that you exercise a general superintendence over the whole school; will you be kind enough to indicate the power and right of interference which exists in the master? I do not mean yourself, but in the Archdeacon?—He never in the slightest degree interferes in the studies or discipline. What I mean by a general superintendence of the school is over all its studies and over its discipline.

134. That extends to the scholars as well as the other boys?—Yes.

135. In case of punishment would you punish a scholar in the same way you would punish for the same offence a town boy?—Yes; with this exception, that if I thought it right that the boy should be removed from the school, whereas in the other part of the school I should do it of my own authority, in the case of a foundation scholar I should have to bring it before the Governors.

136. Does any appeal lie to the master?—None.

137. Do you know any one instance of a scholar appealing to the master against any decision?—I do not. The appeal, if any, would lie to the Governors and not to the master.

138. You speak of inflicting corporal punishment; are you the only master who inflicts that?—Since I have been Head Master I have almost always done it myself. If I am away from the school for any reason Mr. Poynder, the second master, would do it.

139. There is one point which the master alone has the control of—that is the arrangements as to sleeping and washing, and the domestic arrangements of the scholars?—That is a question on which I am sorry to say that there has been some difference of opinion. It would be false not to say that I think that in these matters the schoolmaster is not always consulted in the manner in which he ought to be consulted, for the interests of the school. The question happens to have arisen very lately. Last year an order was passed by the Governors to this effect "that the schoolmaster has no right to be consulted "respecting the use of the play ground and other "parts of the Hospital, or about any repairs to be "made therein." That order seemed to me to affect so seriously the rights and position of the schoolmaster, that I appealed to the Governors from that decision. At a subsequent meeting of the Governors the following decision was come to. "The Gover-"nors adhere to the decision of the last meeting "as to the strict question of right raised by the Head "Master, but they do not consider this resolution as "implying that it is not desirable that communication "should take place between the master and school-"master, on any subject affecting the convenience or "discipline of the school, and it appears to them that "as a general rule the master is on all occasions "anxious to act on this principle."

140. (*Mr. Thompson.*) Is there anything in the statutes defining the powers?—They are called statutes, being the orders made by the Governors at the first meeting after the incorporation took place. They have been altered and remodelled by subsequent

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orders of the Governors. In page 43 of the original orders it is expressly said, as regards the master, that "he shall have the economical government of "the house and household during the Governors' "pleasure . . . all other inferior servants shall "be put in and out at the discretion of the master." As regards the duties of the schoolmaster and usher, at page 54, the order says, "All other duties of their "place they shall faithfully perform, namely, to see "that the scholars be of modest and mannerly be-"haviour, well and decently clothed, orderly and "seasonably dieted, cleanly and wholesomely lodged, "and that the matron, butler, tailor, and groom, "perform their duties." When alterations are made in the buildings it is of the utmost importance I think, that the schoolmaster should be consulted; yet, as regards the new buildings which have been recently erected, I did not see the plans until everything was arranged, and I was not in the slightest degree consulted in reference to them.

141. (*Lord Devon.*) I understood that one or two masters are specially entrusted with the discipline of the scholars?—One master is.

142. Supposing that master were to find himself foiled in securing good discipline, to whom would he appeal?—He would appeal to me. Supposing he found anything wrong in the food, I should refer the matter to the master.

143. (*Mr. Vaughan.*) Notwithstanding the order that the schoolmaster see about the scholars being "orderly and seasonably dieted, cleanly, and whole-"somely lodged"?—Yes. That was the original order, but these orders may be altered at the pleasure of the Governors.

144. But you have authority from the statutes, as between you and the Master, until they are altered?—I presume that that is the case. When the Governors meet I am not present at the discussions relating to the school; though in former days it was the custom for the schoolmaster to be present. The Master is present, being a Governor, but I have no power of being present at these meetings. The only means by which I am able to get my wishes expressed is by presenting a formal written memorial to the Governors.

145. With regard to the meetings of the Governors, at which the Master is present, are there not certain regulations in the statutes as to the number of Governors which should be present also?—By the Act of Parliament there must be five, including the Master.

146. Is that what is technically called in the statutes an assembly?—Yes.

147. Is there not another mode of government by committee?—There is a committee sometimes, appointed by the Governors.

148. And they have power to decide questions of this description?—No, they must report it to the assembly of the Governors.

149. Has it happened to you during the three years you have been here to be invited to come and be present at any discussion?—Yes, occasionally; and when I presented a written memorial, appealing from the order to which I have referred, I expressly begged that I might be allowed to speak to their Lordships, because in writing it was difficult to express entirely what I wished. They did hear me, and the order was modified to the extent which I have mentioned.

150. (*Mr. Thompson.*) You would have been satisfied if that order had taken the form of an order issued to the Master?—If the original order had been that the Governors thought it desirable such communication should take place I should have been satisfied; but as the order was drawn up, it was simply that the schoolmaster has no right to be consulted about the playground and other parts of the hospital.

151. Have you a list of the Governors?—There is one in the book appended to my written answers.

152. (*Mr. Vaughan.*) Are there certain Governors who are more usually here than others to constitute an assembly?—Yes.

153. (*Lord Devon.*) Have the Governors made any alterations or regulations with respect to the discipline of the school since your time?—No.

154. With regard to the use of books?—Not in the slightest degree.

155. (*Mr. Vaughan.*) Are you acquainted with any part of these statutes which gives the master any direct power over the school itself?—I am not, except that he has the economical government of the household.

156. You understood me not to ask you what was the value of the ground, but to ask you whether it was necessarily of great value?—My own impression is that it would be of considerable value.

157. (*Mr. Thompson.*) I suppose it would be rather difficult to frame any enactment so defining the powers of the master, as that occasional misunderstanding should not take place?—I am afraid that such might be the case.

158. You do not imagine it would be possible to draw up any statute which would prevent that?—I am afraid it would be very difficult indeed; but I think that in matters connected with the school there should be a distinct order to the effect that the schoolmaster should be consulted.

Charterhouse, Wednesday, 18th June 1862.

PRESENT:

Earl of Clarendon.	H. H. Vaughan, Esq.
Earl of Devon.	The Rev. W. H. Thompson.
Lord Lyttelton.	

The EARL OF CLARENDON in the Chair.

Rev. R. Elwyn.

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The Rev. Richard Elwyn, M.A., further examined.

(*Mr. Elwyn.*) I wish to explain to the Commissioners that in page 12 of my answers there is an omission of a year.* I have returned the number of boys in successive years, and by some mistake there is no account of the year 1828. In 1827 it is stated that the numbers were 432, and in 1829, 289. In 1828 the numbers were 367. Dr. Russell was then Head Master.

159. (*Mr. Thompson.*) He was appointed in 1818?—He was appointed before that time. I have no further record than this, which begins in 1818. The Dean of Peterborough came in 1833, and was Head Master up to 1853.

160. (*Lord Lyttelton.*) The numbers fell from 432 to 289, that was very nearly half?—Yes. In 1826 the decrease was 18; in 1827, it was 30; in 1828, 65; in 1829, 78; in 1830, 63; in 1831, 46; in 1832, 43; in 1833, 33; in 1834, 5; and then it began

* This has been corrected.

to rise again during the Dean of Peterborough's time.

161. (*Lord Clarendon.*) I believe we begin at question 12. I see that the Head Master exercises a general superintendence over the whole school; is that with reference to their studies, or to the moral conduct and discipline of the school?—To the studies and the conduct and discipline of the whole schoool.

162. And he has specially under his charge the sixth form, but examines one of the other forms every week. Are those forms taken in rotation?—Yes.

163. Is it known to the forms beforehand which you will examine; do they come in regular rotation?—As a rule they do, but the rule is liable to occasional exceptions.

164. "The Head Master appoints monitors." According to what rule does he do that?—As a general rule, I should take the boys in the order in which they come in the school, but it might happen that for some special reason I might not have in the highest form a boy qualified to perform the duties of a monitor, and in that case I should appoint a boy lower in position in the school, but whom I might consider better qualified to discharge the duties of monitor.

165. You would not appoint a boy as monitor who was not in the sixth form?—He may be in the fifth form; he is always an upper boy. It so happens that at this time, in my own house, I have no boy in the sixth form, and therefore my head monitor is a boy in the fifth form. If I had had a boy in the sixth form, I should, no doubt, have taken him, unless there was some special reason against my doing so.

166. Has he monitorial duties imposed upon him as the head of your house, or is he a monitor generally in the school?—He has special duties as monitor in my own house.

167. Would he act as monitor out of your house? His special duty is to act as monitor of the house to which he belongs; but he has a general monitorial authority in the playground, &c.

168. The assistant master looks over the composition with you, does he?—I have an assistant master in the upper school who takes the form work of the two fifth forms, and assists me in the composition both of the sixth and fifth forms.

169. And then the second master?—The usher or second master is one of the masters appointed by the Governors; he teaches the fourth, or the highest form in the lower school, and also the second form.

170. And he in your absence would be the person who would have the authority?—Entirely.

171. Does the Master, Dr. Hale, interfere at all in the superintendence of the school?—Not in the slightest degree as regards the discipline or the teaching. His power, as defined by the statutes, is the "economical government of the whole household," and as concerns the foundation boys, questions of diet and clothing, and the arrangements of the house in which they lodge come under his superintendence.

172. And not under yours?—Not under mine, except as under him; he has the principal control of the whole.

173. You would see that his directions were carried out?—I should see that his directions were carried out.

174. *Quoad* the foundation boys?—Yes.

175. (*Lord Devon.*) Who selects the assistant master who is put specially in charge of the gown boys?—I do; but it is always the custom to have the approbation of the Master in the appointment of any assistant master, and especially would it be so in that case; I should always consult with him.

176. There is one master specially in charge?—Yes, for whom the Governors pay 40*l.* a year.

177. Under the new arrangement I understand there will be two masters?—One of the other assistant masters will reside in the new buildings of the foundation scholars.

178. At the head of page 13 you state that two of the masters, viz. yourself and the second master, are appointed by the Governors; and that the mathematical teacher is appointed by you, but subject to the approval of the Governors?—That is so.

179. With regard to the other masters, they are appointed by you with the approbation of the Master?—Yes.

180. Practically has any difficulty been found to arise in reference to the last point; has the approbation of the Master ever been withheld?—Never during the time that I have been connected with the school.

181. The limitation of the choice of masters to those who have been educated at the school applies only to the Head Master and the second master?—That is so; it is mentioned in the statutes made in 1627.

182. (*Lord Lyttelton.*) The masters have been generally so selected, but that is entirely optional?—I am perfectly free to take a master from any quarter.

183. You do as you think best?—Yes, at one time I had an assistant master from Shrewsbury school, and one of my present masters was not educated at the school.

184. With regard to masters being in holy orders, the usher who is appointed by the Governors might be a layman?—I was so myself when I held the office of usher.

185. It appears somewhat doubtful as to the power of removal of the inferior masters?—Theoretically it does; I do not know that the question has ever arisen, and therefore I was forced to answer vaguely in my written answers. Those masters who receive direct payment from the Governors are, I suppose, removable by the Governors on the representation of the Head Master; if I thought it right to remove the French master, as he receives direct payment from the Governors, I presume that it would be my duty to express my wish to them that he should be removed, but practically I have never known the question to arise.

186. I apprehend that the absolute right would remain with the Governors?—Yes, I think so; but in the case of those whom I appoint, with the approbation of the Master, perhaps it would be sufficient to have his sanction; the question has never actually arisen as far as I can learn.

187. But the power of removal by the Governors would probably almost follow *a fortiori* if they had power to remove the Head Master?—I presume that that would be so.

188. (*Mr. Thompson.*) Do you think it desirable on the whole that the schoolmaster and usher should in all cases be old Carthusians?—I cannot say that I think that it is in all cases necessary.

189. Or desirable?—It never has been otherwise at Charter House, therefore I feel a difficulty in answering your question; but if the matter were *de novo* I should be very sorry that there should be a limitation of that kind.

190. You think the Governors as a body are quite capable of exercising a wider choice with advantage?—I think that they might do so under certain circumstances. I can quite conceive that from a small school like ours there might not always be candidates who ought to be taken in comparison with others who might offer themselves; a preference to those educated at the school is given by the statutes, and there never has been, as far as I know, a case of the violation of the custom.

191. You say the masters are not eligible to the benefices of which the patronage is vested in the Governors unless they have been foundation scholars. Do you mean that they are actually ineligible, or that they have no right to such benefices?—That they have no right, according to the construction that has been placed on the charter. If I might be allowed to refer to the charter and the original statutes, you will see the difficulties that are connected with the question. The charter granted by James the First does not seem to contemplate any school except the foundation part of the school. At page 30 these words occur in the charter, "Scholars to be preferred in presenting to

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"ecclesiastical livings." "Our further will and "pleasure is, and we do by these presents, for us our "heirs and successors, ordain and straightly charge "and command that whensoever and as often as any "of the churches, parsonages, vicarages, chapels, or "other spiritual livings, the advowsons, patronages, or "donations whereof are hereby meant or mentioned "to be licensed to be given by the said Thomas "Sutton to the said Governors and their successors, "for and towards the maintenance of the said godly "and charitable uses, shall happen to be void or to "become presentative or presentable, or to be given "or collated under it by reason of the death, resig-"nation, or deprivation of any incumbent or incum-"bents of them or of any of them, or by any other "means whatsoever, that then and so often the said "Governors for the time being and their successors, "or the greater part of them for the time being, shall "present, prefer, and collate thereunto such meet and "sufficient persons as they shall think fit; neverthe-"less our full meaning and direction in this behalf is, "and so we do by these presents, for us our heirs and "successors, ordain and declare, that *such and so "many of the scholars which shall from time to time "be brought up and taught in the said hospital, and "every of them*, as shall be fully qualified and become "meet to take upon them or any of them the charge "of the said churches, rectories, parsonages, vicarages, "chapels, or other spiritual livings aforesaid, shall "as near as may be from time to time be by the said "Governors and their successors, presented, prefered, "and collated thereunto, before any other person or "persons whatsoever, avoiding as much as may be "the giving more benefices than one to any one "incumbent." It is remarkable that in the first statutes in 1627 that provision of the charter was altered, and the direction given as to the appointment to the livings as stated in page 41, (these statutes having the sanction of Charles the First), is as follows:—"Other assemblies shall be accidentary upon occasion "of the death or resignation of a Governor officer of "the foundation or incumbent of any spiritual living, "being of the patronage of the hospital, to elect or "present another in his place, wherein it is provided "that the spiritual livings be conferred upon persons "capable, and such as do or have done actual service to "the house, or have been members thereof, before any "others"—where the limitation by the charter to those who have been brought up in the hospital seems completely taken away, and it is said that the livings may be conferred upon any persons who "do or have "done actual service."

192. Do you not think that ambiguity, if there is any, should be removed?—It is most desirable. I believe that the question did arise some years ago, and a fresh order was drawn up limiting the privilege to those who had been educated upon the foundation of the school. But it is remarkable that the first statutes seem to place a different construction on the charter in that respect, and it has often been a question whether the schoolmaster or other masters who have done actual service ought not to have an equal claim to be presented to the livings as those who have been educated on the foundation.

193. (*Mr. Vaughan.*) You say that the Head Master exercises a general superintendence over the whole school; is it not the case in the original statutes that there is some specific designation of those duties?—There is, in page 53.

194. Is it not among his duties that he should see that the scholars are seasonably dieted, cleanly and wholesomely lodged?—It is so.

195. Has it been the custom for the Head Master of the school, in obedience to those statutes, to look particularly to the point of diet?—I have always considered that it ought to come within the duties of the schoolmaster, but as I have already mentioned, the Governors last year passed an order to the effect that the schoolmaster has no right to be consulted in any matter respecting the playground, or in any alterations and repairs made in any part of the hospital, which would include the rooms in which the scholars live. I appealed from that order to the Governors, and quoted this statute to which you have referred, which expressly mentions that it is the schoolmaster's duty to see that the foundation scholars be cleanly and wholesomely lodged, and I asked the Governors to reconsider the question as to whether the schoolmaster ought not to be consulted by the Master on such points.

196. That question seems to have been made a little more intricate by involving a question of the alteration of the state of the freehold. I meant rather with regard to the common course of the school management; whether it had been the habit at all of the Head Master to look to see that the boys had proper diet and food?—Certainly, as regards the food. For instance, the Assistant Master always attends the dinner of the foundation scholars, and if he thought there was anything wrong he would report the matter, and it would be brought before the Master.

197. Has it been the custom at all of the Head Master actually to go to the dinner in hall and also to inquire what number of meals the boys have?—The other master represents him entirely for that purpose at dinner. With the number of meals I am of course well acquainted.

198. Are you satisfied, speaking generally, with the manner in which the boys in the school are fed?—I am.

199. Does that apply both to the nature and to the number of meals which they have?—It does.

200. Does it appear to you that upon looking at the boys when they leave at the end of the half year they are in a state that boys should be in, looking healthy and plump?—I think they are generally in very good health when they leave school.

201. Have the medical authorities ever been consulted about the diet fit for growing boys in London?—It is right perhaps that I should here state that in any question of that kind I should at once refer to our medical officer who lives on the premises, and in fact all the arrangements of the food have his direct sanction and approval. I may mention that those boys who sit up after nine p.m. have a glass of beer with bread and butter before they go to bed.

202. They have no meat meal for supper?—No.

203. Has it ever occurred to you that the boys being in London, on that account require an additional meat meal?—Whenever it has been thought desirable, or whenever any parent has thought that his boy has required it, and a medical certificate has been sent to that effect, I invariably permit it to be granted, with the sanction of our own medical officer.

204. You do not think that the ordinary run of healthy boys require it at Charterhouse?—Speaking from my own experience as a boy there for nine years, and as a master since, I think we have every reason to be satisfied with the present arrangements.

205. When you were a boy there, did you find the nourishment sufficient?—I did; the only point which I did not feel to be satisfactory is that which has now been remedied, namely, the want of a glass of beer, or similar refreshment, after nine o'clock.

206. You have lived a great deal with old Carthusians, do you think they generally expressed an opinion that they were properly dieted when they were at Charterhouse?—As a general rule, I should say that those of my own standing were satisfied.

207. (*Mr. Thompson.*) You would think it unfair, I suppose, to argue from what might have been the state of the school 20 years ago?—I should consider it unfair.

208. (*Mr. Vaughan.*) I am asking both as to that time and the present?—I think the only subject of complaint among my contemporaries was that which I have mentioned, namely, not having any meal after nine o'clock.

209. I suppose your general care would extend to the foundationers, as well as to the others?—They are exactly on the same footing in respect of meals.

210. Do you think that the parents of the foundationers are generally well satisfied with the amount

of support which they get?—I have no reason to suppose the contrary. I have had it mentioned to me occasionally that persons would like their boys to have more—that I may candidly say—but it has been a very rare case.

211. Has that been recently?—It so happens that only this very morning the medical officer has given an order for a boy to have an extra plate of meat because he considers he requires it, as having been seriously unwell.

212. On the part of the parents have you had anything like a suggestion or an expostulation?—It was a parent who mentioned this case to me, and it was then brought before the medical officer; the boy had been under the care of a medical man at home, who thought he ought to have it twice instead of once a day.

213. (*Mr. Thompson.*) Was he a foundationer?—He was a foundationer. In my own house I should do it at once. I am perfectly free to act without any control at all, but in the case of the foundationers I am obliged to be more careful.

214. (*Mr. Vaughan.*) You say that the Head Master looks over part of the composition of the sixth and upper fifth forms; may I ask you what is the general principle upon which you divide the composition in that way rather than by one taking the whole composition of one form, and another taking the whole composition of another form?—The reason of it is this: the assistant master in the upper school being generally a young man fresh from the university, I consider it advantageous for my own sixth form to have the benefit of his knowledge and attainments, and therefore I have introduced the custom of his sharing with myself, in alternate portions, the composition of the sixth and fifth forms.

215. You take the whole composition in alternate portions?—Yes.

216. You say that every assistant master has complete authority over his own form; does that extend to the arranging of the work which the form has to do?—Yes, subject to my approval.

217. Do you consider that the master of a form is responsible for the nature of the work of each form and the books that are read in each form, or do you consider that you are responsible?—I consider that I am responsible; he would never make any change of books without my sanction.

218. Or a change of composition?—Certainly not; no change of that kind.

219. You say that the other assistant masters are appointed by the Head Master with the approbation of the Master; is that right of the Master contained in any statute or regulation, or is it a customary right?—It has been, I believe, the case for a great number of years, and I believe it rests on an order of the Governors.

220. Do you know of any order in this book?—No. The orders contained in that book are merely the original statutes or orders.

221. Then in fact we have not the whole body of statutes and orders?—There is but one charter, but the orders are very numerous. At the time when those orders were made, there was no school except the foundation, and one of the provisions made in page 54 is "that the Head Master and usher should not "take into their tuition above sixty other scholars, "unless they have another usher."

222. You say that there is no provision for the superannuation of a master of the school; do you happen to know how long ago the oldest master in the school was appointed?—I am at present the oldest Master. The usher or second master was a master for many years under Dr. Saunders. He left the school for a time, but returned as usher when I was appointed Head Master.

223. Having been appointed when?—I was appointed Head Master four years since, but I had previously held the office of usher for three years. I was appointed in 1858; one master, who had been with us nearly 30 years, left us at the end of last quarter.

224. Do I understand you to state that there is no law other than the custom of a century for the schoolmaster to be in holy orders?—I find that since 1748 the schoolmaster has been in holy orders.

225. You do not know of any law?—There is no law; I do not see any regulation to this effect in the statutes, not even as to the Master.

226. (*Lord Lyttelton.*) I understand that you requested the Governors to re-consider their decision, that anything relating to the building, and lodging of the boys, was not matter for your cognizance in any way?—I did.

227. What became of that request?—It was heard on the 25th of July last year, and the final decision was as follows:—"The Governors adhere to the "decision of the last meeting as to the strict question "of right raised by the schoolmaster, but they do "not consider this resolution as implying that it is "not desirable that communications should take place "between the Master and schoolmaster on any subject "affecting the discipline or convenience of the boys, "and it appears to them that as a general rule the "Master is on all occasions anxious to act on this "principle."

228. (*Lord Clarendon.*) That is the regulation that obtains now?—Yes; it was made last year.

229. As to question 13, how often do the Governors appoint to a foundation scholarship?—When a vacancy occurs. There are always a certain number on the foundation, and as each vacancy occurs that place is supplied by the Governors, who nominate in rotation.

230. I see a foundation scholar receives gratuitously board and lodging, and for his education he pays nothing, does he?—He pays nothing for his lodgings or education; I have stated in my written answers what the school charges are, and you will see that for books and stationery and extras, such as drawing, &c., he does pay.

231. You say "if on the sixth form, the instruction "in German is given to him gratuitously;" would it not be given to him gratuitously in the fifth form?—I think not under the present order.

232. Supposing a boy in the fifth form was desired by his parents to learn German, he would not have that instruction gratuitously?—I think not. Finding that the German language had no place in the teaching of the school, I myself applied to the Governors requesting that they would allow me to require any boy on the foundation in the sixth form to have a lesson in German once a week, and that they would grant a certain sum of money for that purpose. Up to that time any foundation scholar who learnt German, wherever he had been in the school would have had to pay for it as an extra.

233. In fact, it was a bonus to the sixth form proposed by you?—Yes.

234. I see he is provided with clothes; what amount, and what sort of clothes are they?—It is a plain black suit; black trowsers, and black jacket.

235. In an antique fashion?—No, a perfectly modern dress. That change was made many years ago. They used to wear knee breeches, and that kind of clothing, but there is nothing now to mark them from other boys, except that they are dressed quite in black. A boy is permitted to wear a black waistcoat, but it is not required.

236. Is he supplied with a school gown?—Yes.

237. Which he is bound to wear in the school?—Yes; and at dinner, and at prayers in the house and in chapel.

238. Is he allowed to go out of school with it? If he goes beyond the walls he wears his own private clothes; he must not go out in the school clothing.

239. Linen is given too?—Yes, a certain portion of linen is given. As regards going out, the boys do not go out on ordinary days, but only on special days by leave; therefore, practically, their clothing is provided for all the time they are at school.

240. I see, that if a boy passes a satisfactory examination, at the age of 18 he receives an exhibition

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of 80*l.* a year for four years at any college in either of the universities, but there is no competitive examination for them?—There is no competition whatever; any foundation boy presenting himself at the prescribed time is examined by the examiners of the school, and if they certify that they consider him qualified to go to the university, he receives that exhibition as a matter of course.

241. (*Lord Lyttelton.*) The examination simply is, that he has to be qualified to pass the matriculation examination?—The standard is, do the examiners think he will be able to pass the first university examination?

242. (*Lord Clarendon.*) Do you not consider that such a system as that is likely to destroy a boy's energy and to give him no stimulus to work better than others, or in short than to do more than is necessary simply to get the exhibition?—Some years ago I should have said that in many cases it was so, but the examination is now made a reality, and the examiners strictly require the standard to be kept up, although it is a low standard. I cannot say that the boys at the head of the school do become idle before going to the university, because it so happens that most boys who are likely to do well at the university have other motives to make them work; and they would get the exhibition if there was a severe examination. To the very dull boys, the fact of having this examination before them does undoubtedly act as a great stimulus, because the examination is really dreaded by them, simple as it is to a boy of average abilities.

243. Who are the examiners?—I have mentioned that they are appointed by the Archbishop of Canterbury; every year they hold an examination for exhibitions. My own desire has been to have competition for exhibitions among those not on the foundation; but the misfortune is that in the charter it is expressly stated that these exhibitions are only to be given to boys on the foundation; and to put a boy on the foundation shortly before leaving the school, merely for the purpose of competing for the exhibitions, I am afraid would be an evasion of the founder's intention.

244. And *pro tanto* a deterioration of the patronage of the Governors?—Yes. At the time that the charter was drawn up it is probable that there was no contemplation of any school but the foundation.

245. Has there ever been a suggestion of varying the amount of these exhibitions, still keeping the foundation scholars, and then the introduction of competitive examination in order to get the better exhibition?—The only competitive examination that we have now is for the two foundation scholarships which are annually open to competition, and if a boy gets on to the foundation by gaining one of those two, he has the advantage of the exhibition, and every advantage that a foundationer by nomination would have.

246. But each of those exhibitions is 80*l.* a year?—Yes.

247. Supposing that some were made 100*l.* and some 60*l.*, and then there was a competition between the boys in order to get the better exhibition awarded to the best scholar?—I could see no objection to that, nor should I think there was anything in the charter to militate against it.

248. There you might have competition and you give a motive for it?—Certainly.

249. Such an alteration as I suggest would not make any difference in the amount of the fund devoted to the exhibitions, but would make them more valuable to those who were the most worthy?—Quite so.

250. "The only school charges to which a founda-
" tion scholar is liable are for books and stationery,
" and a payment of four guineas per annum by lower
" boys, and five guineas by upper boys, to the
" matron for private washing and the care of private
" clothes;" what is the charge for books and stationery?—It varies with the position of the boy in the school; in the lower part it is a very small sum; for a boy in the upper forms it would be a larger sum.

251. (*Lord Lyttelton.*) There is no specimen of bills of boys on the foundation?—I do not think there is. They have the same books to get as the boarders; that, with stationery and a few shillings to the printing fund, is the only regular school charge; and there is an annual sum paid to the matron by order of the Governors.

252. (*Lord Clarendon.*) From the Talbot exhibition the foundation scholars are excluded?—From the pecuniary value of it they are; they can obtain the Talbot medal, but not the pecuniary value of the exhibition; and, therefore, in the examination, the first in order of merit, be he a foundation boy or not, has the medal, and the first oppidan in the list has the exhibition itself, if the examiners certify that he is qualified to receive it.

253. Does an oppidan always obtain it?—One year it was not given away; it is in the discretion of the examiners; they are not bound to give it unless they consider the first oppidan in the list worthy to have it.

254. It is for two years?—Yes.

255. (*Lord Lyttelton.*) With regard to the expenses of the foundation scholars, I see it is said that in the case of many boys their charges did not exceed 12*l.* a year. I see in Mr. Skirrow's report, which was in the year 1854, it is stated that the expenses of a foundation boy might be from 10*l.* to 20*l.*, according to the place in the school. Do you think that is correct?—I should think so. I had not that report before me when I answered the question; that report was drawn up before I came to Charterhouse as a master.

256. That is an average, but would it be correct to assume, that 10*l.* is the lowest sum actually paid by the parent of a foundation scholar?—I should think it was, because you will observe that there is a payment of 4*l.* 4*s.* per annum to the matron.

257. Unless I am mistaken, I know a parent of a boy at Charterhouse, who said that the money actually paid for directly school expenses did not come to above 5*l.* a year; do you think that possible?—It may have been possible in very rare cases. A boy may come to the school having many books which he would have to get if he was not provided with them; or, again, a boy may bring his own paper from home, and this will lessen the charge to an individual boy; but I think that on an average the expenses for a lower boy may be considered as being 12*l.* a year.

258. With regard to the exhibitions, the examination that they are required to pass in order to obtain them is clearly an examination altogether below the attainments of a clever boy at the top of the school?—Quite below it. A boy must be very idle or exceedingly dull not to obtain an exhibition.

259. (*Mr. Thompson.*) Do you know on what ground the present system is retained?—The system, I believe, dates from the very foundation.

260. But not the 80*l.* a year?—The sum has been altered from time to time.

261. You would have competition for places on the foundation, and you would have competition for the exhibitions at the universities, to which both foundationers and boys not on the foundation should be admissible?—I consider that would be most desirable for the school.

262. And you can see no objection, as far as the discipline and reputation of the school is concerned, to adopting that plan?—I can see no objection to it myself.

263. If the consent of the Governors could be obtained?—Yes, and if the charter could be adapted to it.

264. (*Mr. Vaughan.*) Is the contemplation to increase the number of foundation scholars a consequence of an increase of the funds of the school?—Yes.

265. I think you stated that there was a dread of this simple examination for exhibitions?—There really is on the part of very dull boys.

266. That would not lead to any inference as to the average state of the scholars on the foundation, compared with boys generally, if this simple examination is an object of dread to them?—You must consider that a boy is nominated to the foundation at a very early age, without any regard to his abilities, and without any knowledge in fact of what he is likely to do; of course it continually happens that on the foundation you have boys of slight abilities, and it is to those boys, simple as it is, that the examination does good, and is, as I have found from experience, a great motive to work during the latter part of their time. Within the last few years cases have occurred of the examiners rejecting boys on the examination for exhibitions, and this fact of itself has had a beneficial effect.

267. The fact of a simple examination being an object of personal dread applies only to the very dull boys not excluded by the first examination?—Yes.

268. Do you find at the present moment that boys whom you are receiving on to the foundation come in in a state of less good preparation, and less good ability in proportion to their age, than the other boys?—I could not say that that is the case. It is entirely a matter of chance; sometimes we have a series of clever boys nominated.

269. (*Lord Lyttelton.*) There is a slight examination previous to their admission to Charterhouse?—Yes, of the most elementary character.

270. (*Lord Clarendon.*) I see that the Governors have determined to increase the number of scholars, and consequently of their own patronage, from 40 to 60?—From 44 at the present time.

271. Do you think it necessary or expedient for the interests of the school and foundation to have that increased?—I think it is very desirable, and it has already brought to us one great advantage for the rest of the school, inasmuch as one additional foundation scholarship has been thrown open for competition annually among boys in the school.

272. For the reception of those, I see new buildings are ordered to be constructed?—That is the case.

273. Out of the funds available for the purpose?—Yes.

274. The funds actually exist; they were not raised in any way?—No; it is from a large number of houses having fallen in to the Governors, which has increased their rental.

275. When do you suppose this increase will take place?—I am told that it is hoped that there will be 10 additional at the end of this year.

276. That is to say, means for receiving them?—Yes.

277. (*Mr. Thompson.*) Have you any reason to hope or expect that any considerable portion of those new foundation scholarships will be thrown open to general competition?—I have no reason for supposing so, because when I found that the increase was about to take place, I at once applied to the Governors, pointing out the advantages of the competitive system, and asking that an increase might be made in the number of scholarships open to competition, and one additional was granted for each year.

278. What is the number of Governors?—Eighteen.

279. (*Lord Devon.*) In case of this increase taking place, are you aware whether it is contemplated to keep up the present value of each exhibition, or reduce them proportionately?—I have had no intimation of any change being intended.

280. (*Lord Clarendon.*) You consider that each of these exhibitions will have to be forthcoming for each of these new scholars?—Yes, and a great portion of the money will have to be set apart for additional exhibitions.

281. That will be 40 times 80?—There never would be that number at the same time in the university; the average number of exhibitions is, I believe, about 12 at any given time. At the present time, with other openings that there are for young men, I do not think that so many of the foundation boys go to the university as was formerly the case.

282. Do you not get the same average?—When the number of foundation scholars is increased to 60, there will be a proportionate increase of the number of exhibitioners.

283. (*Lord Lyttelton.*) Those boys who do not go to the university get 100*l.*?—In certain cases. If they go to Woolwich, or if there is any expense incurred in an outfit for any profession, the Governors grant the donation.

284. (*Mr. Thompson.*) Have we any list of the names of the boys at present on the foundation?—We were not asked to give names in the questions submitted to us, but I can supply them. I think that in the answers of the Master and the registrar you will find the number of the exhibitioners at the present time.

285. (*Lord Clarendon.*) It is a mild examination for admission?—Yes, of the most elementary kind.

286. When was this system of examination settled?—In the year 1845.

287. A note at the foot of the page, is, that this examination is for a boy entering on the foundation? Yes, before he can be put on the foundation he is brought to me, and I examine him in accordance with those rules.

288. You have no right to ask him any more?—No.

289. Was this system of examination settled by the Governors?—Yes. By orders made in the years 1844 and 1845. It is more severe now than it used to be.

290. Has any suggestion been made to the Governors to make it a more real examination?—I think not.

291. Has any boy ever been rejected?—I am not aware of such a case having occurred.

292. (*Lord Devon.*) Have you ever rejected any?—Not in the short time I have been here. When a boy is nominated, notice of what he is required to do at the preliminary examination is sent to his parent, and it must be a desperate case if he cannot get in.

293. (*Lord Clarendon.*) It was ordered by the Governors, I suppose, that one foundation scholarship should be annually open to competition?—Yes.

294. Do you know whether it is in contemplation, with reference to the increased number of scholarships, to open any more exhibitions?—In page 14 of my written answers, you will find that, in the year 1860, upon the petition of the schoolmaster, it was determined that, in consequence of the intended increase in the number of foundation scholarships, two foundation scholarships were to be annually open; that is, one additional, there being previously one annually open to competition. There are certain restrictions, namely, that a boy must be between the age of 13 and 15, and have been one year in the school, and the parent must make a declaration of his intention to send his son if successful to the university, and that he requires some assistance towards that object.

295. Are they much competed for, are they considered an object of desire?—Very much indeed, and I consider that since there have been two, the desire has much increased; it is a case of where twice one is more than two; the second one that is thrown open gives rise to a great deal of competition; a boy thinks "I may not get the first, but I may get "the second." The system of having two annually open to competition has only been in operation two years.

296. Do you consider that if more foundation scholarships were open it would be an advantage to the school generally?—I cannot entertain a doubt that on the whole it would be.

297. Do you think it would increase the numbers of the school?—I cannot but think it would.

298. Do you think it would tend to improve the class of boys that go there?—Undoubtedly I do, so far as regards the intellect.

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299. Is there anything that you would suggest that would be more advantageous to the school at the present moment than a concession being made by the Governors of opening more scholarships?—I believe if four were open every year, and if there could be a provision for any of the exhibitions being opened to oppidans as well as foundation boys, that the great want of our school would be met.

300. Do you think that it would in some way tend to counteract the increased objections there are to town schools?—I do, and I think that is the only mode by which that feeling could be counteracted.

301. (*Lord Devon.*) You say, I think, that in the case of a boy not going to the university, and not receiving the 80*l.* a year, the sum of 100*l.* down is given in certain cases?—Yes, in certain cases.

302. Will you define what those cases are?—The rule is this, that if the boy leaves and goes at once to any office with a salary, and his parent is put to no expense, he does not receive it; if he goes to Woolwich, where he has an expense connected with his outfit and education, he would receive 100*l.* on application to the Governors. The most ordinary case in which it arises is that of the case of a boy going into the army.

303. Have you frequent cases of persons going into merchants' houses getting it?—No; as in that case a salary would probably be given.

304. (*Lord Lyttelton.*) These conditions about open scholarships are laid down by the Governors?—Yes.

305. The parent is required to declare that his son requires some assistance towards going to the university?—Yes.

306. Is that a condition which has a perceptible practical effect? do parents ever scruple to make that declaration?—They do, and it creates difficulty. During the few years I have been here parents have declined, because they do not feel justified in signing the declaration, and I have myself been applied to to put an interpretation on it, which I have declined to do, because it is a matter which can be decided only by the person who desires the boy to compete; I cannot undertake to explain its meaning in particular cases.

307. Looking to the scholarships as open, does not that restriction diminish very much that kind of openness?—It does undoubtedly, to a certain extent.

308. With a view to the general encouragement of the whole school, would it not be desirable to remove that condition altogether?—As schoolmaster I cannot entertain a doubt of it. The view of the Governors, I believe, was that it being a charitable foundation, they ought to have some guarantee that those whom they put on the foundation really require the aid which the foundation affords.

309. (*Mr. Thompson.*) Do you think that the boys elected upon the foundation, or their parents, do, as a general rule, require that assistance?—I should say generally that they do.

310. But there are exceptions, I presume?—It is a question that parents only can answer; I have had persons come to me who have said, "I am in this "difficulty, I am making a large income myself, and "I may die to-morrow, and I am in doubt whether I "can say that now I require such assistance."

311. (*Mr. Vaughan.*) You have returned a list of university distinctions with a mark to those who are on the foundation?—Yes.

312. Should you have it in your power, if you were asked to do so, to distinguish those who have been elected by competition?—Will you allow me to say that "F. S." in that list means foundation scholar nominated, in the ordinary way, and "F.S. by com-"petition" means the boys who have succeeded by competition in gaining a foundation scholarship?

313. Do you know what the policy of that regulation is which requires boys elected by competition to have been a year in the school?—It was thought that if the scholarships were thrown open to competition to boys in the school without any limitation of that sort, a boy would come at the time when the examination was about to take place, and if he did not succeed he would leave; the object of introducing the competitive system was for the encouragement of boys in the school, and it was thought that that could be better secured by a boy having been a year there, and having obtained a kind of *locus* in the school, than if it was open without any limitation of that kind.

314. Have you ever considered what the advantage would be of making them entirely open, and allowing candidates from all parts and schools to compete for the scholarship foundation, as I believe is the case at Winchester and Eton?—My strong opinion is, that if that was done, for the school to remain in London would be a simple impossibility; and as I mentioned in my answer to Lord Clarendon, I believe one great value of the competition consists in its attracting boys to the school. If they were thrown open to general competition, I believe that our boarders would fall in numbers.

315. How would the number of boarders above the age of 14 in the school fall in consequence?—Boys would often come up for the examination, and if not successful would return to their former school.

316. I am speaking of those now past the age for competing and still in the school; how would it affect the numbers of those?—It would not affect the present generation, but in a few years fewer boys would come at the age of 10 or 11, and many would remain in the schools, where they were being brought up.

317. Do you find as a matter of fact that the boys who fail in obtaining these scholarships leave in any numbers after the examination is over?—I can myself quote instances of boys having left the school and not having gone to the university, in consequence of not succeeding in gaining a foundation scholarship.

318. In fact, that their education has stopped where they have failed?—When they failed the parents have looked out for some other occupation for them, not having the means of sending them to the university without such help.

319. Do you know also what is the policy of requiring at that very early age (13) a declaration on the part of the parent that he intends to send his son to the university?—I presume that it is in consequence of the exhibitions to the university, but I believe that supposing a boy did succeed, and subsequently showed a very strong desire not to go to the university, and the parent had good reason for a change, he would not be precluded from changing the intention which he might originally have had.

320. Do you happen to know whether that is a common regulation in foundation schools to require a statement of the ultimate destination of the scholar?—I do not.

321. Do you think it at all limits the competition or the number of boys in the school, the fact that they have to sign a declaration of that sort?—I have not found it so practically, because I have found that a parent, if he has no difficulty about the other part of the declaration, is generally desirous, if his boy is placed on the foundation, that he should go to the university, because he thinks it is the best opening for his boy with the kind of education he would receive on the foundation, and with the exhibition which he would obtain on going to the university.

322. (*Lord Clarendon.*) As to question 17, what was the object of the order made in 1845, that "the "whole number of boys to be educated in the school, "inclusive of foundation scholars, boarders, and day "boys, be not allowed to exceed 200"?—I believe the reason of it is that from the great numbers that came to the school during a few years it became overcrowded. In the Dean of Peterborough's time, when the school was increasing, and had risen to 187, so strongly did he feel the evils with our confined space of having a larger number of boys than 200 at the utmost, that he requested the Governors to pass an order that there should not be more than 200, because

there could not be fitting accommodation provided for more than that number.

323. That ordinance is still in existence?—Yes.

324. I suppose it will be extended to 240 now, with the new foundation scholarships and the extra buildings?—My own opinion is that even with the increase of 16 foundation scholars, 200 is a reasonable limit. When it reached 187, in the Dean of Peterborough's time, the school was as full as I should wish to see it with our present accommodation. The Head Master used to take 40 boys as boarders. I have declined to take more than 30, because I do not think my house is capable of taking more than that number.

325. Boys can lodge nowhere but there?—In Dr. Russell's time there were boarding houses in the square, but that is not the case now. In one house there were 140 boys.

326. Do you mean one of the houses in the square?—Yes.

327. Were those houses beyond the precincts of the school?—Yes, beyond our walls.

328. If there are no longer to be houses taken *extra muros*, it is practically in the power of the schoolmaster to limit the numbers to the 200?—Quite. I have full power to limit the number of boarders and day boys, subject to the approval of the Governors.

329. Can anybody else but the Head Master and under master take boys?—There is no provision for boarders, except in the houses of the Head and Second Master. The reader can take three or four private boarders.

330. Therefore you are decidedly of opinion that if houses are not to be taken beyond the walls, 200 would be a sufficient number, even though new buildings for the accommodation of 40 are provided?—Certainly.

331. (*Lord Devon.*) Am I correct in supposing that on more than one occasion during the time your school was so full, in the years preceding 1829, a fever broke out in these houses?—I do not think that such was the case.

332. Is there any space within your gateway in which provision could be made for boarders, other than at present existing?—I do not see how, without encroaching very much on the open space.

333. (*Lord Clarendon.*) It would be very inexpedient?—Yes; you must remember that with us there are 80 old gentlemen living as pensioners, quite independently of the school, and that they occupy two of the courts.

334. (*Lord Lyttelton.*) I apprehend that the mere addition of 16 boys to the foundation will have no effect on the proper construction of this order of 1845; the additional number of scholars will not involve any addition to the total number of the school?—No; the order does not mention the number of foundation scholars.

335. It does not imply that the number of scholars must remain the same?—I think not, though probably at the time there was no account taken of any increase in the number of foundation scholars.

336. (*Lord Clarendon.*) In answer to question 18, you say, "additional to monitors and fifth form 10*l.*;" does each boy pay 10*l.* to the monitor?—The charge is 80*l.* per annum for a boy in the lower part of the school; and a boy in the upper school pays 10*l.* extra; when a boy gets into the fifth form, instead of paying 80*l.* he pays 90*l.*

337. (*Lord Lyttelton.*) Each monitor pays that?—Yes; every upper boy pays that additional sum.

338. (*Lord Clarendon.*) I understood the monitor was paid it?—No.

339. (*Lord Lyttelton.*) A monitor of the fifth form pays more?—All boys in the sixth and fifth forms pay 10*l.* extra.

340. (*Lord Clarendon.*) "Charges for stationery "and books are under the control of the masters of "each form and house." Do you take care that the boy does not spend more than is right?—Supposing a boy comes to the school and is found to want school books, the bookseller cannot supply these books without the signature of the master of the form, or the master of the house in which the boy is; it is the same with the stationery; if a boy wishes for paper or pens, the school stationer comes round once a week, and any order has to be countersigned by the master, so that a boy can have no books or stationery from persons connected with the school without the direct sanction of the masters.

341. He might get them from elsewhere?—It would not be with our sanction. It would not appear in our charges to the parents.

342. (*Mr. Thompson.*) What does he get from the bookseller?—Books for school purposes. The bookseller may not supply any book without the previous sanction of a master.

343. (*Lord Devon.*) A boy has no opportunity of going to the bookseller's shop at all?—None, except by special leave from a master.

344. (*Lord Lyttelton.*) We have no detailed account of the expenses of the boarders which we have had in some other cases; you say the annual expense you consider to be about 100*l.* per annum?—Yes.

345. Are the minimum and maximum far apart? What is the range of expenses?—I have known some less than 100*l.*, some are not above 90*l.*, and a few below that amount. It depends so much on the position of the boy in the school, and whether he learns German, drawing, or chemistry, &c.

346. What is about the usual maximum?—About 110*l.* I should think would be the outside for an upper boy. I was at the school as a boy nine years, and I know my father calculated it had been as near 100*l.* a year as could be.

347. Would you say from 90*l.* to 110*l.*?—Yes; I should think that would quite express the amount.

348. (*Mr. Vaughan.*) In that charge of 80*l.* per annum, you do not distinguish between education, board, and washing?—No.

349. Is there any understanding in the school as to what the charge is for education?—There is not.

350. Only that it is 18*l.* 18*s.* for the day scholars?—Yes, because in that case no question of board or washing comes in.

351. (*Lord Lyttelton.*) As to question 20, you consider that there is absolute equality among the boys?—As I explained the other day, I do not think that a day boy is ever quite on the same footing as a boarder, because he has not the same opportunity of mixing in the common life of the school, except during the few hours in the day when he is there, but I do consider the feeling between the boarders and day boys to be of a more kindly and friendly character than it was some years back. As an instance that there is no difficulty whatever now in a day boy taking part in the game of cricket, it so happens that within the last few years there has occasionally been a day boy in the "cricket eleven;" that will show that there is no practical distinction; but the day boys have not the same means of forming intimacies as the other boys have.

352. (*Lord Clarendon.*) Do not those day boys find difficulty rather in keeping pace with the boarders?—Some of the greater successes at our school have been won by day boys. To counterbalance the disadvantages of not being a boarder, they have a quiet home, and a studious boy would perhaps have more time to himself than a boarder.

353. (*Lord Lyttelton.*) Should you say that the day boys are at all looked down upon by the others? Are they not in a lower position?—I think that a few years ago they decidedly were, but I think that the feeling is now wearing away.

354. To what do you attribute that feeling?—To a variety of reasons. I think the feeling of boys generally, is a gentler one than it was when I was at school. I do not think boarders are so rough now as they were towards one another. I also attribute it to the fact of many of our day boys being the sons of persons equally as gentlemanly as the others. For

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the last few years the boys at the head of day boys have been almost invariably the sons of clergymen and professional men, which has conduced, I think, to a feeling of equality with the other boys.

355. (*Mr. Thompson.*) Would you say that there has been any such feeling between the boarders and the foundationers?—It seems always to have been a footing of perfect equality; but, if there is any difference, the foundationers are considered rather the higher of the two, because of their connexion with the Governors who have nominated them.

356. Do you think they would run any danger of this kind—supposing the foundation scholarships were open to universal competition—do you think that the social rank of the boys would become lower than at present?—I think that to a certain degree it would.

357. Would you apprehend any evil consequence from that; would you apprehend that the position of the foundationers in the school would be lowered?—I think it would, and the difficulty would be this, that until the system was thoroughly introduced, the old element of the gown boys might be hostile to the introduction of boys of a lower class.

358. Your view may be something like this, that you would not have the whole of the scholarships thrown open to competition, but only a portion of them, retaining the principle of patronage along with the principle of competition?—That is my view. As a London school I think it is essential that it should be so, because the fact of the Governors having the power of nomination conduces to the gentlemanly character of the school.

359. That is not quite the object of my question. I ask you whether you would prefer restricted or unrestricted competition in this sense; would you prefer, for instance, that half the scholarships should be thrown open to competition, and the other half be kept in the hands of the Governors, or that they all should be thrown open to competition?—I should prefer their not being all open to competition.

360. Not even among the town boys and boarders?—No. I should say that any system of that kind should be introduced gradually, because unless the numbers of our school were to increase very largely, it would open the competition to very inferior boys; if you had too many open in the year it would lower the standard very much.

361. It would not raise the standard of learning much, and it would certainly lower the condition in life of the boys in the school?—I think that that would be the case.

362. (*Lord Lyttelton.*) Have you any children of tradesmen in the school?—There are occasionally some.

363. Are there any among the boarders?—There are a few from time to time.

364. (*Mr. Vaughan.*) You mentioned that there was one boy among the day boarders in the cricket eleven?—There has been not unfrequently.

365. It is not a peculiarity of this year or any particular time, but it generally is so?—If he was qualified to be one of the eleven he would be taken, whether he were a boarder or day boy.

366. Is not that rather a small number of day boarders, considering the relative numbers in the school?—It is because many day boys do not practically take much part in the games; in the summer quarter, for instance, a great part of the day boys go home to their friends, though they are quite at liberty to remain and take part in the games.

367. With regard to the point you have just mentioned, as to the throwing the scholarships entirely open tending to lower the social condition of the boys in the school, would your opinion remain the same if that restriction about poverty and all the other restrictions were removed. There is a restriction at present, which in fact, to a certain degree, makes poverty a condition; supposing that restriction and other restrictions were removed, tending to limit the competition, do you think that competition perfectly open would tend to lower the social *status* of the scholars?—I think it would if we were still in London and if we did not have a large number of boarders independently of the foundation.

368. Can you say how that would bring a lower element than the school now consists of?—Yes; here I think the school would mainly consist of day boys and the foundation scholars, with the boarding element almost left out.

369. Why should that destroy the boarder class?—I mean that many boys now come as boarders with the hope of their competing for the scholarships; they would not come so frequently if the competition was universal, and if all restrictions about being previously in the school were removed. A boy would be kept at any school at which he might happen to be, and would be sent up to Charter House to take his chance in the examination, and therefore you would destroy one of the great motives to a parent's sending boys as boarders with a view to competing.

370. Have you not a great many boarders who do not think of competing for the foundation?—The total number of boarders is small.

371. Do you conceive that a large proportion of that number come there in the hope of getting on the foundation?—I think that the proportion is increasing, and I think it would be more so if more scholarships were thrown open. I can only judge now from the fact that parents write me to say that they should like their boys to compete; it evidently forms a great point in deciding to what school to send them, because the prize is so very great.

372. (*Lord Devon.*) I understand your view to be that you would extend that principle, which has already been recognized with regard to two of the scholarships, to a larger number?—I would.

373. And that you would limit that competition to those who had been educated for a certain time in the school?—I would.

374. And with regard to the remaining foundationers you would leave the principle of nomination as at present?—Yes.

375. Subject to an examination probably of a somewhat stricter character?—Yes.

376. What proportion of the gown boys do you think it would be well for the school to open to competition?—I think that the system works better by being gradually extended; it is desirable to keep up a good standard of competition; I should say that at present four annually open would be sufficient, because if you make them too common you make the standard too low, and give the boys an enormous reward for doing what would really be very little.

377. (*Lord Clarendon.*) That only has reference to those going to the university?—Yes.

378. That diminishes the numbers of those who compete for the exhibitions, and therefore if they were to be largely increased they would almost all get them?—Yes, and that would be as great an evil as anything at present.

379. (*Mr. Thompson.*) With regard to the residue of nominations which you would leave as at present in the hands of the Governors, you would wish their choice, I suppose, to be restricted by the same conditions as are at present imposed, viz., that they should take into consideration poverty and other similar qualifications?—If I may be allowed to say so, it seems to me to follow that such a limitation practically ought to be made on the nomination system, as a Governor who nominates a boy is able to ascertain of his own knowledge whether the boy requires the assistance which the Foundation affords.

380. Would you retain that limitation in the case of candidates admitted to unlimited competition?—I would not, for the reasons which I have already stated.

381. You would make it an unlimited competition?—Yes.

382. But you would retain the condition in the case of nominations to scholarships?—Yes.

383. You have said that you wished there should be two classes of scholarships hereafter, one thrown open to competition, the other left in the hands of the Governors; my question was whether, to take the case of the nomination left in the hands of the Governors, you thought that the Governors ought to be restricted in their choice by the same conditions as are at present imposed by the statutes, or whatever passes for statutes, in the school?—There are no restrictions actually prescribed in the case of nominations, I believe, except in point of age.

384. Not of poverty?—There is no prescribed restriction. The whole school is spoken of through the charter as consisting of poor children, but the boys who come are generally of a different class from those who were, I should think, originally described as "poor children."

385. You would remove the restriction as to those who compete?—Yes.

386. You think it an unnecessary and injurious limitation in that case?—I think so. Parents are perplexed to know what the meaning of it is, whether they can in certain circumstances say that they require such aid or not.

387. (*Lord Lyttelton.*) The Governors are distinctly required to appoint only the poor, are they not?—I should presume that the charter, from various expressions which occur in it, contemplated a different class from that which we have; I think it implies a scholar of a lower order of society than practically has been the case, though many of the boys who are nominated are, doubtless, really in need of help towards ensuring a good education.

388. (*Lord Devon.*) Assuming for a moment your view to be carried out, and say that out of the 60 foundation scholarships nominated, 20 perhaps were attained by competition among boys who had been for some time in the school, and the other 40 owed their admission to the nomination of some of the Governors; do you consider that the boys so nominated would be treated by the others as on an equal footing, the one owing his admission to intellectual exertions, and the other to nomination?—I think they would. I observe at present no difference. There are eight or nine boys now on the foundation who have been elected by competition. They seem to me to be practically on an equal footing.

389. (*Lord Devon.*) You are aware that at Westminster admission to the foundation has always been obtained by competition?—Yes, by competition among boys in the school.

390. (*Lord Lyttelton.*) Do you wish permanently to retain the system of nomination by the Governors?—I think that the system of competition ought to be gradually introduced, because I think that it is difficult to say what its effect would be if it was thrown open largely, and I am in favour of retaining a certain number of nominations, for the reasons which I have stated.

391. (*Lord Clarendon.*) As to question 22, I see a few of the upper boys have small rooms or studies; I suppose that is a privilege that is valued, how is it settled?—Generally by the order in which the boys stand in the house to which they belong. If there was any dispute it would be referred to me or the master of the house in which the boy was.

392. "In all the houses the boys sleep not in "separate rooms for each boy, but in rooms of varying "size, and are arranged according to their position in "the school;" is great care taken about the ventilation of these rooms in which these several boys sleep?—In all the rooms I think the windows are large enough to admit a great deal of air. I think that the rooms generally are sufficiently ventilated.

393. (*Mr. Thompson.*) You have no means of ventilation except the windows and the fireplace?—No, but the windows are generally open the whole of the day if it is fine.

394. Do you think that is enough; do you think it will be necessary for the boys to open the windows at night?—I do not think that it is necessary, though in summer nights it is no doubt occasionally done.

395. (*Lord Devon.*) Does it happen to you, or is it a part of your routine, to go into the rooms after the boys are in bed?—Always when the boys go up to bed, before the servant leaves the room, a master in each house goes round all the bedrooms.

396. Do you find anything offensive about the rooms?—I cannot say that I do; I think I am right in saying that two of the rooms, the rooms of the old foundation buildings which you saw the other day, have been objectionable, but, from the alterations now being made, they will be much improved.

397. Have you, in your personal experience, found anything offensive on entering those rooms?—I have not.

398. Your servant goes into the rooms in the morning before the boys are out of bed?—Yes, he goes to call them.

399. Have you ever heard from him any complaints as to the state of the atmosphere in the morning?—I have not.

400. Was it the case some years ago, within your experience as a boy?—In the house in which I was a boarder the bedrooms were more crowded than I allow them to be at present; and it is from the comparative deficiency of the bedrooms that I have lowered the number of boys in my house from 40 to 30.

401. (*Lord Clarendon.*) How many boys are there in a room?—In my house the greatest number is 8; with the foundation boys it is 12, the room in which they sleep being a very large one.

402. (*Mr. Thompson.*) They all have fireplaces, have they not?—In the second master's house two or three of the large rooms have not.

403. (*Lord Lyttelton.*) Are these separate studies much valued by the boys, do you think?—I think that they are. The greater part of the upper boys in my own house do practically sit in the long room, though they may have studies of their own, except when they are doing any special work.

404. Do you think the small size of the studies has anything to do with that?—I think so, certainly. I have tried to extend them, but there is no means of doing so. I do not know that it gives rise to any complaint, and it has the advantage of having the upper boys in the room where the lower boys are.

405. Do you think for young boys under 15 separate studies are less desirable than for older ones?—My own feeling is in favour of boys being together rather than in separate studies; I think they are more under discipline in that way, especially if you have higher boys in the room. I have had no experience of the other system.

406. (*Lord Lyttelton.*) With regard to foundation scholars, they have a common place for washing, with a perpetual supply of water; I believe that place is not considered so large as it ought to be?—Certainly not.

407. Is there to be some new provision?—There is a large room into which you went, which is to be a room entirely for that purpose, and the old washing place is to be used only for occasional purposes.

408. Will that not be for the use of all the scholars?—It is possible that more upper boys may have the privilege which the monitors have of having washing-stands in their own rooms.

409. The use of the place we saw the other day would be discontinued for all the boys?—Yes.

410. The head boy in each room of all the houses need not be a boy in any particular part of the school?—No, it is entirely in the discretion of the master; if there is any disturbance he is expected to tell, upon inquiry from a master or monitor, who it is that is making it; he has a kind of monitorial capacity as far as the bedroom is concerned.

411. (*Mr. Thompson.*) Would you say that all the boys are able, out of school hours, to study without interruption or persecution by the non-studious part of the school?—I suppose that a boy

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now and then is likely to be interrupted; but, speaking generally, I do not think it is the case that a boy who works is persecuted.

412. Is a great deal of work done out of school hours?—In the evening there is work to be prepared for the next day, and in order to provide for all having a certain time for work in the evening, during the winter months from eight to nine strict silence is observed in the house, and during that time no one is allowed to move from his place without the leave of the monitor.

413. Have you ever heard of a time when the case was very different?—I have. I do not at present find, as far as I have the opportunity of observing, that a studious boy does not do his work as well as you could expect of him.

414. (*Mr. Vaughan.*) You say that in the day time, in the lower part of the school they generally sit in the school room; is that a matter of compulsion?—Yes, they are in school for a definite time.

415. During that time is there some one always present?—Some of the masters are always present, and the monitor too.

416. Do you suppose that the time they are forced to be in school is as much time as they ought to study during the day?—Yes.

417. It is a provision for two things, first, that they should study to a certain amount, and secondly, limiting the amount of study?—It is so.

418. With regard to the bed rooms at night, are they locked in?—The junior boys are in my own house and in that of the foundation scholars. In the second master's house the head boy of each room has a key. In my own house the rooms are so arranged that by simply knocking at the door it is utterly impossible that either the monitor, myself, or the matron should not hear him.

419. Do you suppose the thing is so arranged that supposing a boy is taken ill he could get out of his room?—I have never known any case not met in that way in any of the houses.

420. That depends entirely on somebody hearing him and going to him?—Yes, but it is so arranged that he must be heard.

421. Do you think a boy would not be considered a nuisance for making a noise?—Not at all. I have often had to let a boy out myself.

422. Do you not think that it would be a very great check on a boy if he thought that the Head Master might have to come himself?—I have not found it so. I do not make any trouble of it to them, and I have never found them in the slightest degree reluctant.

423. (*Lord Clarendon.*) What would be the harm of leaving the door open?—They could get down into the long rooms and sitting rooms at night, and also to other bedrooms; and this might lead to serious breaches of discipline and discomfort to quiet boys.

424. That might be heard?—They might go quietly, without being heard.

425. Could not they get at the lights, could not they play cards in the bed room?—They might conceal a light, but the evil which would arise from going out of the bedrooms would be, I believe, far greater than any which is likely to arise under the present system.

426. (*Mr. Vaughan.*) Is it the practice in the sleeping room to keep a light of any kind during the night?—It is not.

427. Do you think on any account that that would be desirable?—I think it is undesirable.

428. (*Lord Devon.*) Have you gas in your house?—Yes.

429. In the passages?—Yes.

430. There would be no difficulty in keeping a small gas jet burning in the passage?—Not at all, but I think that it is unnecessary.

431. I suppose if you were summoned in the night to let a boy out, you must remain there to lock him up again?—So I do; I go up in about five minutes; it is not any trouble, and neither as a boy nor as a master have I found any inconvenience from the present system.

432. (*Mr. Vaughan.*) Is it the habit at Charterhouse to expect boys to prepare any of their lessons during dinner?—It is not expected at all.

433. Is it at all the custom for them to prepare any of their lessons during dinner?—It is not so, except occasionally on Monday. The fact is that there is a history lesson in the afternoon, and some of the boys look it over at dinner time.

434. Do you not think it would be a good thing absolutely to prohibit the learning of their lessons at dinner time?—It might be very easily done; but I really do not think that any harm arises from the present custom.

435. It is allowed to be a very unwholesome practice?—If constantly done it might be so, but Monday is the only day on which it is done.

436. (*Lord Clarendon.*) As to question 26, I see a pastry-cook comes to the boys?—Yes.

437. (*Mr. Vaughan.*) You say that the pastry-cook attends regularly three times a week?—Yes.

438. Is that on days on which the boys are not allowed puddings and tart at school?—Yes, they have no pudding on Wednesdays, Thursdays, and Saturdays, which are the days on which he attends.

439. (*Lord Lyttelton.*) As to question 30, there are three boarding houses, are there not?—Two. The reader takes a few private boarders.

440. So that the choice of the parents is the choice between two boarding houses?—It is.

441. Is it usually the case, as I believe it is now, that the Head Master's house is so much more full than the usher's?—There is a natural preference for the Head Master's house.

442. (*Mr. Thompson.*) The rooms are exactly the same?—As nearly as possible. It makes no pecuniary difference to the second master and myself whether a boy comes into my house or that of the second master, and *vice versâ*, because we consider them both as one, and we divide the profits of both houses in a certain proportion.

443. (*Lord Clarendon.*) As to question 32, I see there is an addition to the number of boarders in your house?—Yes, at the time I drew up my report, it was not full.

444. Thirty is your full complement?—Yes, and I might this term have had more than 30, but I could not take them all, as I would not go beyond 30.

445. As to section III., question 4, who examines the boy before he is admitted in classics and mathematics?—When a boy comes I generally ask him what he has been doing, and I can at once see within certain limits under which master he is likely to be, and then I ask that master to examine him whether he thinks him fit for his form; if he is not up to the standard of his form, he asks a lower master to take him, and *vice versâ*. Boys sometimes come who have read much, and yet may really know nothing of the elements of the grammar, and the examination is instituted for the purpose of discovering what real knowledge the boy has.

446. What you look to in a boy's coming into the school is, that he should be well grounded?—Yes.

447. (*Lord Devon.*) As to question 7, you have absolute power to modify the system or course of study as regards those not on the foundation?—I have; it is only in the case of the foundationers that any question can arise.

448. Has any question arisen during your experience?—Never.

449. (*Lord Lyttelton.*) How do you interpret this, "No substantial change can be made in the case of "foundation scholars without the sanction of the Go-"vernors;" do you think that follows strictly from the terms of the charter?—Practically I am left quite free and independent in any matter connected with the instruction.

450. With regard to the foundation, if the Governors thought proper to stand on their proper right, could they control the course of instruction in that

respect?—I should conceive they can; practically I have never known any difference arise. As regards German, I was mentioning that, thinking it good that the boys in the sixth form should learn it, I applied to the Governors for a grant in respect of the foundation scholars; as to the other boys, I could do it myself.

451. (*Mr. Vaughan.*) Is it not the case that your having the legal authority over the one set and the Governors over the other set, still leaves it necessary that one should be left in the control of the whole school?—Practically I do have the control of the whole school.

452. I was asking a question slightly different, whether the mere fact of there being two sets of boys learning together, although under different authorities theoretically, does not make it necessary that one should determine questions with regard to the education of both?—The Governors delegate authority to me for the management of the school, but if the Governors thought some particular study desirable, it would be my duty to attend to their wishes.

453. Would not the effect of this be, that it would force you also to teach the other boys the same thing?—That would be so, practically. I have never known any difficulty to arise.

454. (*Lord Clarendon.*) As to question 8, in all matters of importance it is the custom of the Head Master to consult the assistant masters?—Yes. There is nothing actually prescribed as to the position of the assistant masters with reference to the Head Master, but it is my invariable custom to mention to them any point which I consider of any importance to the school, and to ask their opinion.

455. You have no periodical meetings?—No. Practically we meet every day in school; we stay till the boys have gone out, and if anything has occurred some one mentions it, and if it is anything special it is discussed among us.

456. And do you consider they are quite free to make any suggestion to you?—Quite so, and I do not think they would shrink from so doing.

457. (*Lord Lyttelton.*) Your own authority is complete in the matter?—Yes.

458. And you feel the entire responsibility?—I do.

459. Is there practically much difference in the amount of your authority between the usher and other masters?—The usher is appointed by the Governors, and in my absence has authority over the whole school. In all matters I should especially consult him, but I feel the entire responsibility myself.

460. (*Lord Clarendon.*) As to question 9, "in "the classical divisions the subjects which are taught "include geography, history, ancient and modern, "and divinity;" is it modern geography?—Both ancient and modern. There is always in the lower forms a lesson in modern geography every Monday afternoon, and in their classical work questions are asked of the boys as to the position of the places which occur; maps are often set by way of exercise, sometimes of ancient and sometimes of modern geography.

461. How low do you go down in modern history, do you avoid recent times, the present century for instance?—We have no limit. We certainly include the reign of George III. Modern history is always one of the subjects at the examination, and high marks are given for it.

462. It is once a week, is it not?—Yes, in all the school.

463. And divinity on the Sunday?—Yes, and on Monday morning, and in the morning of Saints' days.

464. (*Lord Devon.*) What proportion of time in either day is devoted to divinity?—The whole of first school on Monday, which would be about three quarters of an hour, and in second school there is always a Greek Testament lesson, and for those not far enough advanced for the Greek Testament there is a biblical lesson.

465. The Greek lesson has been prepared the previous day?—Either in the evening of the previous day, or the morning.

466. (*Lord Lyttelton.*) When is the modern history lesson?—On Monday or Tuesday afternoon, and for the higher forms there is generally an historical essay every other week.

467. For instance, in Table D., the sixth form do history from three to four on Tuesday?—Yes, that is all prepared beforehand. I give them questions upon it, which they answer on paper, and for which I give marks.

468. Does that apply to modern history too?—Yes, once a week we do either ancient or modern history.

469. That is work which has been prepared beforehand?—Yes.

470. (*Mr. Vaughan.*) You say the boys rise by proficiency; do they rise only by the annual examination or by proficiency otherwise ascertained by marks?—Sometimes by the one and sometimes by the other. Suppose, for instance, a boy was placed in the third form, and he remained at the top week after week, he would be put into the form above. We have also an examination every year, at which every boy moves up from the form in which he is, unless he is very backward. A clever boy would get a remove oftener than that.

471. It strikes me, from looking at the table, that the move is rather more rapid than once a year?—In the upper part of the school it is so in some cases. In the lower school the rule is for a boy to remain a year.

472. Am I to understand that at any period of the half-year at which the boy should appear to be thoroughly ripe for promotion he would be removed?—Except in an extreme case he would not be promoted till the end of the quarter.

473. At the end of the quarter is there a general promotion through all the forms?—The general promotion is only once a year.

474. Is that done by examination?—Entirely by examination.

475. That being the case with the classical, what is the case with the French and other forms, in which you say that the boys rise by competition?—That is entirely left to the French master. He has an annual examination, but he is also free to move a boy at the end of a quarter, or at any time when he thinks he is fit to be moved into a higher class. The French classes are perfectly distinct from the classical and mathematical classes. If a boy is too good for the third class he has power to move him into the second, or from the second into the first, as the case may be.

476. You say the French classes are entirely distinct from the classical; do you mean that there is no limitation at all, so that a boy might be in the lowest class in French and in the highest class in classics?—Theoretically he might, but practically he would not, in such an extreme case. If he knew no French, the French master would take him by himself. The case which you mention arose a very short time ago. A boy whose parents did not wish him to learn French did not learn it in the lower part of the school; when he was in the sixth form he had a desire to go to Woolwich and the French master took him separately.

477. Promotion in the one does not in the least degree interfere with promotion in the other?—Not in the slightest degree; it is perfectly independent.

478. There is no weight at all attached to French or mathematics in promotion in the classical schools?—To French, none at all; but in mathematics I may mention a system which I have introduced. Every week a boy is marked according as he has done his mathematics, and these marks are added to his classical marks, so that his place in his classical form is affected by these marks, though his position in the mathematical classes is distinct from his classical position.

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479. (*Mr. Thompson.*) But the mathematical marks do count?—Yes; those marks are given for industry, not for the actual proficiency.

480. (*Mr. Vaughan.*) In the classical school you have no apportionment of the marks such as compels a boy to have a certain proficiency in history or divinity; he may make up his marks as he can?—Yes. I have tried to explain in my written answers our system of marking; if he did not know his history he would lose places in his form and be marked accordingly, and *vice versâ*.

481. How would it affect his promotion?—That is only by the general results of his marks at the examination, of which in the classical forms classical marks would have the preponderance; but history is one of the subjects included in such examination.

482. (*Lord Clarendon.*) As to question 10, "The "head mathematical master is the next in importance "in the school to the second classical master"?—Yes.

483. Is the learning of mathematics compulsory on the whole school?—Yes.

484. Do you consider that the progress made is sufficient?—I think there has been a great improvement during the last few years, and I look forward to still greater improvement, because we have now two new mathematical masters, and I have so arranged that the head mathematical master, instead of being burdened with classial work, will have entire control over the mathematical school, and all his time will be devoted to mathematics; he will take the head division and he will do very much what I do in classics; namely, exercise a general superintendence over the mathematical classes. I applied to the Governors some time ago to appoint a head mathematical master, but I was unable to free him entirely from classical work; by the change that has taken place recently in masters I have now made that arrangement myself, and of my own accord, so as to get mathematics on a better footing than I consider they hitherto have been.

485. What branches of mathematics are read: do you go into the higher branches?—The boys in the highest division do trigonometry and conic sections, and some boys occasionally the elements of the differential calculus; Euclid, Algebra, Arithmetic, trigonometry, conic sections, and mechanics are the subjects generally read in the highest division.

486. Do many boys attend the chemical class?—A very fair number, from 40 to 50. About 40 is generally the average. It is quite voluntary.

487. And is that taken out of the play time?—Yes.

488. The singing master, is that quite voluntary?—Yes, under certain limitations. It is entirely voluntary for non-foundationers, but certain classes of the foundationers are required to attend, with this limitation, that if Mr. Hullah finds that they have no voice or power they are exempt from attendance. Practically it is voluntary.

489. "For non-foundationers the study of French "is not absolutely required, but practically very few "boys do not learn it, and only from some special "reason, or by the express desire of their parents." It appears to me that there is little or no stimulus or encouragement to learn French at Charter House. It not being absolutely required, it is practically not learnt, I should think?—It is a very exceptional case for a boy not to learn French in his progress through the school, and the boys are arranged in French classes, quite distinct from the other classes. Prizes are given for French.

490. But if a boy chooses not to learn French?—It is his parent who determines, except in the case of foundation scholars. I always recommend it myself. I had thought myself of making it absolutely necessary; practically I find that it is hardly ever the case that a boy does not learn it. My custom is, to communicate with the parents from time to time and tell them that in my opinion it is desirable their boys should learn the language. This case has sometimes happened, that a boy has been brought up in France, or that he had special opportunities of learning French, and that his parent thinks he has a sufficient knowledge of French, and that he could be doing more by learning mathematics; but that is quite an exceptional case.

491. There is this difference between French and German, French is not absolutely required, but German is required of all boys in the sixth form?—Yes, that is by a recent regulation.

492. You would not require French of them?—Of the foundationers it is required. Every foundation boy who is not learning German must be learning French.

493. But those who are not foundationers?—Theoretically it is optional, but practically nearly all learn.

494. But not with respect to German?—No, it is not at present. Out of my sixth form of 14, 12 are foundation boys.

495. (*Lord Lyttelton.*) What is the whole of the time given to mathematics in the upper part of the school?—Every boy in the school is engaged in the study of mathematics from half-past 9 to 12 on Wednesdays and Saturdays, but he has also work to prepare out of school.

496. How much time do you suppose a boy ordinarily spends in preparation?—It would vary very much. Some boys in the upper division take a great deal of time.

497. Two hours more a week?—Yes, a boy who does his work thoroughly ought to take quite that time.

498. What proportion of marks are there in mathematics to the marks in classics in the general examinations?—They are quite distinct. We have our divisions separate, we have classical classes, mathematical classes, and French classes. Very often a boy in the sixth form may in mathematics be in a low division; it is by his proficiency in each subject that his place is determined.

499. I see there are prizes given for French?—Yes.

500. Are they much on a level with the classical prizes?—In point of value they are. Some of them are more valuable. That is left to the discretion of the teacher.

501. (*Lord Devon.*) Who examines?—Mr. Marietteh imself has hitherto done so. It may be a question whether that is desirable.

502. (*Lord Lyttelton.*) Does he teach French and German?—No.

503. (*Mr. Thompson.*) Do you think once a week enough for German?—I doubt whether eventually it may prove so. I found that there was a reluctance on the part of the boys to the introduction of a new branch of study. I wanted gradually to introduce it.

504. Do you find that more boys take an interest in German?—Three or four do.

505. Are they able to read a plain German writer without much difficulty?—Yes, two or three certainly are.

506. And to pronounce it with tolerable correctness?—Yes.

507. (*Lord Lyttelton.*) In French a boy does lessons four hours a week?—Yes.

508. (*Mr. Thompson.*) Are you in favour of teaching German in public schools, or do you think it is a thing chiefly useful in a literary point of view to persons who intend to devote themselves to a literary life?—In a school like ours I should be in favour of limiting it to the boys at the top of the school as a necessary study.

509. Is there any incompatibility between the two things; is it possible or easy to teach a boy to pronounce French and to pronounce German at the same time; do not the two rather clash?—I think it is very possible. Some boys who have learnt German have ceased to learn French.

510. (*Mr. Vaughan.*) I think you told us that each mathematical lesson is from half-past 9 to 12?—Yes.

511. So that there are two and a half hours for one lesson?—Yes, twice a week.

512. Are they working the whole of that time?—Yes, they will be working in some mathematical subject, perhaps half that time with Euclid and the other half with algebra.

513. Do you find that two and a half or two hours is too fatiguing?—I do not think so.

514. Do you think the boys make greater progress in that manner?—I think they do.

515. I see the same is the case with the German lesson?—Yes; for instance, the German master practically forms his class, which is but a small one, into two divisions; he has the upper division with him from 2 to 3, and the other division from 3 to 4. The other hour is occupied in preparing work.

516. Then with this arrangement there is nothing to be allowed for preparation out of school?—The best boys would take other times.

517. It includes the preparation, generally speaking?—Yes.

518. You say that there is a chemical lecturer, what is his name?—Mr. Stewart.

519. Is he a chemical lecturer anywhere else?—He lectures at several schools. He also happens to be our lower mathematical master. He has some very good models which he has made. He teaches chemistry at the City of London school.

520. He does not teach it at any hospital?—I believe not.

521. Do you know the extent the chemical teaching covers? Does it cover electricity?—Yes, last quarter that was the subject on which he lectured.

522. Has he a regular course of subjects?—Yes, and he gives out beforehand what the course will be.

523. Has he a regular series that will extend over a year or two years?—Yes; I believe he arranges so as not to repeat the same course within a certain time.

524. Is it simply the delivery of a lecture and experiments?—Yes. He examines the boys from time to time, and gives prizes at our annual examination.

525. Is there any other work at lecture besides the lecture?—Yes, at the beginning of his lecture he generally asks the boys what he taught them last time.

526. Is there any classification of scholars according to proficiency?—Yes, there are two divisions for the whole school. Sometimes, if a boy is just beginning to learn, and is in the sixth form, he would not put him with the little boys.

527. What is the number of boys who attend?—It is about 40.

528. It is optional, is it not?—Quite voluntary.

529. Although it is taken out of their play, you have an attendance of 40 out of 120?—Yes.

530. Is that a pretty constant attendance?—I think very regular indeed.

531. I suppose I need hardly ask you whether, on the whole, considering it is taken out of school-hours, it is very popular?—The subject is decidedly popular, especially among the lower boys.

532. Do you know enough of the nature of the class to know whether the same boys continue in it for a long time together?—Some boys have been in it for a year and a half.

533. Are they allowed to attend at any part of the school?—Yes, any boy who likes may attend.

534. Do you happen to know as a matter of fact whether the lecturer is in the habit of rejecting boys from the class because they are too young?—I could not say.

535. You think there is a constant testing of acquired knowledge?—I think there is.

536. What would happen supposing he found a boy grossly deficient, would he mention it to you?—He would recommend the boy to leave off, I have no doubt. It is so entirely voluntary, that I do not exercise any close superintendence over it. I go into the room from time to time, and it seems to me the boys take very great interest in it; it flags during the summer time, but in the winter time it is a great benefit.

537. Do you ever hear him speak of the progress of the boys?—Yes, he shows me a few of their papers, so that I may commend them publicly at the giving of the prizes in the school.

538. Do you find that that assists the work?—He thinks so; he thinks it is an encouragement to the boys. He gives a prize; some machine, for instance.

539. Have you formed any impression as to the mode in which the boys make real progress in it?—In talking with Mr. Stewart he generally seems satisfied. I have found it of great benefit in the winter months, because of the interest it excites among so many boys.

540. (*Lord Clarendon.*) I am afraid, Mr. Elwyn, we must break off your examination, as the Dean of Peterborough wishes to be examined at once.

The witness withdrew.

The Very Rev. A. P. Saunders, D.D., Dean of Peterborough, examined.

Very Rev. A. P. Saunders.

541. (*Lord Clarendon.*) I believe you were Master of Charterhouse school for some years?—For 21 years.

542. How long have you ceased to be so?—Nine years.

543. Will you have the kindness to favour us with any information, with respect to the school in your time, as well as any specific information which you may be prepared to give?—I am ready to answer any questions that may be put to me as to the numbers or statistics generally of the school.

544. One question is as to the great rise in the first place from 238 in 1818 to 480 in 1825, and then the subsequent rapid fall?—I was a boy in the school, in 1818, in the height of its prosperity; Dr. Russell had just introduced the Bell system. The Bell system was turning a public school into a national school, making the boys teach each other, and govern each other; it had a wonderful effect at first; it captivated people most immensely. I am speaking of the time when I was a boy in the head form; I did myself credit in the school, at least I worked hard. We were drawn up before the Governors, examiners, and visitors to question each other; we were drilled to handle particular sets of questions which were to be answered before the examiners, Dr. Mant and Dr. Doyley, who were, to boys' ideas, rather a little soft. I was præpostor myself at one time, and I had been trained to ask these questions, as well as to give these answers, and these gentlemen went away wonder-struck. There was one feature about Dr. Russell's scheme, which was, the effort to do away with corporal punishment; that did not go down with the boys at all, because punishment there must be of some kind or other. The school received a great shock when, in my time, Dr. Russell substituted pecuniary fines for the old established school discipline, and we kicked at that very much; we did not like our allowance taken away. There was a famous rebellion of old Carthusians; they talked about the great rebellion for the abolition of fines and the restoration of flogging; we thought flogging was very gentlemanly, but fines most ungentlemanly. At last the school determined they would take it into their own hands, and they would have a general cry of "No fines, no fines." I was at Winchester first of

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all; it was a mere accident by which I left Winchester to go to Charter House; I had had as many cousins at Charter House as I had had brothers at Winchester. Circumstances led me to go abroad for a few months, and on my return I could not at once get back into Winchester, therefore I went to where my cousins had been; Dr. Russell was there then. Well, then, I think after we had this rebellion we had our hearts' content; for the day after abolishing fines, when we all walked into school together, we found a perfect forest of birch rods, and I should think that the whole school time of two hours was expended in the use and application of them; that was the chief *emeute* in my time. Independently of this particular question, having known what a public school at Winchester was, I was very sorry for the row and rebellion; I stood on the side of authority, and got Dr. Russell's very warm thanks for it; that was in 1818. Then the school went on rapidly to rise. I was very fond of Dr. Russell; personally no one could be more kind to me than he was, but I regretted very much the state of things, and now and then, perhaps, I took as many liberties with him as anybody. It was said that I could do that very safely; I suppose I was to a certain extent favoured, or, at all events, most gently used by him. He was a Christchurch man, and as soon as I, also of Christchurch, took orders, I became curate of Bishop Lloyd, Dr. Russell's cousin, and was pretty intimate with him (Lloyd), and that thickened my intimacy with Dr. Russell, and led, doubtless, to his nominating me examiner to the school. He listened to a great many of my suggestions, as a younger man, and so opened the way to my aspiring to the Head Mastership. When I became Head Master the numbers of the school were 100, but at the top of the school there were so many old boys, that it was not worth more than 90. In any calculation of numbers you should take away 44 or 45, and say these are the foundationers, the constant quantity; therefore, in fact, when I came to the school, and I tell you I found 90 boys, I did not really find more than 44, the variable element.

545. Why had they gone down in that way, and how had what you consider the delusion with respect to the Bell system been dissipated?—Why, I should say it was dissipated in this way,—that the boys who had been worked up under it came to be themselves parents and the judges of it. Our parents were taken in, and saw what appeared to them the results of this wonderful teaching and said nothing could be equal to it; but when the sons became old enough themselves to go to the university and to judge of it, then down fell the school.

546. (*Lord Lyttelton.*) That was the monitorial system?—Yes; it was not governing the school by virtue of age or office, but each separate form had a cocky little fellow who was put at the head of the class and who taught the rest of the boys. He, Dr. Russell, reigned "Jupiter Tonans" over the whole of the school, working himself brilliantly and indefatigably. He thought the work of the school was going on beautifully, but he was certainly taken in by apparent results. On one occasion I remember the sixth form were dancing to a chorus of Dante instead of construing a play of Sophocles as he thought. There was a præpostor of one form, who, being a little mite but a clever scholar, was put by Dr. Russell at the head of his class, but he said it was torture to him above everything; he felt all the responsibilities of his place. Dr. Russell would call out, "Fifth form, "where is your præpostor?" "Please, sir, here he "is," and they would hold him up by the neck. You cannot wonder after that that the school fell.

547. What became of the Bell system at Charterhouse?—I went back to the old system; every old Carthusian who had a son there came to me.

548. (*Mr. Vaughan.*) At the university in the meantime, what took place with these Bell system scholars that he sent up?—As little as possible. It is, perhaps, a delicate thing to speak of my own small merits.

549. (*Lord Clarendon.*) The practical result of the system was that the boys did not learn?—They did not *justify* at the university the expectations raised of themselves *at* the school, and they took a distaste for the practical working of the system.

550. Should you say that this system of teaching did not enable the boys to learn, that it failed?—It failed to a great extent. I should say that Dr. Russell was unmistakeably an admirable scholar, an indefatigable and excellent teacher himself, if he would have attended to the teaching like other masters. I really want words to express my opinion of Dr. Russell's energy and cleverness.

551. (*Mr. Thompson.*) You do not think that Charterhouse failed at Cambridge?—A very few Charterhouse boys at that time went to Cambridge, or at least, as an Oxford man, I lost sight of them.

552. Do you not remember any distinguished exceptions to that rule?—One of the most distinguished exceptions was George Currey, the present preacher, who was the captain of the school when I was there.

553. Do you remember any other, V——— for instance, and L——?—Yes, certainly, and Lushington.

554. You are aware that a very successful schoolmaster of the present day, the late Principal of Cheltenham College, was educated there?—I do not even know to which university he went. You are speaking about the state of feeling at the university.

555. I am only speaking now of the reputation enjoyed by the school at Cambridge in my own time, which was very high?—Dr. Elder was entirely brought up at this school. In the latter years I know that he began to doubt the Bell system himself. None of the masters liked it, and they got a distaste for it.

556. (*Lord Lyttelton.*) You came in 1836?—In 1832.

557. And you abolished that system?—Yes, and I went back as nearly as I could to the old system.

558. The school fell two years after you came, and continued to fall and then it rose again?—Yes, there began from 1832 a slight increase in the number of admissions.

559. The numbers were 99 in 1835 and 1836?—Yes.

560. After which they began to rise?—Yes, 133 was the number the last Easter *before* I came: I came late in 1832. The numbers 137 show the last printed numbers in Dr. Russell's time, but they fell *after* that to 100 *before* I came, and were stationary for two or three years at 99, and then they began to rise. The being stationary does not prove that the school was going down, it was that the number of increasing pupils was not enough to meet the number who were going off. I found the school with what Dr. Russell called his *third* form full of boys aged 17, 18, or 19, while the boys in the sixth form were perhaps 15 or 16. Dr. Russell's system was, to weed, as he called it, the lower parts of the school, and to get the clever boys to the head of the school.

561. (*Lord Clarendon.*) Do you think that the arrangement now made by the Master, and I believe, approved of by the Governors, for not permitting the number of boys to exceed 200 with reference to the accommodation there is for them within the walls, is a proper arrangement?—I think 180 is as many as they can very well take. We were receiving 193 in my time, and so much did I consider it of importance that it should be known there was a number fixed, that I petitioned and proposed it should be 180.

562. There is now to be an addition of 16 foundationers, for whom a certain amount of new buildings is in course of construction?—Yes.

563. Mr. Elwyn's idea is, that even though there is to be this addition made, yet the maximum number ought not to exceed 200; does that meet your view?—Yes; I am sure there is not playground enough.

564. You would not think it advisable to have recourse to Dr. Russell's system of boarding houses out in the square?—Certainly not.

565. Did not they work well?—No, I think not.

566. Were they prejudicial to discipline?—Exceedingly so, and to the comfort of the boys. After all, in these days, parents think so much of comfort.

567. (*Mr. Thompson.*) Do you think the *morale* of the school was lower at that time than recently?—*Morale* is a large word.

568. Well the morals, then, of the school, in consequence of Dr. Russell's system?—I think so.

569. (*Lord Lyttelton.*) When the numbers were so very high as 480 in the year 1825, are you aware what was the state of the school with regard to accommodation and comfort?—I am well aware of this fact; I know the bed-rooms were crowded fearfully; I know of the horror experienced to this day by old Carthusians from their recollection of the discomfort of the boarding-houses. The difficulty when I went there was, actually to bring back people to come and look for themselves.

570. How many boarding-houses were there?—I should think five or six.

571. For nearly 500 boys?—Yes; for in one or two of the larger boarding houses there were 150 boys crowded together. The Governors interfered, but I do not think Dr. Russell cared very much. There is a memorandum in Dr. Russell's hand, "The Governors "were pleased to order that their former order, "limiting the number of boys, should be attended to."

572. (*A Commissioner.*) I should like to ask you with respect to the relations between the Master of the hospital, as he is called, and the Master of the school. Is the Master of the hospital supreme in his superintendence of the school; can he direct what he pleases to be done there?—I do not think in the statutes there is a word to favour such an idea. There is not the slightest connexion of his name with the school; but we must presume, that as the Master of the hospital he governs the *whole* body, within which I suppose the scholars are included. I believe the true theory of the school is, that the foundation school is THE *school*, and all the other boys who are allowed, encouraged, or directed to live in the masters' houses are so either for the purpose of augmenting the incomes of the Masters, or for the sake of giving the scholars on the foundation the advantage of larger competition. I should deny the Master's right to interfere with the boys in my boarding-house any more than with my children. I always tried, as far as I could, to mark my respect to him as Master of the hospital in the eyes of the boys of the foundation.

573. Practically does he interfere in the discipline and administration of the school in a manner that affects those boys who are not on the foundation. I apprehend those not on the foundation must follow the same system as the foundationers?—He would say, that he did not intend to do so; in many ways he perhaps unconsciously does. Let me premise, without shrinking from the duty of frank and bold replies, that throughout I am as confident of the goodness of Mr. Hale's intentions, as I before expressed myself of Dr. Russell's energy and abilities.

574. Are Mr. Hale's intentions frustrated by his acts?—I think so, to a certain extent. For instance, at the general examinations he claims a place. Supposing a number of scholars on the foundation to be examined, it would be hard to deny the Master of the hospital a great share in the examination; but the foundationers are to be educated with 200 or 300 other boys. Of course, if the Master interferes with the one, that *pro tanto* will be an interference with the other. I do not blame him for that necessary result; I regret it only as incongruous.

575. In what way does he interfere with the examination?—He always comes and makes his observations, and not always in a manner so satisfactory as he himself would kindly wish to parties unaccustomed to daily intercourse with him.

576. He *presides* over the examination?—Yes, that is the word.

577. In other matters, with respect to the order and administration of the school, do you think that he interferes?—I do not think we ever allowed him. He would have carried it as far as he could, but we would not let him.

578. There is nothing that he interferes with now that you think would call for inquiry or remark?—It seems to me that he bothers the Masters very much, as he did me. He used to give private orders and instructions without consulting us, and we would come and find something done at the end of the holidays of which we previously had no idea. On one occasion, he altered the whole arrangement of the gown boys bed-rooms, and the result was, when I came back I found a completely new system introduced, which I was sure would lead to a great deal of mischief among the boys, and it did, and he had to put it all back again immediately.

579. He is not in the habit of consulting with the master of the school?—No. It is the one crying evil of his system, against which all his colleagues and subordinates are continually protesting, while they feel and express the highest respect for his person and his motives.

580. He gives orders "*proprio motu*"?—Yes.

581. (*Lord Lyttelton.*) The new buildings that are now in progress: have they been ordered, and are they being carried on under his sole direction?—That I cannot answer for, I have not been present lately.

582. (*Mr. Vaughan.*) With regard to the school. I looked through the statutes for the purpose of seeing, if I could, what power was given to the Master over the school. Is there, what I have really been unable to find, a clause in the statutes by which any power is given him over the foundation scholars even of the school?—I think not. He exercises great power.

583. (*Mr. Thompson.*) He acts in both capacities as Governor and Master?—Yes.

584. (*Mr. Vaughan.*) I wish to know, therefore, whether the power which he exercises over the foundationers is supposed to rest on the statutes, or if not whether on some provision made or some custom established before his time. I am speaking merely of the foundationers?—Of the Governors' Committee the Master is to be one. First of all, there is the Governors' Assembly. Then the Governors' Assembly must have five or six to make a quorum, and it is very difficult to get this number together, but a committee can do business with three; and in the order it is said, three to be a committee, of whom the Master is to be one.

585. That is, the Master must be one if there are three, not if there are five. As I read it at first sight the meaning is, that if there are three the Master must be one, but that this does not apply to the whole five?—I believe he considers that the examination of the scholars must go on by theory before the Governors; that if they choose to come down and say we will examine the school, they could do it, but they depute this to a committee, and of this committee he has a right to be one. I know there arose a question between him and Archdeacon Harrison, the chaplain of Archbishop Howley, and I understood from Mr. Harrison that he, Mr. Hale, argued strongly for his right to be one of the three who should examine.

586. (*A Commissioner.*) Was Archdeacon Harrison one of the examiners?—The examiners are supposed to be entirely appointed by the Archbishop of Canterbury; sometimes he, the Archbishop, would say to me, "You "choose one, and I will choose another." He, the Master, would, probably, be surprised to hear I objected the least in the world to his presence at examination. I do not think I objected to his coming, but I only do not think it did any good.

587. (*Mr. Vaughan.*) Do you think that the fact of the Master's claiming and exercising such powers at all paralysed your activity in the school?—No, not in the least.

588. It did not impair the vigour of your administration?—Not in the least. To these two last questions, as well for the Archdeacon's sake as my own, I

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make my replies to be as unqualified and distinct as possible.

589. Do you think that it would be the case generally, that the schoolmaster would not feel embarrassed in making arrangements?—I think not, if only the schoolmaster could get a fair hearing before the Governors. The objection we had is, that the Master was always coming between us and the Governors. I apply for something which they, the Governors, grant me for the good of the school, and the next time when I am called in to hear the minutes read over, I find it is entirely changed, and I find in the meantime the Master and the registrar have done what they call "dressed the minutes," and that may entirely alter my original object; and it is a very expensive dressing, and costs us a good deal. I could give you an instance by way of illustration, and such cases still occur not unfrequently, if I may judge from Dr. Elder and Mr. Elwyn. Of course, one of the greatest evils we have to contend with in a public school is the danger of contagious diseases. I was in excellent concert with our medical man, than whom no one could be more friendly, and I found that the great secret of keeping scarlatina off is to move the boys away the moment there is a symptom of any fever at all about them, not to wait till it is declared; but if a boy has a little sore throat, to get him out of the place, to do it secretly and expeditiously, without anybody knowing anything of it. I did so. I wanted a house or room in which to do the thing, and it occurred to us that a little house at the end of the Master's garden was a very convenient building for the purpose, and there were certain empty rooms in it, so that we could do exactly what we wanted. I petitioned the Governors for it; I was called in, and desired to give my reasons, which the medical man confirmed; they said they were very right, and the concession was made. A little objection was started, "What are we to do with the boys in your house, "Mr. Saunders; we have nothing to do with them; "they are no part of the Governors' property." 'Oh "'no; clearly I had no idea of anything but to do it "'at *my own expense*.'" Nothing could be kinder than the way in which the Governors listened to my proposal, and I went out of the room delighted. Now, if there was any apprehension of a boy being ill I moved him off to this house, and perhaps two or three days afterwards I took him back; the effect of all that was to do the thing with great despatch and great secrecy, giving no alarm to anyone. I prepared the parents beforehand, "You may hear of such-and-"such a thing happening, but it does not follow that "he is ill." Then another Governors' meeting came, and I was called in to hear the minutes. Lo and behold, this was added, that on each separate occasion when the schoolmaster was to remove a boy he is first to get the Master's permission. I said to the medical man, "It is of no use; if I am to go to the "Master, it will get to the family, and the whole "body; and the whole thing is spoilt."

590. (*Mr. Thompson.*) And did you give it up?—Yes. In concurrence with the medical officer's decided opinion, and that of the then manciple, who could alone carry my orders out, instead of getting that place which would cost us little or nothing, we were obliged to hire a house at something like 100*l.* a year in the square. That is the sort of way. I am sure the Master would say that he felt it necessary for the protection of the gown boys to take care the house should not be over filled, but there was no risk of this result. If a boy was to continue to get worse, and I apprehended he would be permanently an invalid, I should, of course, have communicated with his parents or friends.

591. (*Lord Lyttelton.*) Whose business was it to keep these minutes?—Mr. Keightley's, I believe. They are now done in a different way from when I first went there. In Dr. Russell's time all the Masters of the school were brought in and a Governors' meeting was held, and the officers stayed there in the room; after that, by degrees, they were put out, and the rule was to put them out, and the exception to have them in.

592. But in drawing up those minutes I understand these words were added without any authority whatever?—Not only without any *known* authority, but without giving the slightest notice to us Masters. The Master and Mr. Keightley acting together. Mr. Keightley boldly asserts his right to do so; he is not to put down the words of the Governors, only the spirit of them.

593. Therefore the Governors knew nothing about it?—Not to my knowledge and belief. One set of Governors would be there one day and they would change very much. A few of them were pretty regular; there is no one I can quote with more gratitude than the late Lord Devon; he assured me of his entire sympathy with me in my difficulties.

594. (*Lord Devon.*) Treating it as a case between A and B, A being the schoolmaster and B the Master of the hospital, what do you conceive to be the statutory powers possessed by the Master?—He is not named once in connection with the school in the statutes; I can only force myself, which I was ever ready to do, to conceive the Master an important element of the Governors.

595. Is he not responsible for, and therefore has he not the direction of the diet and the lodging of those on the foundation?—Yes, I should say he had.

596. He would regulate all matters connected with the bedrooms of the boys?—Not with the bedrooms; he would never interfere with where they were to sleep or how, that would obviously only be a matter of detail for the Master of the school.

597. Do you think, then, that the Master has no right of interference or regulation with regard to the lodging of the scholars?—Not any of the scholars individually, as to ages, habits, and rank in the school, I should think. In my time he never claimed it; if he had I should certainly not have allowed it.

598. Is not the appointment of the assistant master, whose special business it is to look after the foundation boys, a matter of regulation?—He is nominated by the schoolmaster, and approved of by the Master. I always referred any appointment to his approval; in fact, with all the other under masters, I always named it to the Master rather as a matter of form.

599. (*Lord Lyttelton.*) Can you suggest anything, not referring to particular individuals, as to putting the relation of the Master and schoolmaster on a sound footing, which it does not appear to be on now?—I am afraid any effective regulation would be rather a sweeping one. I should separate the school from the hospital, and dispose of the Charterhouse school property, of which the playground is by far the largest part. In my time there was a tradition that we might have had half a million of money for the Post Office, and since that some railway companies and others have often been nibbling on the question. I never had anything brought to me. My notion is that there is no necessary or even desirable connexion between the school and the hospital. It was a theory of the Founder that he would have in this hospital decayed merchants and officers, men who had filled a high position, and that they would bring into the school a parcel of little children, who would be taught the first elements of grammar. The thing has turned about completely. The pensioners are simply worn-out servants or dependants of the Governors, and the boys are to a boy almost connexions,—Lord G's grandsons, and Lord H's nephews, and to the end of time it will be so. The fact is, we have made the school so comfortable, that I may say the first man in the land might be well pleased to have his sons there.

600. We should be glad to hear fully what you would suggest should be done?—I should sell the playground either to build upon or for some great public object, probably, and take the boys into the country. I would not disunite the system. It has been often said, "What, take away these old

"men!" no, I would leave them with the Master. The old Lord Ellenborough spoke out against moving it,—Charterhouse,—into the country from the spot where the Founder chose to lay his bones. I would not have that spot desecrated or taken up. The chapel would remain. The registrar, one spiritual officer, either preacher or reader to the old men, and the premises would remain under the Master. I would take away the school, and take it into the country.

601. In that way the Master would have nothing to do with the school?—I would give him all outward dignity, the semblance of authority, and as little as possible of reality. He should be Master of the hospital, and live there, and Founder's day kept and Governor's Assemblies held as heretofore.

602. But the school being removed, you would have no objection to the Master taking part in these ways?—No.

603. So that practically there would be no one between the Governors and the schoolmaster?—Quite so.

604. Do you think there might be any analogous feeling among old Carthusians against moving the school, to what there is at Westminster?—No, you would not like to separate Westminster from the Abbey; but you would not care to separate Charter House from Smithfield.

605. Do you think many old Carthusians object to moving the school away?—No; all old Carthusians to whom I have spoken of my plan approved of it. Many object to taking the *whole*, both hospital and school, right away.

606. I mean the removal of the school to some rural place; do you think the old Carthusians would be in favour of that?—I think so.

607. (*Mr. Thompson.*) Would it not diminish the salubrity of the site to those who remain?—I do not know; they never come now into the playground or into the premises.

608. As to the circulation of air?—That would depend on what purpose it was sold for. It was a very favourite plan at one time to sell it for the building of the Post Office.

609. (*Lord Devon.*) I presume if that removal took place, that it would put out of the question receiving any day boys?—At Harrow and Rugby there are not many day boys; the constitution of the school would have to be entirely recast.

610. (*Mr. Vaughan.*) I take it that at Harrow and Rugby there are virtually day boys?—Yes, no doubt; you often see houses advertised for that purpose as desirable.

611. (*Mr. Thompson.*) You do not consider day boys an important element in this school?—Yes; they are as to mere numbers 30 or 40.

612. (*Mr. Vaughan.*) Supposing the school were removed into the country, that might so far increase the popularity of the school that it would not be at all dependent on that element?—I think so.

613. (*Lord Devon.*) Independent of the value of the school in what one might call a national point of view, is not the withdrawing from numerous professional people in London the opportunity of securing such an education as Charterhouse affords, a matter which should be very carefully considered?—Yes, I think so; there are not, however, a great many of that kind who show any present sense of its value.

614. (*Mr. Thompson.*) Has it ever been a day school on a larger scale than at present?—No; I think I may say it is now quite as large in proportion as it used to be. In Dr. Russell's time I think there were not above 80 or 90, and now Mr. Elwyn tells me there are 120, including the 30 or 40.

615. (*Mr. Vaughan.*) With regard to its effect on other public schools. Would not the removal of a school like Charterhouse into the country, where it could compete upon equal terms with other public schools, confer a benefit on the whole public school system?—They are all full. I should much like to see Charterhouse removed nine or 10 miles south of London, as Harrow is to the north, somewhere near Croydon, the Addington Hills, or Addiscombe. I cannot imagine that that would interfere with the numbers of Harrow or Rugby, which are very large.

616. I was rather thinking whether the competition of another school would not be beneficial?—I think so, when you see the numbers of Eton and Harrow. Winchester is getting on by the new system of scholarships thrown open.

617. (*Lord Lyttelton.*) On the present constitution, as long as the school remains where it is, an active minded man like the present Master is almost sure to take a great deal of indirect part in the control of the school?—Yes, he is one of the Governors; and has very little sympathy with the Master of the school.

618. Is he a Governor *ex officio*?—Yes; and this official right which ought, in my opinion, to belong to either both the Master and schoolmaster, or to neither, constitutes the real, perhaps unavoidable, antagonism between the offices without imputing ill motives to either.

619. (*Mr. Thompson.*) You do not conceive that his power would be at all too formidable if he were not a Governor?—No, he would be more like one of us, as he was until he became a Governor; and no one could be better affected towards the school, or more useful to it than the Master in that previous condition.

620. (*Lord Clarendon.*) With respect to the exhibitions, every foundation scholar at the age of 18, if he is going to college at either university, may claim it upon a very meagre examination, snd without competition. Do you think that system has worked and is working well?—It certainly sends to the university a great many ordinary men who would not get in in any other way; but then you are aware of this that Charterhouse was originally a charitable foundation. Dr. Fisher used to talk a great deal in that way; he would say it is not intended as a school of learning, it is a charitable foundation. We are not to seek out who is best. Poor boys and sons of poor men ought to be preferred to all the rest.

621. Dr. Fisher was Governor then?—Yes.

622. Do you suppose that he in his capacity of Governor appointed only poor boys?—No; he appointed much on the same principle as other Governors of his time.

623. Without looking too closely to the statutes or ordinance, would you not think that competition for the exhibitions would be a good thing in the present day, even supposing that these people were poor, would it not be useful, and help them in after life, to require a more serious examination than that which they now have to go through?—I think it would. I think there would be some cut out. My great object was to make them amply fit for the university, and I think I can at this moment say that not one single gown boy sent to Oxford or Cambridge was plucked.

624. You mean they never failed to get their degree?—Yes.

625. We were mentioning this morning, that each of these gown boys has almost a claim, if he can go through a simple examination, to these scholarships, and there is no competition. What do you think of making some of these exhibitions 60*l.* and some 80*l.*, there would then be an object in the competition that would be useful to them, poor or not poor?—Yes; I always said a slight difference in the amount would answer all the purposes of competition, and would leave the spirit of the charitable foundation intact. But my suggestion was and is, that the 80*l.* should be raised to 90*l.*, not diminished to 60*l.*

626. There would then be both the merit and its reward?—Quite so. And the change would be popular, because none would be losers.

627. (*Mr. Thompson.*) Is it the case that some scholarships have been thrown entirely open?—I had the fighting of that battle entirely. I think there are two a-year, but I think you might have three a-year. It would take a little from the patro-

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nage of the Governors, and I am not quite sure how they would like that. There were 40 boys on the foundation. Dr. Russell, at the time he was all for competition, pressed very hard indeed to get some of those thrown open, and he pressed it under very advantageous circumstances, for Archbishop Manners Sutton was an old Carthusian, and the Governors were strong in old Carthusians, Lords Liverpool and Ellenborough at that time. Lord Grenville took it up very warmly and kindly on the same side. Dr. Fisher was very much against it. Dr. Russell represented the battle he had to fight as a very up-hill one. I daresay it was. At last he said "I will not touch "your patronage, will you allow four to be added; "that is four open for competition?" Lord Grenville took up that idea as a very good one, and they actually passed an order on a certain day, that those four scholarships should be added to the 40; and at a certain meeting, Dr. Russell was to be ready with his system of examination and competition to show how it was to be done. As ill luck would have it, the very day appointed for the Governors to consider this matter, was the day in 1814, on which the University of Oxford received the Emperor of Russia and the King of Prussia at Oxford, and Lord Grenville, as Chancellor of Oxford, could not be present at Charterhouse. Then said Dr. Fisher, "There is no reason why we should wait for Lord "Grenville to settle the conditions of the four "entering," and they passed an order for the four to enter. It was then "As to the mode of competition, "we could not think of doing that unless Lord "Grenville were present. Therefore we will order "that those four shall follow in the same track as "the 40." I brought that out afterwards, and one of my kindest and best friends, my late friend John Talbot, brought the case before the late Sir Robert Peel. Sir Robert Peel was asked, and he said, if ever there was a case of *nullum tempus occurrit* to an act of justice, this is one, and then he re-agitated the question till I got the four.

628. (*Lord Lyttelton.*) But there are not four open to competition now?—There are now two a-year, which will make an average of four, and the adverse authorities fought me afterwards, as to whether it should be one a-year or two a-year, and it was in that state I left it to my successor, who suffered extremely from the way in which he had to carry on the battle.

629. (*Lord Clarendon.*) What number do you think would be right?—Three a-year I should think.

630. They must be on the school to compete?—Yes. And they must have been long enough there for the examiners to know their moral character and be satisfied generally of their fitness.

631. Is there not a rule with respect to the time they should be at the school?—One year.

632. (*Mr. Vaughan.*) I was asking the present Head Master what was the policy of that regulation; you have stated it incidentally?—Yes.

633. (*Lord Lyttelton.*) Must the parents declare that they require such assistance to enable their sons to go to the universities?—The form as it is now was put in, I think, by the late Bishop of London. My opinion of the proper line to draw is this, that when children have property of their own which cannot be taken from them, you cannot say that they want money to be brought up at the university; but very often the children of men with very large life incomes, *e. g.* medical men, are just the persons for whom this charity would be the greatest.

634. I understand you are not satisfied with the present position. Is it not very unsatisfactory from its vagueness, that it is left to the conscience of the parents to declare whether they require such assistance?—I do not think there would be any gross case of abuse.

635. Should you expect the parents might be trusted generally?—I think so; it is wonderful what a good set of boys we have had in. I think they have almost all done well.

636. You would not wish to see it thrown open to all the school without any condition of poverty at all?—That would be making it as it is at Westminster. I think that the Charterhouse boys would be very sorry if such a system was introduced which could throw them off altogether from the interests of the Governors.

637. I meant as to this limited number of scholarships, which is open now, whether in reference to them you think some qualification of poverty is desirable?—Yes, I think so. Dr. Russell used to say it meant that they were not to be millionaires. Do not let us have sons of men who are palpably rich men, but all others will be glad to come. I am quite sure of this, that the sons of professional men enjoying for a time a large income, are very often those who most need that assistance. Take a medical man with a large income, who can pay very little attention to his son's education, he is just the person who wants it.

638. (*Mr. Vaughan.*) I believe it is in contemplation to add a considerable number of scholarships?—Yes, sixteen.

639. Suppose that number is added, out of that number would you not propose to make more than three open, nomination not being a privilege which Governors or any party has yet enjoyed?—I think the three would be enough with the numbers of the school as at present constituted; to have got one seemed to be such an immediate point to have gained, and the battle we had to get the two we now have was such a fierce one.

640. Supposing there were such a thing as a removal and a sudden access of prosperity to the school, would not Charterhouse with its nomination system be rather at a disadvantage as to producing great scholars when compared with Winchester and Eton attracting so much talent to them?—Yes.

641. (*Mr. Thompson.*) Do you think they would be increased too much if they were all thrown open?—Yes.

642. (*Lord Lyttelton.*) Do you not think you might make a definition of amount of property or wealth which would disqualify a boy?—My definition is this, if a boy enjoys property in his own right.

643. (*Lord Clarendon.*) As to the scholars on the foundation, the sort of examination they undergo before they receive their nomination appears to me almost a mockery?—It is extremely trifling just to see if he can read and write. This for boys above 13 years.

644. (*A Commissioner.*) Then for boys above 13 years of age all that is required is some very easy Greek author, and the rule of three?—Yes.

645. The rules with respect to this course of examination must have been made by the Governors, I suppose?—Yes.

646. Lately?—In my time.

647. As sufficiently severe for the sort of boys they are likely to appoint?—Yes; just to keep out boys who were absolutely ignorant.

648. And yet not to endanger their own nominations?—Yes.

649. (*Mr. Vaughan.*) Were the rules made in concert with you?—Yes, I think that may be said. I should not have been sorry to have made them a little stricter, but it was all I could get. It was a great point to have got that. There was nothing of the kind before.

650. (*A Commissioner.*) With reference to the credit of the school, and the sort of examination that is required elsewhere, and the amount of information a boy is supposed to have at 13; do you not think the Governors' attention ought to be directed to such an examination as this?—I know what the Masters would say. It would be leaving too much in the hands of the schoolmaster and putting the schoolmaster in an invidious position sometimes to have to reject the candidate of a particular Governor. You must consider they exercise their patronage individually, and not by the orginal

charter as a body, but each Governor has, to a certain extent, a great deal of interest in an individual boy.

651. (*Mr. Vaughan.*) So that in fact the schoolmaster, by rejection of a candidate, is put in the position of a little opposing the wishes of a particular Governor?—He may do so; I would not like him to be put in the position of being disappointed of it; I thought I had made out a great point in obtaining that the boys were not to come perfectly ignorant. It had this effect, that parents of almost all boys are pretty sure to talk to the Head Master some time before; knowing that their boys were to be subject to this examination, however trifling, they would come with some little apprehension as to what they were to do. In many cases I would advise them to do so and so, and really they would turn out their boys much better scholars than you would imagine. It gave me an antecedent interest in the boys and a knowledge of the boys who were to come, and also an opportunity of persuading the parents not to let their sons be perfectly idle.

652. (*Lord Clarendon.*) Before this examination was established did you find they came in a state of great ignorance?—Yes. The under masters complained very much of the uphill work.

653. (*Lord Lyttelton.*) If a boy was to miss his examination, would he lose his nomination after that?—It never occurred to me that a boy did so. He would lose his chance if he went beyond the age of 14.

654. Practically, they did in fact qualify themselves a great deal above this minimum?—Yes; I think this provision does much more good than you would imagine, because it leads the parents to seek a higher standard. You would not choose your son at the age of 13 to be rejected for such ignorance. I think that practically it does a great deal of good.

655. (*Lord Clarendon.*) May I ask you if there are any other changes which you would wish to see established—I think you have indicated one or two. Has anything else occurred to you?—There is one thing that has often occurred to me. Now that I have left the school I am perhaps more free to speak of it, and perhaps you had better hear of it from me than Mr. Elwyn. I think a gross injustice has been done to the Masters of the school with regard to their salaries or stipends.

656. The assistant masters?—The Head Master, second master, and all. If you take the first schedule as laid down in the Founder's time, you have the Master of the Hospital 50*l.* a year, the preacher 40*l.* a year, and the schoolmaster 30*l.* a year. The Master now has 800*l.*, which you will observe is 50*l.* multiplied by 16, and the Head Master has 240*l.*, that is the original figure multiplied by eight, besides which there is another circumstance. I do not think that Mr. Elwyn knew himself till yesterday, that originally the Master of the school had apartments found him and furniture. Now he has not a bit of furniture over and above a bed. The Master has a palace furnished entirely at the expense of the Governors.

657. The injustice was by fixing the salaries so low?—Yes, I think 240*l.* is not enough. It is not half what many of the Head Masters of proprietary schools get.

658. (*Lord Lyttleton.*) The Master makes the chief part of his income by his boarders?—Yes.

659. (*Lord Devon.*) 1,100*l.* a year, is it not?—Yes, at the present numbers.

660. (*Mr. Thompson.*) Do you see any danger from giving the schoolmaster too large a salary?—I think the present salary is too small. I think 240*l.* is not enough.

661. Would you think 500*l.* enough?—I should say 400*l.* would be enough. I think he ought to have that 400*l.*, and the second master 240*l.* instead of 140*l.*, and the third assistant master on the foundation 100*l.*

662. (*Lord Devon.*) Do you know when this increase took place?—In 1811, the Master's income of 200*l.* per annum was brought up to 800*l.*, and Dr. Russell petitioned for an increase, but he had then, or soon after a very large income. There were 300 or 400 boys, and the Master took upon himself at the meeting of the Governors to say, it was by a mistake, and that Dr. Russell told him he did not wish for any increase. Lord Camden came out and laughed at Dr. Russell, and said, "Upon my word you are "very moderate, you do not want any increase." Dr. Russell said, "I do not hope anything of the kind "is asserted, on the contrary, I wish you would in-"crease it.

663. Then do we understand that up to 1811 the stipend of the Master was 50*l.* additional?—I think it was 200*l.* then, when they took off a little bit of garden to enlarge the playground, he withdrew his opposition to it, and said, "that little bit of playground is "my vegetable garden. I hope you will give me the "odd 40*l.*" They added the 40*l.*, and made it 240*l.*

664. (*Lord Clarendon.*) Had he ever grown any vegetables there?—I do not know. I think not.

665. (*Lord Lyttelton.*) Mr. Skirrow says, "As to "the salary of the Master amounting to 800*l.* a year, "if the holder of that office had no other means of "livelihood, and enjoyed no cure of souls, such sum "is no more than sufficient to enable him to live?"—I say that with the 240*l.*, the schoolmaster could scarcely keep that house upon it.

666. (*Lord Clarendon.*) Did you introduce any changes or improvements with respect to the modern languages and history, or mathematics?—I hope I added a great deal to the old system. These blue books will show the subjects in which the boys were prepared.

667. Were mathematics compulsory before your time?—Very little. I do not think they certainly went to the 10th proposition of Euclid.

668. Modern languages?—Yes, I got the Governors to make French obligatory on the boys of the foundation, they undertaking themselves to pay the French master. The parents were not willing the boys should learn unless without expense. I had a capital French master, who has since had the education of the Prince of Wales in French. A great number of the boys learned French, and I think the books will show about 90 boys learned French out of 120.

669. Why did you not make it compulsory on the *whole* of the boys?—Because there were a number of boys in the school whose parents could not afford it, or whose parents were depending on sending their sons to the university. I did not think it desirable to compel them, only to encourage them by getting a very good Master, and showing them what the opinions of the Governors were; and with so many boys who had connexions with boys on the foundation, it might be often said, "If my son on the foundation "learns French, it is a pity my other son who is not "on the foundation should not learn it too." I like the system of encouragement rather than compulsion.

670. (*Mr. Vaughan.*) There is a peculiarity with regard to the Charterhouse as to tuition. Have you found the absence of private tuition work satisfactorily?—Private tuition is carried on wherever it is wanted.

671. But I mean to ask whether you found that the boys not having that advantage did their work?—Yes; I think so, because the Masters in the boarding-houses really acted as they did at Harrow, as the private tutors. I would always go down and pass through the rooms where the exercises were done, and I was always ready to give any assistance. Instead of calling the boys in class, you went down and found them, and they knew you were willing and happy to assist them. In the meantime, in the second master's house, Mr. Walford, I think, gave up the whole of his evening, three or four hours, which he spent amongst them. I may add a single word to what I have already stated, which is as to the matter of revenues. Originally, in the Charterhouse, it was said that those should be preferred

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to livings who had been educated on the foundation. At the time of that charter it was clear the school was not a classical one. The school was a charitable school with a few exhibitions; here and there half a dozen boys, who might have been brought up at the university. Afterwards the statutes were introduced, still in the time of those contemporary with the Founder, when the clause was introduced saying that the livings should be granted to those who had been educated on the foundation or done service to the house. I am able to tell your Lordship that I was getting on in years as a schoolmaster, and yet not having been educated on the foundation, seemed to have no claim on them. The rest of the Governors deferred the question to the late Lord Devon, who was then a Governor, and begged him to give his legal opinion about the reading of the statutes and the charter. He said he thought the claim of education on the foundation over-rode the other; that the alternative was worth nothing; but he himself, who was the kindest of the Governors to me, said, "I "regret this extremely; I think it is very hard "upon you. I told the Governors I wished they "would get another opinion, and I still wish it now; "though I have given in this as my opinion, it is by "no means conclusive."

672. (*Lord Clarendon.*) Was any other opinion taken?—No. To avoid any chance of misconstruction, perhaps you will allow me before I leave the room to say over again two things I have said before: to express, with respect to Dr. Russell, my great esteem for him, as an admirable scholar, and an indefatigable and excellent teacher, of whose energy and cleverness I feel myself unable to speak in adequate terms; and with respect to Mr. Hale, to declare myself as confident of the goodness of his intentions as I am of Dr. Russell's energy and abilities.

The witness withdrew.

Rev. F. Poynder.

The Rev. F. POYNDER examined.

673. (*Lord Clarendon.*) You are second master at the Charterhouse?—Yes.

674. How long have you been so?—Since 1858. I was an assistant master in the school for 11 years. I came to Charterhouse as an assistant master immediately after taking my degree at Oxford in the year 1838, and remained till 1849. I then left for some years, and returned in the year 1858.

675. And then you were appointed second master by the Governors?—Yes.

676. Do you wish to make any communication to the Commissioners?—Yes; and I will, with your permission, read a paper bearing on the patronage of the Governors as regards the livings at their disposal.

1. "The letters patent granted by King James I. (called the charter) direct that in the event of a vacancy in any living in the gift of the Governors, 'such and so many of the scholars as shall from 'time to time be brought up and taught in the said 'hospital,' shall be presented before any other persons.

2. "Soon after these letters patent were granted (in the year 1627) certain orders were passed at an assembly of Governors, and signed by Charles I. (these orders are called statutes), in which it was directed that in the event of a vacancy in any living in the gift of the Governors, it should be conferred on 'persons 'capable, and such as do or have done actual service 'to the house, *or* have been members thereof, before 'any other.'

"Therefore very early in the history of the Charterhouse, the Governors acknowledged *service rendered to the house or membership thereof* as a ground of eligibility to a living; and they did this although they had before them the words quoted above from the letters patent.

3. "Do the words quoted above from the letters patent, 'such and so many of the *scholars* as shall be 'brought up and taught in the hospital,' exclude all who have not been boys on the foundation? It is at once conceded that when the letters patent were granted the words did include such persons only, because they only were contemplated in the first instance as boys in the school.

"But when, at the assembly in 1627, the Governors allowed other boys to be taught in the school they ruled 'nor shall they' (the schoolmaster and master) 'take into their charge above 60 other '*scholars* unless they entertain another usher out of 'their own means.' May not any such scholar be considered to rank as 'a scholar brought up and 'taught by the hospital?'

4. "Supposing it to be ruled that the words quoted from the letters patent do exclude all who have not been boys on the foundation of the school, would it now be wrong to take the view, or a portion of the view, which was taken by the Governors in 1627, and to extend the privilege of being eligible to livings at least to clergymen who are actual members of the foundation, and have done service to the house?

"They are, it is submitted, really members of the foundation (the master, preacher, schoolmaster, and usher are so called in the orders of 1627). Ought they not, as such, to be eligible to livings, just as any fellow of a college in one of our universities, *though he was not a scholar* on the foundation, is eligible to a living in the gift of his college?"

677. (*Mr. Thompson.*) Is that drawn up as an opinion?—It was simply put down by myself as the way in which I wished to state my views.

678. (*Lord Clarendon.*) Is there any other point you wish to bring before us?—No, not with regard to the school; I saw the Head Master's written report and have nothing to add.

679. It was drawn up in conjunction with you?—He laid the draft before me, and I do not wish myself to add a word to his statement. I believe we are quite in accord on the point on which I have made these remarks.

680. (*Lord Devon.*) I should like to ask you one question with reference to the house. Observations have sometimes been made as to the defective ventilation of some boarding houses, not with special reference to yours, but speaking generally. Is it your practice to go into the rooms after the boys have gone to bed?—As a rule I go into the rooms when the under boys are going to bed, which they do at 9 o'clock. The other boys go at 11.

681. You do not go when all the boys are in bed?—No.

682. Have you ever had any reports from your servants as to the state of the atmosphere of the rooms in the morning?—No, I have not.

683. Are you of opinion on the whole that the ventilation is sufficient?—All my rooms have not chimnies, and I think all rooms ought to have them. In the upper rooms there is no chimney. In one of them there is a ventilator in the window, and on the opposite side there is an opening into the passage, so that there is a draught of air.

684. But in other rooms the ventilation I suppose depends very much on opening the windows?—Yes.

685. Have you any openings over the doors?—Yes.

686. In all?—Yes, I think in all.

687. (*Mr. Vaughan.*) You spoke of boys going to bed some hour and a half or two hours before others?—Yes.

688. What measures are taken to secure that the younger boys who go to bed first shall be able to

take their rest?—No boy who goes at a late hour has any right to go to the room to which a boy has gone at an earlier hour.

689. Is that observed practically?—I think so.

690. Have they separate rooms?—Yes.

691. Are their rooms removed to a little distance, so that they are not likely to be disturbed?—Yes.

692. Is there no elder boy at all amongst the younger?—There is no upper boy, but the head boy in each room is considered answerable for discipline.

693. Has that boy any authority?—It has been the custom to say "You are the elder boy, and as "such are responsible;" but he is not a monitor.

694. (*Lord Lyttelton.*) Are the doors locked?—Yes.

695. (*Mr. Vaughan.*) Are the youngest boys locked in all night?—Yes.

696. Have you ever found any inconvenience from that?—No, indeed I do not think that I have. The head boy in my house in each room has always had the key. The upper boys are not locked in, and in the other rooms there is a key in each bed room. Therefore if any boy wants to get out he can. In the Head Master's house there is not a key in each bedroom.

697. The door is locked simply for the protection of the under boys?—Not simply, but this is one reason.

698. In fact they could get out at any moment if they pleased?—Yes, they could; but they are not likely to do so without good reason; for turning a key and going out is a more decided act than simply opening a door. If I were to see a boy out at 10 whom I had seen in at 9, I should require him to give me very good reason for being out.

The witness withdrew.

The Rev. R. Elwyn, M.A., further examined.

Rev. R. Elwyn.

699. (*Lord Clarendon.*) You state, "I doubt if the "progress of French and German can be said to be "as great generally as in classics and mathematics." Do you think it is very inferior or simply in proportion to the lesser time that is given to it?—I think that the majority of the boys do not see what its bearing on their life will be; they have generally an idea that French can be picked up at any time, and that it does not require the severe study which classics and mathematics demand.

700. You rather attribute the little attention or regard paid to the modern languages to the difference that is supposed to be felt towards them at the universities; no prizes, no rewards being given for them?—Yes; I believe that that is one main cause, because most of our clever boys go to the universities and they take especial interest in those subjects which they think will be attended with the greatest benefit to them, and French therefore occupies a considerably inferior position in their minds. I do as much as I can to counteract that feeling.

701. You think if at the universities some attention were paid to modern languages that it would operate upon the schools?—I have no doubt of it. If in examinations for scholarships, for instance, French told as a subject, you would see it occupying a much more prominent position.

702. Do you think that in mathematics there is much progress made, relatively speaking?—I think that in the last few years there has been a decided improvement, and I look for still greater, from the arrangements which have been lately made.

703. Do you consider that the generality of boys are able to read French with facility?—I should think that the great mass of those who learn are competent to do so; it is in the speaking where they fall short.

704. I believe they do not pretend to speak French?—M. Mariette, the French teacher, does, I believe, hold conversations in French with his head class from time to time.

705. (*Lord Lyttelton.*) With regard to modern history; have you any reason to suppose that the minds of boys in your school have been at all turned in that direction; do they find any stimulus to excel in it since the establishment of the new Tripos at Oxford and Cambridge, in which there are distinctions to be had in that subject?—The boys take very fair interest in the subject.

706. You were a boy at the school yourself?—Yes; history is attended to more than when I was a boy.

707. You would give some weight to that?—Yes, very likely so. I have not the means of comparing my own experience as a master.

708. I think you teach French and modern languages and mathematics rather more in proportion at Charter House than at the other schools: are you aware of any consequent falling off or deterioration in the classical attainments of the school?—I am not.

709. (*Mr. Vaughan.*) How much time a week do you think would be sufficient to improve the French to a standard something equal to that attained by classics?—It is difficult to say; but I think that more time would be required than could well be given in a public school.

710. Am I right in understanding that the foundationers in the sixth form are compelled to learn both German and French?—They must learn one of the two; and may learn both.

711. Does the compulsion to learn French, which binds the foundationers up to the sixth form, cease there?—Up to the sixth form they must learn French; when they reach the sixth they may learn both French and German, but they must learn one.

712. Are they not compelled to learn German?—Yes, and they may keep up their French if they like.

713. If they take one modern language only that must be German?—Yes.

714. Do you find practically from your conversations with the French master that the rule acts at all to the disadvantage of the cultivation of French amongst the foundationers?—I do not think it does.

715. (*Lord Lyttelton.*) How many years is a boy in the sixth form?—From two to three; sometimes even a shorter time.

716. Do you think there is any reason to suppose that a boy who, having before kept up French very well and drops it altogether in the last two years, suffers in his knowledge of it?—I do not think he suffers much. Having learnt thoroughly the French grammar, and attained the elements of French, I doubt whether he loses much by dropping the study for a time.

717. What is about the usual age at which a boy enters the sixth form?—About 16, taking the average.

718. (*Mr. Vaughan.*) Of these two languages which do you find, as a matter of taste, the boys on the whole prefer. From the mode in which you have arranged it in the sixth form, which do you find them take to?—I have no means of deciding. The study of German is comparatively a novelty. The grammar is undoubtedly far more difficult than that of the French language.

719. (*Mr. Thompson.*) Do you think that a boy who knows German considers it a greater feather in his cap than a boy who has learnt French?—Yes; because most probably he has learnt French too.

720. (*Lord Devon.*) Modern history has been mentioned; what proportion of the school time is occupied by that?—In the lower forms, one afternoon in each week is devoted to modern history and

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geography. In the upper forms, questions are set once a week, to be answered on paper, on some portion of history, either ancient or modern, previously given out; and a historical subject is continually set by way of essay.

721. I see "Tuesday, 3 to 4, history," that would be modern history?—Not always so, because sometimes we take up a period of Greek or Roman history. At every examination there are certain portions of Greek, Roman, and modern history. For the Havelock exhibition a certain portion of modern history is essential.

722. Have you any holiday tasks on the subject of modern history?—In the lower forms the holiday tasks generally consist of history and geography.

723. Are the results placed on paper?—Yes.

724. (*Mr. Vaughan.*) When you give the boys a holiday task do you give it with anything like a calculation of the time that it will take them?—It is difficult to do that.

725. You guess what you think would be fair?—Yes.

726. Perhaps you have no means of knowing practically whether boys who have holiday tasks given them really study the subject moderately through to the whole time, or whether it comes to a cram at the end?—With the great mass I have no doubt a cram comes at the end; but some, I think, distribute the work over a longer period.

727. (*Lord Clarendon.*) "The whole school is "examined annually in the months of April and May "in divinity, classics, mathematics, and those who "learn French, German, drawing, and chemistry are "examined in those subjects," is that the only important examination in the school, one annually?—That is the only one great examination. We have three terms, two are very short and one is long, and it is at the end of the long term that the great examination takes place. We are at school from January to May, we have a short holiday in May, and a holiday again in August, so that the latter portion of the year is broken up into short terms. The long quarter consists of 15 or 16 weeks, from about the middle of January to the first week in May. The next quarter extends from the first week in June to the third in August, and the next is from Michaelmas to the 12th of December.

728. You only have one examination for the whole year's work?—Only one for the whole school by independent examiners. To my own sixth form, I give a separate examination at the end of every half year and a prize. I have mentioned that I examine the forms in succession once a week; our practice is, that every week a master takes a form not belonging to him to examine, so that there is constant information as to the progress the boys are making.

729. You say that those who learn French, German, and drawing are examined in those subjects, but all learn?—There is a French examination, a German examination, and a mathematical examination. All who are learning French would be liable to an examination in that subject, and so with the other subjects.

730. In your written answers you say, "For the "foundation scholars there is an additional ex-"amination in the month of December in classics "and arithmetic, and a report is also presented from "the head French master of their progress and con-"duct." Assuming that this is a benefit to the boy, it must give the foundation scholars a benefit over the others?—It has a particular purpose. It simply is to see whether they are fit to remain in the school to become candidates for exhibitions, and in fact to know that a foundation boy is making some use of the advantages he possesses. Foundationers of the age of 16 and upwards are specially and strictly examined. It gives an opportunity to the examiners of warning a boy that if he does not take care he may not be considered fit to remain in the school so as to become a candidate for an exhibition.

731. I understand that, but you say in the first portion of this sentence there is an additional examination whether they are going up for exhibitions or not?—The great object is to warn boys who do not appear to be making satisfactory progress. The examiners, for instance, will say to a boy—"You will have to undergo a serious examination next year," and it acts as a check on that boy if he is idle.

732. (*Lord Devon.*) Are the examiners appointed annually?—No, they are not; they are appointed by the schoolmaster, with the approval of the Archbishop of Canterbury, and the chaplain of the Archbishop of Canterbury is *ex officio* the examiner in divinity.

733. (*Mr. Vaughan.*) Are these gentlemen examiners for both these examinations?—Yes, that is so.

734. Do they all examine in divinity, classics, and mathematics?—There are two classical, one mathematical, and one divinity examiner.

735. With regard to the French and German, is that taken by the foreign language master?—Yes. Hitherto it has been so.

736. In what way is there an examination in drawing?—The drawing master assigns the prizes.

737. Do you know how it is conducted?—He usually gives some subject to be competed for; for instance, he brings certain models which are to be copied.

738. Do the candidates sit together in the same room?—Yes.

739. With regard to chemistry, how are they examined in that?—Papers are given to them on subjects which they have been doing during the term.

740. Do you know how many papers are given them to do?—I cannot tell you. I think that two are given.

741. Are they classified in the subjects of French, German, drawing, and chemistry, or is there a prize given only?—For drawing and chemistry there is only a prize given, but boys who have done particularly well are reported to me.

742. In French and German are they classed?—In French they are regularly classed every year. In German there are one or two prizes given, and the boys are arranged in order of merit.

743. How long has the German been instituted?—About three years, since I became Head Master.

744. You instituted it almost immediately on your appointment?—Yes.

745. Do you teach it at all yourself?—I have not tried to do so.

746. (*Mr. Thompson.*) Have you an efficient German master?—I trust so.

747. (*Lord Clarendon.*) Of what nation is he?—He is a German, and he was a private teacher at Cambridge for many years. He teaches at the Wellington College.

748. What is his name?—Weil. He teaches also at Queen's College.

749. (*Lord Lyttelton.*) There is no special reward or prize for modern history?—No, not separately.

750. It comes into the Havelock exhibition?—Yes, and into our annual examinations.

751. (*Lord Clarendon.*) You say "The subjects "for examination for the foundation scholarships are divinity," and so on, how much divinity?—Scripture history, with one or two questions from the Catechism.

752. (*Lord Devon.*) Who examines for the foundation scholarships?—The same examiners who have been already mentioned.

753. (*Lord Clarendon.*) Who established the Havelock exhibition?—The money was raised by subscription on the part of old Carthusians on the occasion of his death.

754. Was he a Carthusian?—Yes; a sum of money was raised, and it was to be appropriated partly to a monument and partly to an exhibition; of this sum 700*l.* was set apart for an annual exhibition bearing his name.

755. Who examines?—Examiners are appointed by me every year, with the approval of the master.

756. Taking them from the school?—I am at liberty to select any examiners.

757. Practically you do take them from the school?—I take them away from the school generally.

758. (*Lord Lyttelton.*) Two examiners, are there?—Two or three.

759. (*Mr. Thompson.*) They are paid, I presume, by the Governors?—The examiners for the Havelock exhibition are not paid.

760. (*Lord Lyttelton.*) How many generally compete for them?—Last year I think eight went in, and the year before I think seven.

761. Is it open to the whole school?—Yes, but practically only the upper boys compete; if any one is going to Woolwich or the army a preference is given to him in the awarding of the exhibition: we wished to make it as nearly a military scholarship as possible. The subjects of examination are, Latin, French, history, both ancient and modern, geography, English dictation, and mathematics.

762. (*Lord Clarendon.*) Do the foundation scholars compete for that?—Yes, it was thought it ought not to be restricted in the case of a memorial raised by a general subscription among old Carthusians.

763. (*Lord Lyttelton.*) And foundation scholars have taken part in it?—Yes, a foundation scholar gained it this year.

764. Will he take that besides his exhibition?—Yes. It is 20*l.* out and out, it is only for the year.

765. Is it only held for one year?—That is all. There are more marks given for mathematics than other subjects; out of 850 marks, for instance, about 350 would be given for mathematics, and the same would be given for modern history as for Latin.

766. I suppose the distinction tells more than the money?—Just so.

767. (*Lord Clarendon.*) I see you say "Prizes "are awarded by the examiners for proficiency in "the work done in the school, whilst there are also "in the two higher forms prizes for private study," what is that private study?—In the upper school I give out certain subjects in which the boys will be examined over and above the work of their forms, and for that there is a separate examination, so that if a boy has been diligent in getting up work out of school he is rewarded independently of the prizes given for the regular work of the form.

768. Is that much done?—This year there was good competition for the private study prize in the sixth form.

769. What are the subjects you generally give out for private study?—They are classical; for instance, I would give out a Greek play for the Greek subject, and some portion of a Latin author for the Latin subject; I should give them questions arising out of the portions set, and passages to translate.

770. On paper or *vivâ voce*?—On paper.

771. What part of the school competes? Is it open to the whole school?—No; to the fifth and sixth forms, and there is a separate prize for each.

772. About how many are allowed to compete for that?—In my sixth form I expect all to compete. I do not actually compel it; and if a boy was striving principally for the mathematical part of the examination I should not be surprised if he did not bring up the classical paper well done, because I should know he had been giving a great deal of time to mathematics.

773. (*Mr. Vaughan.*) Is it expected and understood that this private study shall be done strictly without any assistance?—Yes.

774. And those boys that are allowed private tutors which you have to a limited extent, according to the system at Charterhouse, would not be assisted by them at all?—No; it is for ascertaining what a boy has done out of the school entirely.

775. How do you find that work done?—In my own sixth form better than the fifth,—exceedingly well by some of the boys. This year I gave two prizes; two of the boys did so remarkably well in it.

776. You do find the work is properly done by the generality of boys?—Yes, by the higher boys. In the fifth form I should not say it was so successful, because there the boys have not the same ability, and the other examination takes up a good portion of their time; they do not do it so efficiently as boys in the sixth form.

777. Is it the same work in both forms?—No, different work.

778. Do you find that they use books of reference themselves in that, or do you recommend them books of reference?—Yes, if they were doing Æschylus, I should recommend them to use Paley's edition.

779. (*Lord Lyttelton.*) I understand that in the Talbot scholarship the actual books or subjects for examination are not fully specified?—They are not.

780. Is that the case also in the Havelock examination?—No; in the Havelock examination specific work is given out to be done.

781. Is the Talbot scholarship the only one perfectly general?—Yes.

782. (*Mr. Vaughan.*) How is the English verse for the prize done?—Now and then it is well done; it is not required of any boy.

783. Do you think that composing English verse has a tendency to disclose to the boys themselves if they have the possession of poetical talent?—Yes; this year, though I gave no prize, one of the competitors really showed power, and he is encouraged to hope that if he tries he may next year get a prize.

784. Do you think it is a means of making it known to themselves whether they have poetical powers?—Yes.

785. (*Lord Clarendon.*) Do you think that Latin verses are calculated to develope the poetical genius that may be in a boy, or merely that they will give him a good knowledge of the language?—A good knowledge of the language is, I think, the principal result with most boys.

786. Do you attach great importance to Latin verse?—It is placed on an equality with other kinds of composition.

787. As far as you have been able to judge should you say that a Charterhouse boy is inferior to an Eton, Harrow, or Rugby boy in his knowledge of Greek and Latin?—It is difficult for me to compare our own with other schools.

788. Do you not think that if a boy has a considerable love of poetry in him, that love would be stimulated and developed by the practice of Latin verse composition?—Yes.

789. (*Mr. Thompson.*) How would you estimate the relative importance of Latin verse and prose, would you not say that Latin prose was the more important?—Yes.

790. Is it not far more difficult?—Yes.

791. Do you think sufficient attention is paid to Latin prose composition in English public schools?—I hardly know what is done except in our own school.

792. Do you think that at Charterhouse sufficient attention is paid to that compared with other species of composition?—In the upper forms we do a piece once a week; perhaps we might do it twice with advantage; I think that it is the most important of all the kinds of composition.

793. (*Lord Lyttelton.*) Should you not suppose that not only boys who have a talent for poetical composition but boys who have an enjoyment and taste for poetry find that stimulated very much by the composition of poetry?—I think so.

794. (*Mr. Thompson.*) I suppose you would say their comprehension of the authors was improved?—Certainly I should say so; especially in the case of the higher boys.

795. (*Lord Lyttelton.*) Have you any opinion in the question about examinations which are meant to bring out the very best talent in the school, like the Talbot exhibition, whether it is better to

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define accurately beforehand what books they are to be prepared in?—As a rule for schools, I think it is best to have an examination in books previously given out, combined with some portions of authors not so given out. Practically, even in the Talbot examination, when the examiners are selected, I tell them what work the boys have been doing, and they set several questions bearing on that work.

796. (*Lord Clarendon.*) You say that the system of private tuition has never prevailed at the Charter House, and that no boy has a private tutor, unless he is very dull or idle, or his parents wish it. Do you consider that that is advantageous, for you must be aware that in many other schools it is considered the keystone of success?—I myself am in favour of our own system from what I have seen of it; I think that there is a tendency in a boy to lean on the private tutor too much. It is the master's duty to find out whether the boy does his work thoroughly, and, speaking generally, I think he does it better by our present system than if he were assisted in the preparation of it.

797. Supposing he meets with any very great difficulties in his reading,—difficulties he is not able to surmount himself,—there is nobody to assist or advise him?—Any master would do so at any time. We are more in the school than is, I think, the case in most public schools. The master with us really is to the boy almost what a private tutor, plus the master, is, for instance, at Eton, because, if I understand the system rightly, a boy prepares his work at Eton with his private tutor; then he goes into school and says that same lesson to another master.

798. We are informed that at other schools the private tutor stands *in loco parentis* to the boy, that he studies his character, that he is his friend and his adviser, that he communicates with his parents with respect to him, and in short does assume that superintendence and control and friendly guidance, that is very important to the boy during the time he is at school. Is there anybody who does that at Charterhouse?—I think, with the comparatively small number of boys at our school and the large number of masters, no master has under him a larger class of boys than he can take individual interest in, and I believe practically he would be always found a friend to any boy.

799. Are not the boys constantly changing from one of those masters to another, and does not a master lose sight of a boy if he has left his class?—In the case of a foundation boy I consider that the assistant master of the foundation and myself are really the friends of the boy. A report is sent home at the end of each term of the progress and conduct of every boy in the school. I write to the parent of every boy in my house, and to many parents of foundation scholars at the end of each term. Mr. Poynder does the same with his boys. As regards the day boys who are living at home, of every one of them a report is sent home. With our small number of 120, I myself know every boy in the school, more or less. Every Saturday at 12 o'clock all the forms are called up successively before me, the boys in them being arranged according to their marks for the week. I hear if a boy has been doing badly or well, and I am able by that means generally to know how any boy in the school is getting on.

800. (*Lord Devon.*) Do you think that under your system the boys are on such a footing with the master that in case any boy got into a scrape he would come and consult any particular master as to what course he should take? Suppose he was bullied, for instance?—I think if he did not go to a master such acts would become known to a monitor, who would take steps to protect him from ill treatment.

801. Take the converse. Supposing a boy was getting into bad habits, have any masters such an intimate connexion with that boy that they would as a friend or parent warn him against such a course?—I think they would. Being so few as they are, we know pretty well the character of all our boys. It is not like having 300 or 400 to deal with. I myself have before me every week the results of every boy's work, so that I am able to encourage or warn.

802. If I asked you, for instance, as to whether a particular boy in the fourth form was on the whole doing well or ill, should you be able to say?—I feel sure that I should be able to tell you.

803. I apprehend you would rest almost the whole of your opinion on the fact of the school being so small?—Yes.

804. Take the case of a boy of scrupulous conscience, who was in the habit of asking for advice on first coming to the school, or after he had been there a short time, who do you think he would go to?—In my own house I think he would come to me, because when a boy comes I always try to impress upon him that I shall be happy to assist him in any way.

805. Take the case of a day boy?—The day boy lives at home. There cannot be quite the same relation towards him as towards a boy actually living at the school.

806. Take one of the foundation boys?—I am sure that the matron would in the first place know if he was uncomfortable. In the next place the master of the foundation would be almost sure to know.

807. (*Lord Lyttelton.*) Would a boy who is very fond of study, if he wished for advice as to private study, come to you?—Yes; I feel sure that he would do so.

808. (*Lord Devon.*) In Mr. Poynder's house or yours do circumstances admit of your seeing the elder boys at tea?—We continually have boys to breakfast or dinner or tea with us privately.

809. (*Mr. Thompson.*) Supposing the number of the school were double what it is now, would you hold the same opinion as to the non-necessity of the private tutor system?—I think that by a proportional increase of masters it would be unnecessary. I do not see how the Head Master, indeed, could know personally so much as he can with the present number. In other respects, by an increase of masters I think you would quite meet the difficulties that would arise.

810. (*Mr. Vaughan.*) The boys prepare their lessons in the school, do they not?—Yes; many of them are so prepared, but some are learnt out of school in the evening.

811. Does the preparation in school preclude the use of what are called cribs?—In school it would be almost impossible, because they are all under the master's eye.

812. So that although they do not get the advantage of a private tutor, they cannot in fact make use of cribs?—No. Out of school you cannot have perfect security; in school it is almost impossible.

813. You say "It is not the custom in any of the "forms for the boys to construe the lessons to a "tutor, either public or private, before they construe "them in school to a master." Do you think such things occur as that the stronger but more stupid boys force the other boys to construe their lessons for them?—They cannot possibly do so in school, and I do not think the habit prevails. The sixth form prepare all their work out of school.

814. Do you think their not having a tutor to assist them increases their diligence in private study?—I believe that they do get up their lessons better from having themselves only to rest upon.

815. Do you think it also gives any independence of character to the boy?—By resting on himself I think it does.

816. Do you think that, practically, boys educated in that way gain by the system?—I am under this difficulty, that being brought up under the same system, I have no means of comparing it with other systems, but my opinion is, that boys do gain.

817. How many on an average are put on to construe in school?—Almost every boy is put on. In the sixth form, for instance, almost every boy would be put on.

818. (*Lord Lyttelton.*) Each time?—Yes.

819. (*Lord Devon.*) In order?—No.

820. (*Lord Lyttelton.*) How many have you now in the sixth form?—Fourteen. Of 14, ten perhaps would go on.

821. (*Mr. Vaughan.*) Can you mention the number actually now to whom private tuition is given?—10 is about the number.

822. The private tuition then, such as is given here, is given to boys who are laggards in the school?—Yes, or to boys who may perhaps come rather backward to the school, and want assistance; so that what they do with their tutor would help them to gain a better position in the school.

823. (*Lord Clarendon.*) You say, "If a boy is "desirous of entering into any profession, for which "special examinations have to be passed, or for which "the usual course of education in the school may "not be specially adapted, he is allowed to leave off "the study of Greek and verse composition and to "devote the time which would have been otherwise "given to those subjects to mathematics, history, "geography, &c." Is this often resorted to?—Not unfrequently now. It increases in frequency.

824. I suppose you take care it is a *bonâ fide* application?—Certainly. It is entirely by the desire of the parent on expressing his wish that a boy should be specially prepared for some examination. In the note here, I have appended two cases which have occurred after drawing up the list. One boy of the name of Cundill was studying in that way, and I sent him to Wimbledon. We would have kept him at Charterhouse if we had had any boys preparing for the examination with whom to compare him. He was third in the list at the examination.

825. They get this additional instruction from the mathematical master gratuitously?—Yes. There is no extra charge made for it at all.

826. He goes on in all other matters except composition and verse?—Yes.

827. (*Lord Lyttelton.*) He does not leave out Greek altogether?—Yes, if it is desired, because the time in the morning which would otherwise be given to Greek he has for mathematics.

828. (*Mr. Vaughan.*) Do you observe any difference between the day boys and the boarders in the application for this permission?—It is the boarders more frequently. They are boys more likely to go into the army.

829. You do not believe that this permission fails to give them better instruction in the study they wish to go on with?—Most decidedly not.

830. Can you perceive it in the examination?—Yes.

831. Does the permission depend on age or place in the school?—As a rule I have said the fourth form, but I exercise my discretion in the matter.

832. Do you fix any limits of age to that permission?—It is entirely in my discretion, and I am guided by the position of the boy in the school, his age, and qualifications.

833. (*Lord Devon.*) Is there any age below which you would not admit it?—Up to 15, in most cases, I should like a boy to study Greek. When a boy is 15 and can show no aptitude for it, he might be, I consider, under certain circumstances, doing things more advantageous to him.

834. Have you mentioned all the instances in which you permit application to a special subject?—I have.

835. How long has this system been prevalent?—It had been nominally so before I became Head Master. It was not much used till the last three or four years.

836. Was it not at all the case when you were a boy?—Practically not.

837. You can do it entirely in your own discretion; in the case of any boy going to the Universities, do you never allow that exemption at all?—If I find a boy going to the university cannot do Latin verse I sometimes substitute prose for verse.

838. Would you allow boys to leave off Greek altogether, if going to the Universities?—I have never done so. I let a boy give up Greek iambics and give all the time which would be so occupied to Latin prose, which is essential in the matriculation examinations.

839. Can you say how many boys from the school are now at Oxford in any such way?—About eight, I should think.

840. Have you not found at all since this system has been allowed that it is the idle or worst boys in the school who avail themselves of it?—I do not allow any boy to avail himself of it without sufficient reason; as most of our clever boys go to the Universities, few of them would wish to deviate from the usual course of instruction.

841. Have you found any difference with regard to the boys' knowledge of modern languages between those who have this exemption from part of the classical work and those who have not?—I think Mr. Marriette will tell you that they have shown before going to Woolwich greater interest in French.

842. Are they among those who are exempt in this way?—They are almost sure to be, because if they are going to Woolwich I should exempt them generally, so as to give them more time for mathematics and other studies.

843. There is nothing like any separation or anything of that sort?—Not the slightest.

844. Then you are disposed to think well of your plan, considering the necessities of the present time?—I am certainly in favour of it. I do not find that it interferes materially with the general work of the school, though in some respects it is inconvenient in a small school.

845. It does not occur to you that the age of 13 or 14 is too young?—Generally it would be from 15 to 16; I should be guided by the circumstances of each case.

846. (*Lord Lyttelton.*) Have any boys ever gone direct from Charterhouse to any of the new competitive examinations?—For the army they have gone up two or three times, but not for Woolwich. This boy Cundill, who was subsequently third in the list of successful candidates, went up once before he was successful.

847. Then he went to Wimbledon?—Yes. He went there in August. He went up the first time in June of last year, and he was not up to the mark that time. I did not expect him to be. He stayed at Charterhouse till July, went to Wimbledon in August, and in January passed third out of the whole number of 250 candidates. My reason for advising him to go to Wimbledon was that we had no boy in the school going up for the same examination, and a boy in such a case then loses the benefit of active competition. If we had a larger class of boys going to Woolwich we should, I think, be quite prepared to guarantee that a boy should be able to enter straight from us, but the difficulty is that we have so very few boys who intend to go there.

848. With no more exemption from the ordinary studies of the school than mentioned in the last answer, should you be able to dispense with what is commonly called the cramming for Woolwich?—The cramming in the case to which I have lately referred was only for four months, and I should have dispensed with it but for the reason I have stated. When he went to Wimbledon, several boys were preparing for the Woolwich examination, and I believe that is the great reason why those boys distinguish themselves. It introduces a kind of competition as to which of those boys will be successful.

849. Do you think that is the main reason why those special cramming tutors are requisite. Is it not fully as much that for a short time just before this special examination they are able to devote themselves wholly to those subjects?—That is a very powerful reason, no doubt.

850. Would you not expect the system to work in this way, that the boys would remain in the public school till near the time, and that between the two they would go to a private tutor?—Yes, I think so.

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If our numbers were greater and more desirous of competing I could group the boys with a view to this and similar examinations.

851. What is the gold medal for?—It is for Latin verse.

852. Are there always three accessits or silver medals?—Not always so. Two boys are generally named, as well as the successful candidate for the gold or silver medals.

853. (*Lord Clarendon.*) As to question 21, you say, "The lecturer on chemistry has an electrical "machine." Are his lectures popular. Are many boys prepared to give up their play for them?—Yes. I should say there are about 40 boys that attend on an average, and they take great interest in it.

854. (*Lord Lyttelton.*) Is there any distinction?—He gives prizes. The lectures are decidedly popular.

855. (*Mr. Thompson.*) What use is made of the mathematical models?—In teaching mechanics. The models are Professor Willis's inclined plane and screw, &c.

856. (*Lord Clarendon.*) Is it principally the foundation scholars who learn to sing?—Yes; Mr. Hullah receives 50*l.* a year from the Govenors for teaching them.

857. (*Lord Lyttelton.*) The other is entirely oluntary?—Yes.

858. Do many of the non-foundationers take it?—A fair number; we have a concert once a year, in which the boys are the only performers.

859. (*Lord Clarendon.*) Do you know what system the drawing master teaches, is it from casts?—Sometimes casts, sometimes a vase or flowers. The boys are allowed to take a picture of the interior of the chapel or of the school, or any object which may be suitable to their purpose.

860. They never take country walks for the purpose?—No.

861. (*Lord Lyttelton.*) The concert you just mentioned is made a sort of fête by the parents?—Yes, from 150 to 200 persons attend. Really this year it was exceedingly successful I think.

862. (*Mr. Vaughan.*) When are the prizes set for drawing?—The prizes are given at our examination in May. The drawing master selects his own time for giving out the subjects.

863. Does he give any holiday tasks in drawing?—The subject is quite voluntary, and there is no compulsory holiday task in it.

864. I mean merely as a matter of expedience?—The boys do sometimes take home copies.

865. (*Lord Lyttelton.*) Have you anything like the Apposition of St. Paul's?—No, we have no speeches.

866. No recitations or anything of the sort?—No.

867. But you have a public presentation of prizes?—The prizes are presented in the presence of those connected with the school.

868. Do you find that the drawing interferes, that those who are very fond of it stop at it too long?—No; our drawing master is skilful in that respect. During the cricket season he will not come on a half holiday but at some other time, so that the drawing may not interfere with playing matches.

869. Has he ever asked you to alter that?—No, except to give him leave that at this season of the year, as long as he gives the boys the proper lessons he may arrange with them when it shall be, so as to suit their convenience for playing.

870. (*Lord Clarendon.*) You say "boys are regu-"larly instructed in the Bible, Church Catechism, the "Greek Testament, &c." What is meant by regularly instructed?—That was the form of the question, I think.

871. (*Lord Lyttelton.*) It means a part of the school work?—Yes.

872. (*Lord Clarendon.*) The monitor reads prayers?—Yes, when we meet in the school in the morning one of the foundation monitors always reads prayers.

873. The whole school together?—We meet together, except such day boys as, from the distance at which they live, cannot attend our first school, at half past seven.

874. In the chapel?—No, in our schoolroom. We only attend chapel on Saints' days, Saturday evenings, and Sundays.

875. Do the boys habitually say private prayers to themselves?—I think I may say that the case of a boy not saying them would be very rare,—indeed, so rare that it would be noteworthy.

876. You do not think that four or five being in the room together interferes with their privacy?—I think not. I judge from personal observation.

877. (*Lord Lyttelton.*) Are the monitors regularly instructed as to what is required from them?—Whenever I make a monitor I always say a few words to him. I always feel sure that he knows what he has to do.

878. The custom of the school probably is enough?—Yes. I do not wish to put too much responsibility on a junior monitor. I am always able to watch whether he does his duty or not.

879. (*Lord Clarendon.*) You say "The boys are "specially prepared for confirmation by the Head "Master, who has a confirmation class for some weeks "previous to the confirmation, which is annually ad-"ministered in the chapel by the Bishop of London." Does the Bishop of London hold an annual confirmation?—Yes, in our chapel.

880. I suppose that is according to ancient usage?—No; it is not. When I was a boy in school we used to go for confirmation to Bow church. After I left the school, the Dean of Peterborough, the then Head Master, obtained the consent of the late Bishop of London to come every year, and from that time to the present time the custom has been observed. The Bishop of London generally comes on the Tuesday in Passion week, and the whole school attends, and he confirms the boys in the presence of their schoolfellows and others.

881. About how many are confirmed annually?—About 14 annually. The present number of communicants in the school is about 28; there were 24 present at the last Communion.

882. The foundation scholars are publicly catechised?—In pursuance of an old order it is the duty of the Preacher to hear them say the Catechism. They are publicly catechised in chapel by him in Lent, six or seven being taken together.

883. Before the whole congregation?—Yes, they say the Catechism, and a course of lectures is delivered by the Preacher bearing on the Catechism.

884. You say "All the boys attend the church "service on the morning of Saints' days;" all Saints' days or what Saints' days?—The great Saints' days.

885. How many days is that?—About 12.

886. (*Mr. Thompson.*) Have you a musical service then?—Yes.

887. Is that an old custom?—No; I think that it was introduced about the year 1843.

888. (*Lord Clarendon.*) There is a special communion in the school to which those who have been confirmed are specially invited. There is no compulsion?—Not the least. On the first and last Sunday of the term on which we meet there is a celebration of the communion at which such boys as like attend. What I mean by specially invited is that at this time we expect the boys to attend in preference to other occasions.

889. They generally know that they are expected to attend, but they are not admonished if they do not attend?—No, not at all; not in the least. When the Bishop of London confirms, knowing what the custom is, he reminds those who are confirmed that there will be communion from time to time in the chapel; all the masters attend on those occasions, as well as many of the boys.

890. There are no particular remarks made on a boy if he does not attend?—Not at all. I think I have mentioned that if I found that a boy was habitually absent I should say to him privately, "I "have not seen you lately at the Communion. Can "you tell me any reason why it is so?"

891. (*Lord Lyttelton.*) Just as the clergyman of a parish would to his parishioners?—Yes.

892. (*Lord Clarendon.*) It is not to avoid an admonition from you?—No, I should never think of admonishing a boy if he was absent only once or twice.

893. You think, taking it as a whole, that it is a cheerful and a willing service?—I think it is.

894. And there is a free acknowledgment of the importance of it?—I think so.

895. With regard to question (4.) I must say that it seems to me a great deal of work for Sunday. Every hour is taken?—On Sunday many of the boys are away, as there is leave of going out to those boys that have friends from 12 o'clock Saturday to Sunday evening. The great difficulty with us is on the Sunday, as the boys are not allowed to go beyond the walls. The great difficulty is to make Sunday a cheerful and really quiet day. When I was a boy the system was this:—We went to school at half-past 10, chapel at 11, we dined at 1, we went again to chapel at half-past 2; at half-past 3 we were out of chapel and from that time till 9 in the evening we had scarcely anything to do, and I assure you the time was very heavy and burdensome.

896. Do you mean that boys would sooner go to school or chapel than to their own rooms?—The time of being in school is not long. At 9 o'clock there are prayers in each house; after breakfast some work is prepared for school, the boys in the fifth and fourth form for instance write out the Gospel in Greek, which takes them a few minutes, then they go into the school from half-past 10 to 11.

897. (*Lord Lyttelton.*) What is done in school?—In the lower forms the boys bring in a Bible and read a chapter and the master explains it to them, or they learn some texts, or the collect, &c.

898. When is the Sunday exercise done?—It is given out to be done at any time on the Sunday.

899. What do they do from 3 to 4?—They bring in their Bibles or Greek Testaments and we explain to them the second lesson, or some other portion of the Bible. The work is not such as requires any elaborate getting up; from 4 to 6 there is no work, at 6 there is tea, and at 7 we have a choral service done by Mr. Hullah's boys, which lasts till about 8.

900. (*Lord Clarendon.*) You say "At the general "annual examination divinity is one of the subjects "in all the classical forms," what does that embrace?—The Old and New Testament, Scripture history, some questions from the Catechism, and sometimes some portion of Church History—as the Reformation.

901. Do you give them papers?—The divinity papers are set by the chaplain of the Archbishop of Canterbury.

902. You say "If the name of a boy appears "three times in one week in this book he is flogged," these are ordinary faults, inattention, being late and imperfect; if a boy was inattentive three times a week would he be flogged?—In many cases, if his name was down twice in the book the master would give him an imposition; he would not put him down a third time unless it was systematic idleness or some great fault which he found it necessary to mark; it is not necessary that he must be put down for inattention. When a boy is down twice in the book he becomes doubly careful, for fear of being put down the third time.

903. Is the system of flogging diminished?—I certainly think that it is.

904. From the time when you were a boy?—Yes.

905. And it is only administered by yourself?—I never allow any one in the school to administer it except in my unavoidable absence, in which case the second master would have authority to do it.

906. About how often does flogging take place?—We have had none this quarter, we have been peculiarly fortunate, and no boy has been flogged.

907. (*Lord Lyttelton.*) Can you tell us about how many in the year?—I could not say with accuracy.

908. Can you say 25 or 30 times in the course of last year?—In the year 1861, it was administered 50 times; no other kind of corporal punishment is used.

909. (*Lord Clarendon.*) When flogging is not resorted to impositions are given, what are they?—Writing out generally; sometimes if a boy does not know his lessons the master gives him by way of imposition to learn it again.

910. Do you resort to the system of writing out rather than learning by heart, with reference to the advantmge of the boys or the couvenience of the master?—I have never thought of the convenience of the master; in setting an imposition it certainly is more the custom to give lines to write out than to learn by heart; I do not think a master would gain by one system much more than by the other.

911. Do you think that if a master orders 300 lines to be written out, he looks over it?—That would be a great imposition with us.

912. What do you consider a fair imposition, something short of flogging?—I should give him 50 or 100 lines generally. It would vary very much, but 300 we should consider a very severe imposition; and when I give such an imposition as 300 lines, I have 50 lines brought up each morning for six days. It takes a boy a little time each day without interfering to any extent with his time of play; 500 lines may have been given on very rare occasions, but I do not remember that I have ever given a boy such an imposition.

913. As you do not carry the system of writing out to any great extent you have had no opportunity of observing whether it was prejudicial to the handwriting?—If it was of common practice to set very long impositions I cannot believe but that it would be. If I set 50 lines I expect them to be neatly written.

914. You would give a short imposition and require it to be done in a manner that would rather do the boy good than harm?—If it was not neatly written I should give it to him again. Suppose an upper boy was guilty of any impertinence to a master an imposition would be the kind of punishment given to him, because we never punish a boy in the fifth form by flogging, except in a most extreme case. I never have flogged a fifth form boy; I could do it if I liked, but practically it is felt in the school that a fifth form boy is exempt.

915. (*Mr. Vaughan.*) Would it be a violation of the rules of the school?—It would be a most unusual thing, but not contrary to any actual rule.

916. (*Lord Lyttelton.*) Is there any recollection of a sixth form boy being flogged?—I am not myself aware of such a case.

917. (*Lord Clarendon.*) You do not think that setting the punishment has any reference to the convenience of the master. But do not you think it would be more advantageous to the boy to learn something by heart, that would be beneficial to him, such as a passage of Shakspeare?—I think that in some cases it might be. I have never considered impositions as regards the convenience of a master.

918. But I am speaking of what would be advantageous for the boy, and not of what would be convenient to the master?—I think very possibly it might be an improvement from time to time to give a boy something to do, which would be of real advantage to him, and in many cases that is the course which we adopt. If I find a boy has not prepared his lesson I make him write me out a translation of it and write it neatly. It is only in such cases as impertinence or disturbance that a boy would have 300 lines to write down, and in such case he would have two or three days within which to do the impositions.

919. You have no reason to doubt that these punishments have the effect of punishing; they are not laughed at?—I do not think so. I think giving

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a boy so many lines and spreading it over a certain period is a severe punishment, because it takes up a portion of time each day.

920. The punishments are not disregarded?—I do not think so.

921. (*Mr. Vaughan.*) Am I right in understanding that if three of these entries in the book end in a flogging, there is no punishing for any of the previous entries?—None.

922. When the third comes he is flogged for them all?—Yes, the third entry in one week involves a flogging.

923. (*Lord Lyttelton.*) What other minor punishments have you besides writing out?—One of the punishments which I sometimes employ is stopping boys from going to their friends on Saturday and Sunday; it is a punishment which a boy feels very much.

924. There is the objection to learning by heart as a punishment, of the different powers of the boys?—Yes, that is so; with the great average of boys you might resort to it.

925. Must there not always be great difficulty, considering the different powers of boys, in having other than corporal punishment?—I think that there must be.

926. But perhaps writing out with more attention to handwriting would be as free from inequality as others?—Yes, if a master on looking at the imposition when it is given up, finds that it is written in a kind of haphazard way he gives it to the boy to do again.

927. (*Lord Clarendon.*) You say the Head Master "almost invariably inflicts it himself," why not invariably?—If I did not flog a boy it would be simply because from some inevitable cause I was away from the school at the time of punishment.

928. (*Lord Lyttelton.*) "Almost invariably" means except during absence?—Yes.

929. (*Lord Clarendon.*) As to question 27 you say, "To certain boys selected from the sixth and "fifth forms is assigned the duty of helping to maintain the discipline of the school," I suppose those are monitors?—Yes. I say afterwards "Those boys "so selected are called monitors."

930. "To suppress bullying," is bullying at all common?—Not at all common, I believe.

931. (*Lord Lyttelton.*) When you were a boy at school was it not common?—At times it was. It depended very much on the boys at the head of the school. It was nothing in my time to what it was before. I can see, I think, a great difference now to the time when I was a boy.

932. (*Lord Clarendon.*) You consider that the monitors are the great protectors of the weak against the strong?—Yes, and if I hear that a boy is uncomfortable I at once call for the head monitor and privately, through him, inquire into the case.

933. In every case of that sort has your suggestion to the monitor and interference been successful?—Yes, I believe, most beneficial. It has been very rarely that a matter has been brought before me, but when I hear that a boy is not comfortable I speak to a monitor.

934. You say from time to time a monitor falls short of that which is expected of him?—Yes, and it must be borne in mind that sometimes I have a limited area to select from. In my own house at the present moment the number of uppers is very few; I have only one monitor. Generally my rule is to have two. The punishment for gross neglect of duty on the part of a monitor is to deprive him for a time of his monitorship.

935. (*Lord Lyttelton.*) He is not put down in the school?—No, but he is deprived of his powers. If it is a neglect of duty as a monitor I take away his monitorial status from him.

936. For how long?—That would depend on circumstances. Perhaps he might have done an impertinent act with no malice about it, but for the sake of example he is deprived of his authority for a short time.

937. A boy would feel that very much?—Yes.

938. (*Lord Clarendon.*) I will call your attention to the last line of your written answer in No. 29, as to fagging; you say "Those who have the privilege "of exercising this power are not the strongest but "those who from their position in the school are "deemed worthy by the master to exercise such "power," is the permission of the master required in order to enable a boy to fag?—Yes, a boy in the fifth form does not from his position have the right to fag, until it is given to him by the master, and it is just the same in the sixth form. The technical phrase is to "give a boy his privileges." Among the foundation scholars I only allow 10 boys out of 44 to have the privilege of fagging.

939. If there are not little boys enough you do not give them the privileges?—If they were given to all the boys in the sixth and fifth forms there might perhaps be at times 20 entitled to fag, and perhaps the boys to be fagged would be 10. If I were to find a boy using his privileges tyrannically or acting unworthily of his position, I should take away his privileges, not corporally punish him.

940. (*Mr. Thompson.*) Was that introduced by your predecessor?—I have always considered it to be the custom of the school.

941. (*Lord Clarendon.*) Do you give the privileges simply with reference to the seniority, or have you some regard to the boy's character?—The boy's character is a very essential element in it. If a boy got into the fifth form who I felt sure was unfit to exercise the privilege, I should not give it to him. A boy at the bottom of the fifth form might be fit to be an upper, and a boy some places above him I might not consider so.

942. (*Mr. Vaughan.*) What is the fagging described as making of the tea? What does it amount to?—It is putting the tea and water in the tea-pot.

943. Not making the toast or carrying in the tea?—Toast is made by some of the boys. They make toast for their master at the same time that they make the tea. They are in the same room close to one another.

944. What is it that the fags do at football?—Sometimes there is what is termed a call of the whole school to play a game. They take a regular part in the game.

945. I suppose at football a little boy can really take no active part?—I consider that a little boy can quite take his part in the game.

946. (*Lord Clarendon.*) Do the foundation boys fag the boarders?—Yes. Of course when the boys are locked in at night the case does not arise, but during the day-time a foundation boy can fag a boarder, and *vice versâ*. Practically, the gown boys generally fag the gown boys, and the boarders the boarders. Supposing they were at a cricket match and a boy wanted a fag to get the ball, he would not care whether it was a gown boy or a foundationer.

947. (*Mr. Vaughan.*) Would that be so as a matter of discipline as well?—Matters of discipline generally arise in the houses, and in them the monitors and uppers of each house exercise power over the fags of the same house.

948. (*Lord Clarendon.*) When you give a boy his privileges do you allot him a particular fag?—No; that is done by the boy himself.

949. (*Mr. Vaughan.*) Is his power confined to a certain fag?—No; but he generally selects one boy, whom he considers specially his fag.

950. (*Lord Lyttelton.*) Does it often grow up into a friendly relation?—Very often, I think.

951. Are all the boys below the fifth form liable to be fagged?—No, the fourth form is exempt.

952. The fagging at cricket is different from that at football; it is in fact a mere helping at cricket?—A boy may be required to run after the ball when hit, or to act as long-stop, but from the custom of nets being occasionally placed behind the wicket, the latter species of fagging is not so common as it was formerly.

The principal portion of cricket fagging is the throwing of the ball and the stopping it with the hands.

953. (*Lord Clarendon.*) As to question 34. With respect to the boys having time at home, are they not at a disadvantage?—What is done in the first school is saying repetitions and preparing work for second school. The day boys come at half-past nine with that work prepared. They say it immediately they come and take their places in the form. No work is done in the form without them. Repetition is always the first lesson in the morning.

954. Do they do as well as others?—Some of our greatest successes have been by day boys.

955. As to question 39, are there 60 boys in the rifle corps?—There were about 60 on the last occasion. I dropped it in the summer time because I found it could not go on with cricket. We have drilling when we go back from October to December, and from January till the 25th of March.

956. Is it voluntary?—Yes, entirely.

957. Do they like it?—A great many of the boys do. I purchased 40 carbines, and that gave a fresh impetus to it. M. Angelo attends, and he brings two ex-serjeants with him, and twice a week the boys are drilled in our grounds. They can do everything except actually shoot. From our position we are prevented from doing that.

958. Do not they fire blank cartridge?—No, there is no place where they can do so. They use caps, and go through all the exercises, so that when they join a rifle corps at the universities or elsewhere they are quite able to take their part. In fact the drilling is so much attended to from their not being able to do any shooting that they get on very well.

959. Have they a uniform?—They have only a belt, because they have no means of displaying uniform. Considering the number of our school I think it has answered very well.

960. Has there been a falling off?—There was till I bought those carbines.

961. What do the boys pay for the drill serjeants?—I charge them 1*l.* a year, and a few shillings a year for the use of the carbines and cleaning them. They walk up in military discipline and take their carbines from the stand where they are.

962. And can they do all the manœuvres?—Everything except actually fire.

963. Have you any limit as to age?—I have not made any.

964. (*Mr. Thompson.*) Do they learn fencing from M. Angelo?—Yes, some of the boys are generally engaged in learning it.

965. (*Lord Lyttelton.*) What is the "average profit" of the Head Master and second master?—As regards boarders, I have already explained that for the purposes of arrangement the second master and myself consider our two houses as one house; we draw joint checks for all the expenses. We employ common tradesmen, and both houses, for the purpose of management, are treated as one. In the division of profits $\frac{3}{8}$ths are drawn by the Head Master, $\frac{5}{8}$ths by the second master.

966. Is that what is meant here by "the average "profit of the Head Master"?—Yes. The profits vary of course with the number of boys. Our salaries are so small, that it is upon the boarders and day boys that we mainly depend, and the small numbers of the latter affect our incomes most materially.

967. As to Table B., you said just now that a boy sometimes was admitted as low as eight, but there are none near that age in these tables, none below 10?—That is quite an accident. A boy came to us last quarter at 9 years of age.

968. We find that the age is rising in all these large schools, and that there is hardly ever any boy below 10; should you expect a boy to come at 8 or 9?—I consider 8 or 9 generally speaking too young to come. I should say that from 10 to 12 is the best age for a boy to enter.

969. (*Mr. Vaughan.*) I observe that you do English essays down so low as the fifth and lower fifth forms?—As low as the upper fifth form.

970. What subjects do you set for English themes?—Generally some historical subject, such as to give an account of the wars of Marlborough, which they would take from a book and make a kind of abstract of.

971. Do you give the fifth form subjects within their experience to write upon, simply for the purpose of seeing how they can write. Do you meet the case of the lower forms in that way?—The subjects given are most frequently historical, sometimes they are more general.

972. Can you mention any of those particular subjects?—Among subjects recently given have been "The effects of the Crusades," "The causes of the "American War of Independence;" "The English "language;" "The leading features of the reign of "Queen Elizabeth."

973. Do you think they really get powers of arrangement and thought from such topics?—I think the English themes are of value. The Latin themes are the greatest difficulty.

974. I see in the school you have a great deal of original composition, more so than is common?—Only original Latin themes and original Latin verse; we have no original Greek composition.

975. How do you avoid the use of old copies in original Latin themes and Latin verses?—By trying to give different subjects.

976. Do you keep that in your mind?—Yes.

977. It is not at all a permitted thing to send a given number of old copies in in a year?—No.

978. You commence both Greek and Latin in the lowest forms?—That depends; two boys have come to us this quarter who will not begin Greek till they are thoroughly grounded in Latin. Very often a boy comes knowing a great deal of Latin but he is not fit to go into the first form, because he has not learnt even the elements of Greek.

979. You do not commence Greek verse composition till some time after you have commenced Greek prose?—No.

980. Do you think that the best method?—I think it is.

981. I think you put off the reading of Attic poetry till rather late?—Till the fifth form, and that is the reason why the Greek iambics are not set till that time.

982. Are the numerous authors read by the sixth form commonly in hand in the same half year, or distributed into different half years?—Yes, that is taking the whole year; they would not be all going on at the same time; for instance, this quarter I read Juvenal with them, next quarter I should read another Latin poet.

983. You take one up and drop it?—Yes, with certain exceptions; portions of Homer and Virgil, for instance, are read every quarter.

984. Do you do that for the sake of getting variety of style?—Partly for that reason, and also for the matter which they contain.

985. Have you systematic repetition of Greek?—The higher boys learn a great deal of Greek.

986. Have you any regular time for the repetition?—Every morning we have some Greek or Latin repetitions; if a boy in the sixth form has any taste for English poetry, or is desirous of studying history especially, I accept an English repetition occasionally instead of the Greek or the Latin.

987. You find that verbal memory differs much in different boys?—I should say so.

988. Do you find a greater variety of faculties in verbal memory than in the memory of facts and arguments?—I should say so certainly.

989. (*Lord Lyttelton.*) As to table D. I should wish to understand the amount of time a boy gives, I understand they have five hours in the school in the sixth form?—That would be about the time for the forms below the sixth form; the sixth form would

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not be quite so long in school, because they prepare their work out of school.

990. But the other forms also prepare their work out of school?—Yes, but they also prepare a great deal in school too.

991. Suppose a sixth form boy works five hours in school how much work should you expect him to be doing besides that?—At least a couple of hours in the evening, but in some cases more.

992. That would apply to day boys as well?—Yes.

993. Taking all the work?—Yes: the five hours are not continuous.

994. (*Lord Clarendon.*) That includes the day boys' work at home?—Yes.

995. (*Lord Lyttelton.*) Including his exercises and all?—Yes.

996. (*Mr. Vaughan.*) Permit me to ask you whether with those of your own standing, looking back to the period when they were at the school, there is a general feeling that the time given to Latin and Greek has been overmuch?—I think not.

997. I do not mean a feeling in the popular mind, but rather with those who have been educated there?—Generally I do not think there is any dissatisfaction among men of my own standing.

998. (*Lord Devon.*) At what time do the day boys come?—At half-past 9; if they live in the immediate neighbourhood they come to the first school at half-past 7.

999. (*Lord Lyttelton.*) Do you not otherwise make any difference, suppose a boy lived some distance off?—That would make no difference. All must be present at the commencement of the second school.

1000. (*A Commissioner.*) Have you not a grammar peculiar to the school?—We have a Charterhouse grammar.

1001. Do you adhere to that?—We do.

1002. You think that as far as you know you do wisely; and that it is not a mere prejudice and tradition in the school to keep up this grammar?—It is a fair grammar; it would be difficult to substitute another. The fact of all the boys being brought up in it from one generation to another makes it difficult to change.

1003. Do you think it the best grammar at present used among public schools, or do you think it stands fairly?—It stands fairly.

1004. Was not there a Charterhouse grammar in Dr. Russell's time?—Yes.

1005. Who was the author of the Charterhouse grammar?—Dr. Russell himself was.

1006. (*Mr. Vaughan.*) You have several Charterhouse editions of classical authors, have you not?—No.

1007. I mean Charterhouse editions for the purpose of teaching the boys?—We have a book containing selections from Latin and Greek authors: we have no special editions of classical authors that we use now.

1008. (*Lord Clarendon.*) Do you consider that the Charterhouse grammar is a good one?—I think it is a very fair one.

1009. Do you know a better one?—I should think that Dr. Kennedy's Latin Grammar is in some respects better.

1010. (*Lord Lyttelton.*) Do you know such a thing as a tolerably good grammar?—No grammar with which I am acquainted is quite satisfactory.

Charterhouse, Thursday, 19th June 1862.

PRESENT:

Earl of Devon.	H. Halford Vaughan, Esq.
Lord Lyttelton.	The Rev. W. H. Thompson.
Sir Stafford Northcote, Bart.	

The EARL OF DEVON in the Chair.*

J. W. Irvine, Esq.

19 June 1862.

J. W. Irvine, Esq., examined.

1011. (*Lord Devon.*) I believe you are one of the assistant masters at Charterhouse?—I am.

1012. And your rooms are closely adjoining those occupied by your boys?—Yes, to those of the foundation scholars.

1013. Will you state your precise duties with respect to them?—With respect to the charge of the foundation scholars, I am responsible entirely for the discipline of the house. We have the monitorial system there, and of course that is of great assistance, but still I am responsible for the discipline of the house, and in case of any irregularity, the matter is brought before me. Either I find it out myself, or any servant of the house who has a complaint to make reports it to me, and the boys in their turn report to me any complaints against the servants. If any irregularity on the part of the boys is reported to me I use my own discretion as to whether I shall refer the matter to the Head Master or award some punishment myself.

1014. In the shape of repetition, or writing out, or confinement to the house, or in what way?—Confinement to the house is a punishment we never use. The punishment is either by imposition, or by entering the offender's name once, twice, or thrice in the monitor's book, which last measure involves his being flogged.

1015. When a boy's name is put in the monitor's book, does that necessarily come before the Head Master?—Yes.

1016. Have you a monitor, as far as possible, for each of the large rooms?—No.

1017. You have a head boy who more or less takes charge of the room?—Yes.

1018. What is your opinion as to the sleeping accommodation of the gown boys, do you think in point of health it is sufficient?—I think quite. I think there were two rooms which were used up to last May, which were not healthy rooms. I speak of the two upper rooms; one particularly, had a sloping roof, and there were nine boys in it.

1019. Has it ever happened to you to go into a room of a morning before the boys were up?—No; it has not.

1020. Do you visit the room at night after they are in bed?—Yes, occasionally, but not usually. I always go round to see the lights out in their rooms a short time after prayers.

1021. My question pointed rather to the state of the atmosphere of the rooms. Are you able to state whether after the boys are in bed the atmosphere of these rooms is sufficiently pure?—Yes, certainly; I think it is.

* The Earl of Clarendon was present and in the chair after the examination of the first two witnesses.

1022. Is there anything offensive in these rooms?—I have never found it so. I have had occasion to go in at 12 at night, and on one occasion at two in the morning, and I have never found the air at all impure.

1023. Are the boys locked in their rooms?—Yes.

1024. On which side is the key?—On the outside.

1025. In case of the illness of any boy what happens?—They knock at the door, and I let them out.

1026. Is there anybody else who sleeps near?—In addition to my rooms, which are in the middle of the house, there are rooms occupied by masters at the two ends of the house.

1027. There is no mode of getting out at night, except by knocking you up?—No, there is not.

1028. Do you think that a desirable state of things?—I think it is more desirable than that the bed-room should not be locked, or even that any boy inside should have the key.

1029. Are you aware that in one of the boarding-houses it is the practice that the head boy of the room has the key?—Yes.

1030. In the other it is not?—No.

1031. Do you think it would be on the whole safe to trust the head boy of the room with the key to be used under such circumstances?—I confess I think on the whole, the advantage is in favour of our present practice, because in no case can any boy on any excuse get out of his bed-room, and no other boy can get in. It ensures perfect quiet to the little boys from nine o'clock at night till seven in the morning. No big boy can possibly say to one of them, "You "must come out of your bed-room early and call me." They are perfectly certain not to be interrupted.

1032. Does it often happen to you to be roused at night?—Very seldom.

1033. Do you think the system of lavatories, supposing them to be fitted up in the proper way, sufficient without having separate washing stands in the rooms?—I think so.

1034. Do boys go down half dressed?—Yes. They have their trousers on, and carry their shirts down with them.

1035. They put on their shirts down below?—Yes.

1036. As to more complete washing than a lavatory affords, what is there as to bathing; are there any tubs?—Yes, there are tubs, which are called into requisition twice a week only.

1037. Must a boy go into a tub twice a week?—No. Once a week.

1038. Where is that?—In the washing place; a certain number of boys go on Friday, and a certain number on Saturday.

1039. Under whose superintendence is that?—I think the scholars' groom, as he is called.

1040. And that implies complete washing all over?—Yes.

1041. There is no bath, I think you say, at present?—No; not at present, but baths are in course of preparation.

1042. As to the food, we were present the other day at the dinner. Are you satisfied with the food that is provided by the Foundation?—Quite. I think it is very good.

1043. Is it as good as or better than when you were a boy?—I should say precisely as good, but I do not think it is better.

1044. Is there any change for the better as respects the accommodation for food or the arrangements in the buildings since you were a boy?—With regard to food a large number of the boys are now allowed tea. When I was at school every boy was allowed half a pint of milk in the morning, and a pint at night; and all upper boys were allowed to provide tea, coffee, &c. for themselves, but now all the boys down to and including the fourth form have an allowance of tea morning and evening.

1045. Is it made for them?—Yes; in the case of boys who have fags, their allowance of tea is given them, and the fags make the tea specially for them.

1046. Where do they drink that tea?—In the gown boys' hall.

1047. Is there one common teapot for the whole?—Yes, except for the twelve head boys; it is made by the servant in the pantry.

1048. Is it brought in ready made?—Yes.

1049. Is it the same at breakfast?—Yes.

1050. You have no doubt that the food is adequate in point of quantity?—I think it is adequate.

1051. And good in quality?—Yes.

1052. Is the meat sufficiently dressed?—Yes; it is very good.

1053. Passing from that to the health of the boys since you have been assistant master there, has the health of the boys been good?—Very good indeed.

1054. Do you think a boy looks in as good health at the end of the half year as when he comes from home?—Yes, I do.

1055. One question with respect to the new buildings. I think you said, that though you are aware this washing room is to be used for that purpose, you are not aware of any details?—That is so.

1056. Do I infer correctly from that that neither you nor the Head Master were consulted as to the arrangements that were made for the gown boys' accommodation in the building?—I was not, and I believe the Head Master was not.

1057. As to locking the door, considering what an extremely disagreeable thing it is to be waked up on a cold night, is it not inevitable that a young and timid boy would feel it a very unpleasant thing to do to make a man in the position of his master get out of bed and open the door for him?—Some such feeling might prevent his doing so unnecessarily; but I do not think that any boy would scruple in case of real necessity.

1058. Is there any system of keeping the floor of the present lavatory dry, for wiping up or drawing away the water that is on the floor?—I believe there was some plan. They bored holes in it or tried some such experiment 18 months ago, but I think it is very bad. I believe it was often very wet, and I think it possible that the water may on some occasions have stayed on the floor.

1059. (*Mr. Vaughan.*) You say you are responsible; to whom are you responsible?—To the Head Master.

1060. Is the Head Master the authority recognized by the Governors of the hospital?—Yes. I am simply in the position of his substitute there.

1061. The fact is, you are delegated by the Head Master, and the Head Master is responsible to the Governors?—Yes.

1062. So that there is a responsibility ascending, as it were, from you to the Governors?—Yes; quite so.

1063. You said you thought it was better on the whole to have the boys locked up, that it would be the less evil of the two. What abuses have ever occurred in houses in which they have the privilege of a key on the inside?—When a boy at school I have heard reports of boys going down stairs during the night for the purpose of smoking and committing other irregularities.

1064. Why could not they do that in the bedroom if they had a mind to smoke?—I think it highly improbable that a boy would wish to do so in his bed-room, and I think that detection would be certain if he did.

1065. Has that ever been done to your knowledge?—No, not to my knowledge, but I have heard it stated that such things have occurred, and I have often heard of a boy going from his own room to another for the sake of disturbing the boys there.

1066. He might do that?—Yes.

1067. You think that the monitors in the rooms would not be a check?—We have no boy in the position of monitor in these rooms. The head boy of the room would be held responsible for any irregularity, if I could not find out who the real offenders were. So far I do consider the head boy perhaps to a certain degree in the light of a monitor.

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1068. You are a little disposed to doubt how far there is any monitorial authority exercised in the bedrooms?—Yes; practically I do not think there is much.

1069. Does it come to this, that if you found anything actually occur which ought not to have occurred, there is no person in the bedroom to whom you would say "Why has this been, or why did not you "stop it?"—No; I do not think it would be fair to do so, because it is always the highest boy in the room to whom we look, and he has no real authority given him. He may be the weakest boy in the room. I should say to him "Very well, this disturbance has "taken place, if I cannot find out who has done it I "shall hold you responsible," and that would be sure to bring out the names of the offenders.

1070. Do you suppose that to have arisen from the masters having been placed in such proximity to the bedrooms, that they were supposed to be in authority in the bedrooms?—I do not know at all.

1071. Do you know what sort of order is kept as a matter of fact in the bedroom?—I have every reason to believe it is good, certainly, much noise could not be made without it being heard, and if there were any great signs of disorder in the room next morning, it would be the duty of the housemaid to report it.

1072. If there is any bullying in the bedroom, or drinking, are the arrangements such that you would reckon certainly on finding it out?—Yes, that is so.

1073. Who do you think would inform you in the case of bullying, for instance?—Of course an act of bullying might occur without my knowing; but I think anything like a system of bullying would be pretty certainly discovered. If not found out directly, it would very likely come indirectly to the knowledge of the matron.

1074. You speak of boys going to bed at 11 o'clock. Are there more than two different hours of going to bed?—No, we have prayers at 9, and then the younger boys go to bed directly after prayers, and are locked in their rooms.

1075. Then it is only the younger boys that are locked in at all?—Yes.

1076. Up to what form are they locked in?—All but the 14 seniors are locked in. Until the last year or so, the numbers who used to sit up to 11 o'clock were limited, but now this privilege is granted to all the boys in the sixth and upper fifth forms.

1077. Is it a regulation?—Yes, of the Head Master, revocable at his pleasure. 22 boys at present sit up till 11, and those 22 boys sleep in the three bedrooms. There are two rooms of five boys, and one containing four, which are not locked up, and all the others are.

1078. How many are there in the house altogether?—Forty-five; 14 out of the 45 are not locked up.

1079. But the majority are locked up?—Yes.

1080. Are those 14 who are not locked up all boys that are trusted particularly not to infringe the discipline of the place?—We suppose they would be less likely to do so. From their position in the school they ought to be less likely, and, in point of fact, I believe they are.

1081. I mean as to smoking or drinking, do you think the boys of that age would be less likely than the little boys to do it?—In point of age of course the bigger boy is more likely to smoke than the younger one. But I think there is little chance of a boy who goes to bed at 11 and rises at 7, getting up during the night for irregular purposes. In my opinion the biggest of the boys who go to bed at 9 are much more likely to do so.

1082. You speak of the use of the tubs, is there any particular order as to the time at which they are to be used by each boy?—No.

1083. Do they take them as they come, or as they like?—There is a sort of regulation. There is a monitor who regulates such matters. He regulates that a certain number of boys are to wash on Friday, and a certain number on Saturday night.

1084. He does not superintend it in any way?—No.

1085. Is it considered rather a favourable opportunity for a practical joke when a boy is in the tub?—No; it was not when I was at school.

1086. With regard to diet. Was it the case that the dinner we saw was the usual dinner served at that time of the year?—Precisely.

1087. That is, the boys have salad with their cold beef, and the best description of mutton?—Yes.

1088. And the cook, I suppose, does exactly the same commonly as on that day?—Yes.

1089. Is there any person in the habit when the dinner is served up of going into the place and casting an eye all round?—I do so.

1090. Is it one of your regular duties to do it?—Yes; I go there six days out of the seven, and the monitors would tell me if there was anything wrong on the seventh day.

1091. How long have you been at the school in your present capacity?—Three years.

1092. Was there any master holding the same place as yourself previous to you?—Yes; Mr. Pearson.

1093. It is an old institution, in fact?—Yes; it is something like 130 years old.

1094. Receiving salary in the same way, and standing in the same relation to the Head Master?—Yes.

1095. Do you know whether any complaint has ever been made on the part of parents with respect to this practice of locking the chamber doors?—I never heard of it.

1096. Neither during your mastership, nor when you were a boy?—No.

1097. (*Lord Lyttelton.*) Nor from the boys?—No.

1098. (*Mr. Thompson.*) Have the boys any means of secreting liquor in their rooms?—No; I think it would be very hard to do so. There is not a bit of furniture in the room except the bed, and no box.

1099. Is not the dread of smoking and drinking almost chimerical?—Perhaps it is; I confess I have very small fears of them; but I mentioned them as practices which might arise if all the boys had the run of the house during the night. I believe that our present system saves much mischief and disorder, and (what I deem most important) it keeps the little boys perfectly free and safe from the big boys. I have heard at other schools where fagging is allowed, that the little boys have to get up early in the morning and light fires, and make coffee for the big boys. Such a thing could not happen at Charterhouse.

1100. I think you stated you had heard in the other house that abuses had followed from the practice of entrusting the key to the boys themselves?—Yes: and I think that if the key were given into the charge of one of the boys this perfect security would be destroyed; for I think it very likely that if an upper said to a fag "You must call me at half-past five "to-morrow morning," the boy would be afraid not to do so, and would induce whoever held the key to give it up to him.

1101. You said you had heard that smoking and drinking had been the result?—I do not mean to any great extent; I heard it stated, as a fact, that such things had happened.

1102. In spite of the great difficulty of secreting?—They could secrete it downstairs.

1103. I presume smoking would certainly be detected next day?—I think in all probability it would.

1104. Which house were you in?—I was in gown boys; I was one year in the Head Master, Dr. Saunders', house.

1105. (*Mr. Vaughan.*) With regard to the one teapot which you spoke of, how many does it supply?—It supplies about 20, I think.

1106. May I ask what is the size of it?—I should certainly think it would hold about 2½ gallons.

1107. Is there an express order given for a Charterhouse teapot, or how do you get such a large teapot?—It is a sort of copper teapot.

1108. Is it put on the fire?—I believe it is.

1109. And the tea put into it over the fire?—I believe so.

1110. To get as much strength out of it as possible ?—Yes.

1111. Do you know whether that is considered to extract the best, or the worst part of the tea ?—I confess I do not like the plan, and I think it might be improved upon. I have had tea brought up to me with complaints, and I did not always consider it very nice.

1112. You think a better arrangement might be made ?—I do.

1113. (*Lord Devon.*) Does it frequently happen that you have complaints made to you of the quantity or the quality of the food ?—No, certainly not frequently ; I had a complaint not very long ago, with regard to the quantity of milk, I inquired into it, and I considered the quantity was short. I first went to the manciple, and he told me his instructions ; and then I went to the Master, and told him I considered it was not enough, and he said he quite agreed with me.

1114. Was it redressed ?—I believe it was, I do not know that it was. I went to the Master on the first day of the last holidays, and I do not know as a fact if the supply of milk has been increased during the present quarter, but I have not heard a complaint of the shortness of it from the boys.

1115. (*Mr. Vaughan.*) Do you know if there is a regular allowance of tea for each boy ?—I do not know.

1116. Who has the management of it ?—The butler.

1117. There is no standing order that you are aware of, that so much tea is to be served for the 20 boys ?—I am not aware of any.

1118. (*Lord Lyttelton.*) Does the butler make the tea ?—Yes.

1119. (*Mr. Vaughan.*) A certain amount of tea is confided to him, and he puts as much as he thinks reasonable ?—Yes. I suppose there is some rule to guide the consumption, but I do not know.

1120. Do those boys who receive this tea pay anything ?—No.

1121. Those below pay nothing also, but they get no tea ?—No.

1122. Do you know what the principle is, upon which the lesser boys, being entitled I suppose to the same privileges under the foundation, are not allowed tea, while the other boys have it ?—When I was at school, no boy was allowed tea ; but all the sixth form boys, and the privileged boys in the fifth form were allowed to provide tea and coffee for themselves at their own expense. Other boys, without permission, used to provide it for themselves, and as it was found that the practice was growing, and that the boys did not like milk, after I left the school the change was made. I believe the Master made the change, and arranged that all the boys above the shell form should be provided with tea by the house. I believe it was arranged that it should extend to the shell and stop at the shell.

1123. Is that adhered to now ?—Yes.

1124. Do the little boys get no tea ?—No.

1125. Does this apply to breakfast ?—Yes.

1126. They get London milk ?—Yes.

1127. I suppose that at Charterhouse, with regard to milk, you labour under the same difficulties, that all persons do in the centre of London, as to the purity of it ?—When I used to be at Charterhouse the milk used to be remarkably good for London.

1128. Do you think it remains so ?—I believe it remains so. I do not know that I ever tasted it.

1129. Is the bread baked on the premises ?—No.

1130. I suppose these boys have been used to tea at home ?—I should think they had.

1131. Do you think it would be rather uncomfortable to a person used to tea not to have it ?—I am by no means sure that the boys would be glad to exchange milk for tea.

1132. Do you know how much the little boys' allowance of milk is ?—The allowance is half a pint at breakfast and a pint for supper.

1133. (*Mr. Thompson.*) There are some very young boys ?—Yes ; some at the age of 10.

1134. I suppose you will consider boys of the age of from 10 to 12 as not too old to be fed with milk ?—No ; I daresay some of the boys prefer it.

1135. Do you think, as a matter of fact, that they have tea or milk at home ?—I do not know ; I should think they had tea.

1136. (*Mr. Vaughan.*) Do you know whether there is any regulation as to the strength of the beer ?—I do not know what the regulated strength is, but the boys have precisely the same beer as we do ourselves in the hall, and that is very good. They have an allowance besides at night, and that has not been so good, but that has arisen from the want of a good cellar, which will soon be obviated. The fact is, they have got no good cellar, and therefore the beer is drawn off from the large cask into a small nine-gallon cask, and when they get it for supper it has very often not settled down. The beer they get at dinner I know to be the same, and I believe it to be in precisely as good order, as that which we have ourselves.

1137. I was asking simply as to strength for the purpose of giving nutrition ?—I do not know at all, but I should think it was very good.

1138. (*A Commissioner.*) You were asked a question as to what went on in the bed-room. Could any system of bullying, such, for instance, as a boy's turning anyone out of a turn-up bed occur ?—There are no turn-up beds.

1139. Could any bullying go on without your knowing it ?—I do not say that on a single occasion there might not be a disturbance without its being heard ; I might be absent from my room, but I do not think it could go on systematically.

1140. (*Lord Devon.*) Is there any matter which you wish to bring under our notice from your experience as a boy and as a master, as to the relation of the upper boys to the lower, or of the schoolmaster to the Master of the Hospital, or as to any other point ?—I consider the last point you mention, the position of the schoolmaster with regard to the Governors and to the Master is not altogether satisfactory.

1141. In what point of view ?—I think that he has not that control over the internal arrangements affecting the foundation scholars which a person responsible for their order and discipline ought to have ; and that, in general, he has very little opportunity of influencing the decisions of the Governors, in matters relating to the school, or of making his wishes known to them.

1142. Do you think the interests of the school are prejudiced by that want of communication ?—Yes, I do.

1143. Is there any other observation you wish to make ?—I think not, except that I am desirous of adding a few general statements to the evidence already given. A fee of 4*l.* 4*s.* per annum is exacted from each foundation scholar, for the matron, as an addition to the salary of 140*l.* which she receives from the house. At an inquiry held by the Charitable Trusts Commissioners in 1854, this charge (which was then at the rate of 5*l.* 5*s.* each boy) was explained by Archdeacon Hale (as reported in the *Morning Chronicle* of July 21st, 1854,) to be made for "washing and mending clothes." The exaction has, as I can assert, been felt to be a grievance by many parents and by my own contemporaries at school, and it seems only just that whatever is considered a suitable salary for the matron, and also all charges for "washing and mending," should be paid by the house instead of being thrown upon the scholars. I wish also to state, that I consider the salary which I receive as assistant master in charge of the foundation scholars—40*l.* a year—(a salary fixed, I believe, more than a century ago in 1752), to be a very inadequate remuneration for the trouble and responsibility involved in the charge of 45 boys.

The witness withdrew.

The Rev. S. F. Williams examined.

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Rev. S. F. Williams.

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1144. (*Lord Devon.*) How long have you been connected with Charterhouse school as a master?—I have but just entered on my duties.

1145. In what capacity were you connected with it before?—As mathematical examiner.

1146. As mathematical examiner what was your position with respect to the school?—I was not required to examine in person, but I had to set questions in the different mathematical subjects for those in the upper half of the school; in the lower part of the school the examination depended on the master and not on the examiner.

1147. As mathematical examiner you were not resident?—Not necessarily; but the mathematical examiner is required to be present in Charterhouse once a year, to report upon the proficiency of the foundation boys in mathematics.

1148. Your present position is that of mathematical teacher?—Yes.

1149. Associated closely with the school?—Yes.

1150. Taking classes?—Yes.

1151. Will you explain the mode in which you exercise your duties in teaching mathematics?—The subjects which are at present under consideration are the earlier subjects, consisting of Euclid, arithmetic, algebra, and trigonometry, in which I take the higher class of the school. Euclid I require them to say by word of mouth. In arithmetic and algebra I give questions, pointing out to the class what I consider to be difficulties, and explaining them. In trigonometry I give them a stated portion to study, and then furnish them with papers of questions which I require them to answer. Twice a week also they have a paper of questions in addition to this, the answers to which they show to me on the following day, and I examine them one by one, and show them their faults.

1152. Have you any boys under your charge in mathematics who are excused any portion of their classical work in order to enable them to give more time to mathematics?—There are about 10 or 12 of such boys, who, inasmuch as they are going either into public offices or into the army, are excused their Greek lessons, and with such boys I work at mathematics.

1153. How many hours a week are you engaged with them?—It would require a little consideration to say exactly.

1154. I mean with each boy, how many hours in the school?—In school, every day, we are present between five and six hours; but the whole of that time is not occupied with mathematics.

1155. (*Lord Lyttelton.*) We wish to know what portion of time a boy gives to mathematics, whether in school or preparing his work?—Those who are excused their Greek lessons are occupied in mathematics about 18 hours in the week.

1156. Does that include preparation?—That includes all, as far as I can speak from memory.

1157. How many hours are occupied in mathematics with regard to those boys who are not so excused?—Between seven and eight.

1158. What periods of examination are there for mathematics?—For the whole school, once a year; and for those on the foundation, twice a year.

1159. Are both examinations conducted by you?—As examiner, strictly speaking, they were; but the one of last Christmas was conducted by the previous mathematical examiner, as I was out of England at the time. In the Christmas examination of the foundation boys, the subjects are much fewer than at the other examination.

1160. Are you on the whole satisfied with the general progress in mathematics at the school, or do you think it could be carried further with advantage and without injury to any other branch of instruction?—I do not think it could. It seems to me that quite as much time is given to mathematics as can be spared from the rest of the work. As compared with the previous state of the school there is a vast improvement.

1161. Were you a Carthusian yourself?—Yes.

1162. You were applying your experience as a boy?—I was.

1163. Did you succeed to Mr. Watts?—I did.

1164. Do you live in the Hospital?—Yes, I do.

1165. In what state of preparation as to mathematical knowledge do you find the boys on coming to school?—I can scarcely answer that at present, as the juniors have not yet come under my supervision; but, judging from those few boys who have come to the school since I have held this appointment, I find them in general possessed of a fair knowledge of the rudiments. This is all that can be expected, as they are usually only from 10 to 13 years of age when they come.

1166. (*Mr. Vaughan.*) Do you know the place of the boys who are under you in mathematics in the classical school; do you know where they are in classics generally?—Yes, I know in which of the classical forms each boy is.

1167. They are quite independent, I believe?—Yes; the classes are arranged quite differently. My senior class consists of boys from four different classical forms.

1168. There being how many forms in the school?—Nine, altogether.

1169. Do you know enough of the boys to know the sort of character they have as classical scholars and mathematicians?—Of a great many I do, but I am not sufficiently acquainted with them yet, having been with them such a short time.

1170. From the opportunity you have had of observing, do you find in them a different character in their mathematical work from that which is given them in their classical work?—As a general rule I do not; I find, for example, that the upper class of mathematics has a far greater proportion of boys from the higher forms than from the lower; while of the 14 boys who constitute the highest classical form in the school, nine are in the highest mathematical class.

1171. (*A Commissioner.*) That would naturally result from their having studied both subjects an equal length of time, unless boys were very backward?—It would.

1172. (*Mr. Thompson.*) What is the highest mathematical subject learned in the school?—At the last examination the differential calculus. As examiner, I disapproved of their learning it, for it seemed to me they were attempting a higher subject at the expense of lower subjects.

1173. Do they learn any mechanics?—One branch of it, namely statics; but without the aid of the differential calculus.

1174. Do they learn any conic sections?—Yes.

1175. Do they learn conic sections geometrically?—At present only analytically; I believe Mr. Watts told me that, in past years, they learned them geometrically.

1176. Does not the University of Cambridge insist on the knowledge of geometrical conics?—Such used to be the case; but I am not aware whether it is compulsory now.

1177. Have the boys any practical knowledge of trigonometry, measuring distances, heights, and so on?—They have some slight knowledge of this.

1178. I think it has been said before us that you have models for illustration?—Yes, Willis's models.

1179. Do you find them of great use?—I have not yet had any experience of them. I have undertaken this term merely lower subjects, because after the last examination so many were promoted from the lower divisions into the higher, that the chief part of those now constituting the higher division are not yet far enough advanced for these subjects.

1180. Who takes the higher mathematics now?—I do; but remembering that the greater portion of this class have so recently entered, I consider it advisable not to press them on to higher subjects till the lower are perfectly known.

1181. Then trigonometry is the highest subject now read in the school?—Yes, in this present term: but next term I hope to advance to the subjects I have mentioned.

1182. You never heard of any complaint on the part of parents, or otherwise, of ignorance of arithmetic on the part of Charterhouse boys?—It has never come before me.

1183. Do you think they are well grounded in arithmetic, as a general rule?—As well as most boys are; but it is seldom that boys are well grounded.

1184. Is it not a complaint of public schools?—I do not myself thing that it attaches any more to public than to private schools.

1185. Do you think the Charterhouse boys are as well grounded as other schools?—Quite as well.

1186. Is it not common for boys at school to affect to despise arithmetic?—I do not find it so now. In my own time it certainly was.

1187. Was not that partly owing to the empirical way in which it was taught?—I cannot say from what cause it happened. There certainly was a feeling in the school against arithmetic, and against mathematics in general.

1188. Are there not much better books of arithmetic now for the use of schools?—I think very much better.

1189. Would not that have a tendency to raise the science and practice in the estimation of school boys?—Yes. Because it would make it more palatable to them.

1190. Do you find any difficulty in so arranging the mathematical classes that they do not interfere with the classical school?—No; under the present *regime* there is none. Mathematics are done throughout the school at one time, and so are classics; so that when the mathematical days arrive, namely, Wednesdays and Saturdays, the whole school rearranges itself according to the mathematical classes.

1191. I presume you give marks for proficiency in mathematics?—Yes; and these are added to the classical marks.

1192. And go towards determining a boy's place?—Yes, at the end of the week.

1193. Do they aid at all in obtaining a boy promotion from one form to the one above it?—Our promotions principally take place after the general examination in May. At that time, the examinations in classics and mathematics are quite distinct, and the promotions in these two branches of study quite distinct also. But a very few promotions in the classical forms take place also at other times in the year, and these depend upon the joint marks obtained for classics and mathematics throughout the quarter.

1194. Do you think that is better than making the mathematical department entirely distinct from the classical?—In the cases I have mentioned I think so.

1195. (*Lord Devon.*) Have you any general remarks which you would like to make to us, either as to this special department, or as to the school foundation generally?—I do not know whether it would be out of place, but it would only be a comparison of the school in its present state with what I knew of it as a boy. I think what I have said already shows that I am quite of opinion that in mathematics there is a very great improvement.—I am glad also on coming to the school to find there is a class in chemistry.—Moreover, the arrangements that are made for the Sunday seem to me a very great improvement.

1196. Will you explain that?—I remember, as a boy, that we used to go into chapel in the afternoon at half-past two, and as the afternoon service consisted only of prayers, we came out of chapel by three o'clock, and, with the exception of writing an exercise on some given Scripture subject, the time was our own till we went to bed at nine o'clock, which the junior boys often found very wearisome; but now the arrangements for the after part of the day are as follows:—The boys are examined in one or two chapters of the Bible, from three till nearly four. They then have their Scripture exercise to write. They go to their tea at six, and at seven there is an evening service especially for the boys, which they attend instead of the afternoon service. One of the masters reads prayers, and either he or the preacher preaches a sermon or a lecture specially for the boys. That is over soon after eight, and at nine they go to bed, so that there is not a long wearisome time to be wasted. There is, perhaps, one more point I may mention, and that is the privilege which is allowed them to go out to play at cricket with other clubs. The opportunity thus afforded them of mixing with other boys, and seeing something of one another seems to me to be an improvement. They are allowed once or twice in the course of the summer to go out from Charterhouse in this way, and join at cricket with other clubs.

1197. At Lord's?—I do not think it is generally at Lord's. Very soon, I believe, there is to be a match at Windsor; I do not know with what club. When I heard of it the other day, it struck me as a very great improvement in that part of the school management.

1198. (*Mr. Vaughan.*) Do you mean by "joining at cricket" that they play matches with other schools?—Yes; but more often with other *clubs*.

1199. The two elevens together?—Yes.

1200. (*Lord Devon.*) Do other schools go to play with them?—Not only other schools, but other clubs come to play with them. All this did not exist in my own time; the only games then were between those who were called the old and the present Carthusians.

1201. (*Mr. Vaughan.*) May I ask what schools they played against?—They have played against Westminster and Marlborough.

1202. Have you any means of knowing what is the real proficiency, as it were, of the school in regard to cricket?—Certainly above the average. In their matches with other clubs they have of late been more often victorious than not.

1203. (*Lord Devon.*) Do you find any improvement in the school with respect to modern languages or modern history since you were a boy?—I have not yet had an opportunity of judging, except from the increase in the numbers of those who study these subjects. One thing, however, I can say, and that is, that German is more studied in the school than it was; the sixth form being required to learn German as a part of their regular work.

1204. That is a regulation by the present schoolmaster?—I believe so.

1205. (*Mr. Vaughan.*) You mention the subject of chemistry as a matter of importance, do you take a personal interest in it yourself?—I know but little about it. I have always been glad to hear any lecture upon it, and have seen it is an interesting subject, and likely, I think, to improve boys' minds.

1206. Have you attended lectures at Charterhouse yourself?—No; I have not yet done so.

1207. You think that it is likely to give good discipline to their minds?—As a general principle, I should say so certainly.

1208. You say the introduction of that particular science, you think, is calculated to give good discipline?—I apprehend that examining into such a science will increase a boy's love for knowledge, and will teach him to examine the reason of things in general.

1209. Do you think that is a sort of discipline which attaches peculiarly to chemistry or to physical science in general?—To physical science, in general. I would not put chemistry against any other branch of physical science.

1210. You think there is a peculiar discipline in physical science in general which it is an advantage for boys to have?—I do think so; perhaps I speak partially, as I have always had a tendency towards it myself.

1211. Do you feel that tendency from the degree in which you have found it to improve your mind, or in which it pleased you?—Because the investigations gave me pleasure.

The witness withdrew.

CHARTER-HOUSE.

L. M. Stewart, Esq.

19 June 1862.

THE EARL OF CLARENDON IN THE CHAIR.

LEWIS M. STEWART, Esq., examined.

1212. (*Lord Clarendon.*) I believe you are a lecturer on chemistry at the Charterhouse?—Yes.

1213. How long have you been so?—About three years.

1214. How many boys does your class consist of?—The average is about one third of the school; 42 I think is the largest number I have had, and 37 the smallest.

1215. Their attendance is voluntary upon you?—Quite.

1216. The time they give to you is taken from their play time?—Yes.

1217. In what branches of chemistry do you lecture?—The subjects that I teach them are the elements of inorganic chemistry, and, in addition to that, I teach them pneumatics, hydrostatics, electricity, galvanism, magnetism, and heat.

1218. Have you a laboratory?—I have a private one at home. I keep all my chemicals at home. I have none at the Charterhouse.

1219. The boys do not work there at all?—No. There is no laboratory at the Charterhouse.

1220. Do you think that would be an advantage, and assist you in your lectures?—I think it would be a very great advantage. It is only for the last three years that they have learned chemistry. I may say that I was instrumental in getting the subject taught when I first went as a master. I went there last January three years.

1221. As a master?—As writing and arithmetic master; but having been in the habit for about 10 years of teaching chemistry, I tried to introduce it there, and Mr. Elwyn, the Head Master, seemed quite agreeable to it, and, in fact, rather wished it, and the boys took the matter up, and it has kept on very successfully ever since.

1222. Is there any examination?—Yes. I give them an examination once a year. I give prizes to the best pupils, but of course this matter has rested with myself and the Head Master.

1223. But still it is popular with the boys?—Very popular; all those I believe who have the time attend the class; some of the boys I fancy when they get to the upper part of the school have too much to do with their other studies, and, thus are obliged to give up the chemistry for a time.

1224. It is only boys of the lower school who attend?—Anyone can do so; but the boys in the lower part of the school form, I think, at least two-thirds of the number. I get more from the lower part of the school than from the upper part.

1225. Have you ever suggested to the Head Master that it would be advisable to have a laboratory?—I have not done so.

1226. Would it be any inconvenience, or do you see your way to establishing one?—I am not exactly in the position to propose a thing of that sort. I thought it was rather an achievement to get experimental science taught at all, and therefore I have not tried to push it too fast for fear of upsetting it altogether.

1227. (*Mr. Vaughan.*) Have you a regular course of subjects which you take one after the other?—Yes; I give a regular course in the term. I am doing this with them now (*handing a book to Mr. Vaughan*).

1228. Is that your book?—Yes, that is the sort of system I adopt in teaching chemistry; that is one course of lectures.

1229. Is it understood that your courses of lectures occur in a cycle?—The subjects I teach extend over a period of three or four years.

1230. How long does each course last?—I give about four courses of chemistry, viz.:—air and water, and their elements; charcoal and its compounds with oxygen and hydrogen; the alkalis and alkaline earths; and the common metals. Each course occupies a term.

1231. There is a regular course of inorganic chemistry?—Yes.

1232. Do you get to organic chemistry at all?—No, I cannot enter on that with the boys.

1233. Does each course occupy a term or half a year?—It has hitherto been arranged at Charterhouse to divide a year into three terms, there are two long terms, and one short term, which they call the cricket term. There is a broken class in the cricket term, during which many of the boys do not care much about joining the class. I get about half the number then. From Autumn to Christmas, and from Christmas to May, are the two regular terms. A course occupies one term.

1234. You say you have no laboratory; have you any apparatus for experiments?—The lectures are always experimental.

1235. What method have you for testing the proficiency of the students beside the annual examinations?—I question them always during the lecture to see that they understand it.

1236. What is the degree of attention you observe while giving the lecture. Is it a satisfactory degree of attention?—I think it is quite on the average. I have a very good opportunity of judging, because, before I went to the Charterhouse I was at the City of London School for 12 years, where they had a chemistry class of 200; I assisted the lecturer Mr. Hall, whose name is in that book, for nine years; and I think the Charterhouse boys are as attentive as those alluded to; some of the boys do very well indeed.

1237. Do you examine them at all after the lecture or before the next lecture?—During the lecture. I make my lectures as practical as I can; for instance, I sometimes get a boy to do an experiment, and before I pass on to another, I see that they understand it.

1238. Do you choose some particular boy and question him?—I question them all fairly.

1239. You do not take any favourite scholar?—Certainly not.

1240. Are you satisfied that they generally understand what you have been doing?—Yes; that is to say, I am perfectly satisfied that they do as a class, of course there is a great difference in proficiency.

1241. Have you taught many classes?—Yes.

1242. What is the earliest age at which you think such instruction is listened to with effect?—I think the sooner a boy begins chemistry and natural science the better. At the City of London School I have known them begin at the age of nine, and I believe no school in England is equal to that school for proficiency in natural science and chemistry.

1243. Do you think that at that time of life, there is a natural curiosity rather on such points?—Yes; by commencing early they become as it were naturalized to the subject; I have known boys begin at an early age, and continue the study for six or seven years.

1244. (*A Commissioner.*) What is the City of London School?—The City school belongs to the Corporation of London; I might mention that one of the City school boys took the gold medal last year at the Kensington examination. He was a private pupil of mine. His name was Brown.

1245. (*Mr. Vaughan.*) Have you considered the subject enough to be able to tell us whether it is a subject which the whole school might learn in such a way that there should be a regular classification of the boys according to their proficiency?—I am not prepared to answer that question. They are trying it at the City of London school now for the whole 600.

1246. Is it a subject in which you think that a competitive examination might be conducted?—I do not exactly understand in what sense you mean competitive.

1247. Do you think it is a subject of this description, that you might examine 100 boys, and then

when the examination was over, that you might say that these 10 boys should stand at the top, and those 10 should come next, and another 10 next?—Most assuredly.

1248. You might in that way have a considerably large school all arranged in classes according to their proficiency. Do you think that would be a practical system?—Yes; with the ordinary difficulty experienced in classifying boys in other subjects.

1249. Will you explain the nature of the difficulty?—The difficulty relates more particularly to advanced pupils, who having mastered the elements of a variety of experimental subjects, choose different branches of the above, and thus require individual attention. There are few boys who learn chemistry who have a decided bias for it; a boy may be successful to a certain point, and then be unable to make further advance.

1250. While he is a boy, you mean?—Yes, and even when grown up; but I have noticed several from the City of London School who have been successful in after life, and have done exceedingly well. The inventor of the mauve colour is a City school boy.

1251. (*Lord Devon.*) What is his name?—Perkin.

1252. (*Mr. Vaughan.*) It was an English invention, was it?—Yes; he worked with Dr. Hoffmann; he was making some researches in organic chemistry, and he happened to light upon this colour as it might be by accident. He was endeavouring to produce artificial quinine, when he found this colour; it attracted his observation, and he tried if it could not be applied to some practical purpose.

1253. I think you say you were arithmetical and writing master when you first suggested to the Schoolmaster to take up chemistry?—Yes, I am so still, that is my occupation in the school hours.

1254. (*Mr. Thompson.*) You have had an addition to your salary, have you not, in consequence of your chemical lectures?—Yes, I am paid according to numbers. They pay me 14*s.* per term for each pupil.

1255. Does that pay you for the expense of chemicals?—It pays if it comes up to a certain number; I never let the number go down if I can help it; if it were to go down below 20 it would not pay me.

The witness withdrew.

The Venerable W. H. Hale, M.A., and Archibald Keightley, Esq., examined.

Ven. W. H. Hale. A. Keightley, Esq.

1256. (*Lord Clarendon to Archdeacon Hale.*) You are the Master of Charterhouse?—Yes.

1257. How long have you been so?—Since 1842; 20 years.

1258. And the management of the property rests with you?—The property is managed by the Registrar, I am the resident Governor. We consult upon every matter before it is brought before the Board of Governors; we consider it our duty to prepare the business for the Governors, and to lay before them every particular relative to it.

1259. Are you *ex-officio* a Governor?—As Master, I am one of the Governors.

1260. The annual statement of the property and the account are brought before the Governors?—Yes, every year.

1261. Once a year?—Yes.

1262. And the Governors meet for that purpose?—Yes.

1263. Only once a year?—Once a year for the purpose of examining the annual account; but the accounts are, I may say, constantly under the inspection of the registrar and of myself, to a certain extent. The Master is considered to have cognizance of the internal expenditure.

1264. (*To Mr. Keightley.*) I believe you are the steward of the property?—Yes, I am the treasurer and auditor as to all accounts except my own. Mr. Ansell audits my accounts, or a professional auditor chosen by the Governors; my account is presented at the annual meeting before the Governors, but a meeting of the Governors takes place whenever a vacancy occurs, and whenever it may be necessary to call them together.

1265. Is there a fixed annual meeting of the Governors for the purpose of going through the accounts?—Yes; not on a fixed day, but always in the month of May.

1266. (*To Archdeacon Hale.*) The Governors, then, hold the property in trust for the institution?—Exactly so.

1267. (*To Mr. Keightley.*) That consists of houses and buildings in various parts of London, as well as monies in Chancery, does it not?—Yes; monies in Chancery arising from the sale of property that has been bought by railways and persons of that kind. In those cases where the property is conveyed, the purchase money must be paid into Chancery, or it might now be paid to the Charity Commissioners, and it is from those sources that the money in Chancery arises. The houses in London are all in one spot, Charterhouse and Charterhouse Square, and the immediate neighbourhood.

1268. Do you consider that the value of the property is stationary, deteriorating, or improving?—As to the large tract of land of 10 acres to the north of Charterhouse, it has only just come into possession of the Governors; it was out on a lease of 99 years, which terminated in 1859. The new leases are not yet completed; they are for 21 or 31 years or in some cases of building leases for longer terms, so that we have had no opportunity of judging comparatively of the value of that property. I do not think there is much variation in the value of the other property since I became registrar 24 years ago.

(*Archdeacon Hale.*) With regard to the house property it may be considered to be in one sense a deteriorating property, the houses being very old. Many of them have been built 99 years, and it is doubtful whether when the 21 year leases recently granted run out, the rental will be as great as it is now. This is so uncertain, that we have made a sinking fund to meet the contingency.

(*Mr. Keightley.*) There is other part of the house which is differently situated.

1269. (*To Mr. Keightley.*) But there has been an increase of income from the property which has been relet?—Yes, that is from the 99 year lease I speak of. It is an increase from 650*l.* to 6,000*l.*

1270. You are never in the habit of taking fines, I believe?—Never.

1271. Do you generally grant the leases for 12 years?—In the country the farms are let for 12 years. The house property is all let on leases of 21 years, except building leases, then there are longer terms.

1272. Are you the receiver of the rents on the landed property?—Yes, they come up to the Charterhouse to pay them to me.

1273. Do you have all the tenants up to London?—They all come or send the money. There is no agent employed to collect it, except in one or two cases where it happens to be convenient, but then it is an indulgence.

1274. You have an agent in Wiltshire, have you not?—Yes, he receives it, and remits it to me, but that is an indulgence granted to him; his father had long held it, and it was thought it could not be taken from him without reflecting on his character, therefore the Governors grant it.

1275. In your time there has been no material alteration in the management either of the landed estate, or the house property?—Not in the mode of

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management at all, except that some years ago, I applied to the Governors to have a regular periodical survey made of all the landed property, so that every farm now is surveyed about once every four years.

(*Archdeacon Hale.*) I should rather say inspected every four years. It is inspected by the surveyor to see that the tenant is performing his duties and that everything is as it should be.

1276. (*To Archdeacon Hale.*) Have you already made some disposition with respect to this increased income of 6,000*l.*, is it not put aside to meet the diminution of the rental?—Only a part of it. When the increase took place, the whole matter was laid before the assembly of the Governors. They considered in detail the external and internal expenditure of the hospital, and the rental, present and future. Our condition was this, the Governors being aware that there would be a considerable increase of income had done, what would otherwise perhaps not have been prudent; they had spent more than their annual income in the improvement of the hospital. The internal condition of the hospital has been throughout in a state of improvement for many years as to cleanliness, order, and neatness, and general improvement proportionate to the times. This could not be done and cannot be maintained without considerable increase of expenditure; and accordingly we were actually expending out of our capital 1,200*l.* a year more than the income; deliberately doing so, because when we were improving the hospital we knew that in a certain length of time we should be able to meet the increased expenditure by the increase of income.

1277. Where did you get the 1,200*l.* a year which was beyond the income?—It was the residue of a fund which had been accumulated for improvement.

(*Mr. Keightley.*) It was the saving of a large fund that had been laid aside for the buildings; a very large sum was set aside for that purpose, and the money which the Master speaks of was part of that sum. The money which the Master speaks of was the residue of that fund, that just lasted till our large rents came in.

1278. (*To Archdeacon Hale.*) Do you consider that the buildings require an annual outlay of about 800*l.* a year?—Yes, as much as that.

(*Mr. Keightley.*) The average is about 2,000*l.* a year in various ways.

(*Archdeacon Hale.*) It is upon premises parts of which are certainly 400 years old.

1279. (*To Mr. Keightley.*) 800*l.* a year you have added lately, which, I suppose, is about 10*l.* a piece to the poor men?—9*l.* 10*s.* The whole sum added by the Governors at that time to the expenses of the hospital was 1,200*l.* a year.

1280. When was that?—That was in May 1860.

1281. (*To Archdeacon Hale.*) The stipend of the poor brothers was not considered sufficient for their comfort?—It was not considered sufficient for the sort of men that are now desiring to come into the house, and the station in life of the parties who are now our pensioners.

1282. Are the men who are now your pensioners the sort of men do you think that were contemplated by the Founder?—That is a very difficult question to answer; society is so different from what it was, that the poor man of his day may have been a very different person from the poor of the present day.

(*Mr. Keightley.*) They are all poor.

(*Archdeacon Hale.*) It is possible that our Founder thought only of poor labourers, and persons of that class.

1283. (*To Archdeacon Hale.*) Do you think it has been found necessary to increase the stipends of the poor brothers with reference to the class which is now chosen?—Yes.

1284. I see that surplus revenues are always to be employed in the same way as the original revenues?—Yes.

1285. Supposing the original revenues were sufficient for the purpose, in what way would you employ surplus revenues?—I cannot answer that question better than by saying, that it appearing now that the Governors have a surplus, they are about to increase the number of the scholars.

(*Mr. Keightley.*) And they have increased the emoluments of the pensioners.

1286. (*To Archdeacon Hale.*) That you consider is applying the surplus in the same way as the original?—Yes.

1287. Has not the number of the poor brothers been increased?—No. If the Governors thought right so to do, they have the power, because the number was fixed by them at first, and they have the power to vary it from time to time as they think fit.

1288. They prefer to add to the foundation?—Yes.

(*Mr. Keightley.*) There was a general opinion that the stipend allowed them was hardly sufficient and that probably it would be reasonable to add a little more.

1289. (*To Archdeacon Hale.*) It being competent to the Governors to apply their surplus revenues to increase the emoluments or add to the numbers of the members, they added to the stipends of the poor brothers and increased the numbers of the scholars?—Yes.

1290. (*Lord Lyttelton.*) The payment to the poor brothers was 26*l.* 10*s.*?—It is now 36*l.*

1291. Was that added after Mr. Skirrow's inquiry?—Subsequent to it, but not in consequence of it at all.

1292. (*Lord Clarendon.*) With respect to the ecclesiastical benefices, anyone not on the foundation is considered to be ineligible?—By the words of the charter, not by the order of the Governors.

1293. The statutes and the charter are not exactly consistent?—They are not.

(*Mr. Keightley.*) The statutes are mere orders of the Governors, and have been revoked in many instances.

1294. (*Lord Lyttelton to Mr. Keightley.*) Not in that respect, with respect to benefices?—Yes, in respect to benefices.

1295. That statute is in force?—No, it is not.

(*Archdeacon Hale.*) A few expressions in the charter show in general terms the principle of the Foundation. To the Governors was given the power to make orders and statutes for giving effect to the charter. I believe it is true that at the very first they did make some order contrary to the charter; subsequently this has been examined very carefully; though the Governors had the power to make orders under the charter they are restrained from making any orders contrary to the charter.

1296. (*Lord Clarendon.*) That is their rule?—Yes; the Governors have no power to make any statutes contrary to the charter.

1297. (*Lord Lyttelton.*) So that with regard to the benefices the words of the charter are strictly in force now?—Yes. There was an order made which certainly did go contrary to the charter with regard to the benefices. It was found to be illegal, and that the charter must be enforced and not the order.

1298. There has been no other order made on the subject?—No.

1299. You go by the words of the charter?—Yes.

1300. (*Lord Clarendon.*) Do you consider that the statute as at present observed with respect to the ecclesiastical benefices, is prejudical or beneficial to the foundation scholars?—The question appears to me to be this, whether the provisions of the charter are advantageous or not to the scholars.

(*Mr. Keightley.*) If you look at the statutes page 21 you will find "other assemblies shall be accidentory "upon occasion of the death or resignation of a Gov- "ernor, officer of the foundation, or incumbent upon "any spiritual living, being of the patronage of the "hospital, to elect or present another in his place, "wherein it is provided that the spiritual livings be "conferred upon persons capable and such as is or "have done actual service to the house, or have been "members thereof before any others," that is distinctly revoked by the order of the 7th of May 1847.

1301. (*Mr. Thompson to Mr. Keightley.*) Was that on a legal opinion?—No; it was so obvious that it was not thought worth while to state a case for counsel; it was obscurely expressed, and Lord Devon and two or three of the Governors present were of opinion that it meant nothing at all, for the words, "wherein it is provided," could not be considered as ordering words; and if taken as words of recital, they were not true. So that it was merely a mis-recital, without any order. Not being an order, it is not revoked *totidem verbis*, but only the charter is restored to its original position.

(*Archdeacon Hale.*) The inconvenience of the charter is practically this, that we have no means of giving rewards to the schoolmasters who do us service, not having been scholars on the foundation; that is the evil as far as they are concerned, but as far as regards our choice of fit persons to fill our livings, there is no need of any change whatever, because we do find admirable men from the foundation. The difficulty is to make choice among so many good ones.

1302. (*To Archdeacon Hale.*) Are the livings disposed of by the Governors?—Yes.

1303. Upon what principle is their selection made among the number of applicants who are fit for them?—The principle is simply this, that the candidate must have been a scholar of the foundation, bringing testimonials of his character and of his conduct, and then the Governors, reading these testimonials, make their choice, as any other body of men would.

1304. There is no rotation?—None whatever.

1305. When a living is vacant, the Governors, together, consider the testimonials, and the fitness and character of the person?—Yes; upon that point I may relate what happened at one of the elections. There were many candidates. The feeling of the Governors was, "What a pity it is we have not a "living to give each of them, all of them bringing "such proofs of their fitness for the situation."

1306. (*Lord Lyttelton.*) The large alterations that we saw going on the other day, are they paid for out of the surplus revenues?—Mr. Keightley will correct me if I am incorrect. They are paid for out of the money received on account of the dilapidations on the Clerkenwell estate. We were advised that we might spend the money so received on the buildings of the hospital.

1307. The statement of account in page 72 contains, as I understand, the annual account for the year 1860; were 3,500*l.* exchequer bills purchased for 3,558*l.*?—Yes.

1308. (*To Mr. Keightley.*) Does that represent the surplus revenue for that year?—That represents the particular sum received for dilapidations.

1309. It was an extra sum, in fact?—Yes, the dilapidations payable by the lessee were agreed to at 3,640*l.*, I think.

1310. (*To Archdeacon Hale.*) With regard to the immediately adjoining place of Smithfield, do you expect any application of that property would be injurious to Charterhouse?—It is impossible to say. We have got rid of the market, but I do not know that we have been very much improved since the market went away.

1311. There is no use made of it at all?—None, except as a hay market. It is in progress to build a great dead-meat market, which will bring a great concourse of carts and people to Smithfield. When we are once inside the Charterhouse we are perfectly independent of everything around it. It is the access to it which is inconvenient. We hope to have a street coming straight up to our gates from Victoria Street.

1312. (*Mr. Vaughan.*) The provision that is contemplated for new scholars is strictly under the direction of the charter, is it not, in case of an addition of income?—Yes.

1313. Do you consider that there is any provision in the charter which will impose on the Governors particular conditions under which those scholarships are to be held when they are made?—The Governors are perfectly at liberty to appoint and nominate according to any principles they choose to lay down; provided they are for the poor scholars.

1314. Is it premature to ask whether any provisions are yet made on that subject as to the qualification as scholars?—Yes, in the addition that has been contemplated, one additional scholarship has been given to the school to be gained by competition; that is the change which has already been made.

(*Mr. Keightley.*) And which disposes of four places of scholars.

1315. And the others have been ft according to the present qualification?—Yes.

1316. (*To Mr. Keightley.*) Is there actually at the present moment, in writing and properly settled, a law on that subject by the Governors, or is it only in contemplation?—There is an order made which has been twice acted upon.

1317. But with regard to those scholarships which have not yet been founded?—There has been no order made as to that. As regards the four, there has been an order which has been acted upon.

1318. (*To Archdeacon Hale.*) Before the scholarships are actually founded you would consider, I suppose, that it would be premature to make any regulation with regard to the election to those scholarships?—The Governors having at present 40 nominations that are filled up by themselves by direct nomination, and having heretofore four given to competition, have lately increased that number to eight, and at present it is considered that the Governors will fill up the remaining places in the same way as heretofore.

1319. (*To Mr. Keightley.*) Do you not consider that before these scholarships are actually created, it is premature to make any regulation with regard to the conditions upon which they are held?—The fact is, they can make no regulation, except for poor scholars, until they are created, unless they throw them open.

1320. So that at present the creation and the regulations with regard to them are not completed?—No.

1321. (*To Archdeacon Hale.*) In the items of the account of expenditure there is this item, "Pro-"visions and allowances in lieu thereof, 4,589*l.*" I presume that these provisions and allowances are provisions and allowances of the pensioners and scholars?—Yes. It is the provision for the pensioners, scholars' servants, and officers of the house, who are provided with their diet by the hospital.

1322. You have no means at the present moment, I suppose, of stating how much of that 4,589*l.* goes for the benefit of the scholars in the school?—It is known because accounts are kept. We could tell you exactly how many pounds of bread and meat are consumed and by whom.

1323. I mean the general result of the 4,589*l.* divided as it is. Could you say about how much goes for the benefit of the scholars in the school?—I cannot say at this moment.

1324. Would you have to analyse all your accounts in order to get it out?—Once a month all these accounts come before the registrar and myself. The steward produces all the accounts; we could tell you exactly what the weekly or monthly bills would be.

1325. (*Lord Devon.*) I suppose you would be able to give us on paper a statement showing how much of the total income of the foundation goes, either in the shape of clothing, food, or provisions for servants for the benefit of the school?—We could do so.

1326. (*To Mr. Keightley.*) In the return for the Cathedral Church of Westminster we have a return showing exactly how much of the capital funds go to the school?—The fact is, at Westminster there is only one set of persons to whom that is applied; in Charterhouse we have two, the scholars and the pensioners, and a great deal of the expense of the building might go to both; for instance, the chapel is used by both.

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1327. Is there any other besides the chapel?—No.

1328. (*Mr. Vaughan to Archdeacon Hale.*) I referred to the annual outlay of 4,589*l.* for provisions and allowances only?—It would require some pains to show accurately what goes to the scholars and what to the rest.

1329. (*Lord Devon.*) Could such an apportionment be exhibited on paper as would show how much of the total funds of the establishment goes for the benefit of the school?—I think we could do it nearly. The washing, which amounts to 348*l.*, must be divided; the surgeon's fees and medical charges must be also divided. Then, again, there is the police constable, candles, oil, and gaslight, and fuel, they must all be divided; and the very first article, the manciple's salary, is for the benefit of both.

1330. (*Mr. Vaughan*). Those things that are common might be stated as common, and the other items might be separated?—Yes.

1331. (*Lord Clarendon to Mr. Keightley.*) Perhaps you will let us have that?—Yes, I will. I suppose the last year, 1861, will do.

(*Archdeacon Hale.*) Some we can give you accurately, and the rest we must give you by adjustment.

1332. (*Mr. Vaughan.*) Would there be a difficulty in making the two things separate; the conjecture as to things common to both, and the positive apportionment as to things separable?—The 4,589*l.* we know of; with regard to the rest it is different.

1333. (*Mr. Thompson.*) The manciple's salary is given separately?—Yes, but that is a charge to the whole.

1334. (*Lord Devon to Mr. Keightley.*) You lately have had an increase to your income by the falling in of your leases?—Yes.

1335. Is there any tract covered with buildings subject to building leases which is likely to come to hand?—There are 16 houses at Hackney which will come to hand in 20 years; they are of little value, about 700*l.* or 800*l.* a year.

1336. Nothing will fall in before then?—Nothing else.

1337. And after that?—Nothing before or after.

1338. From that source your income would be only improved by 800*l.* a year?—I am speaking very loosely about that; it is of little value.

1339. (*Lord Clarendon.*) In the possible event of the Charterhouse being moved elsewhere, should you say that the property on which it now stands would be very valuable, judging from the value of the surrounding property?—Yes, I should think so.

1340. How much ground does it cover on the whole?—Nine acres within the walls.

(*Archdeacon Hale.*) The adjoining property gives some idea of its value. There are 10 acres of land covered with houses that produce 6,000*l.* a year; that at 30 years' purchase is 180,000*l.*

1341. And you estimate the nine acres accordingly?—I take the two quantities of ground; I know what the value is of the one, and therefore I conjecture that the value of the other would be much about the same.

1342. (*Lord Lyttelton.*) What is the meaning of the word "beavors"?—A bit of bread taken when you drink.

1343. There is a distinct allowance made for it?—Yes; if a boy wants an additional piece of bread, he asks for a beavor.

1344. (*Lord Lyttelton to Mr. Keightley.*) It is your business to keep the minutes of the proceedings of the Governors?—Yes.

1345. (*Lord Clarendon.*) The minutes, I presume, are kept in the usual way; are they taken down by any of the Governors at the time?—Not by the Governors.

1346. Do you attend the meeting?—Yes, I make such minutes as serve me to make out a rough draft after the meeting, and that is reduced into a regular book, which is produced to the Governors at their next meeting, and if it is approved of it is confirmed, and then the seal is ordered to be put upon them, and they become the acts of the Governors.

1347. (*Lord Devon.*) Is the minute which you take at the time of the discussion before the Governors in any particular point so full, that you can rely upon its accuracy when you come to draw it out?—In any commonplace matter there is a mere memorandum, but if there is anything particular the principal points are written down, and the order drawn up agrees with the minute.

(*Archdeacon Hale.*) Further than that, the minute is settled, before the Governors break up, on all important matters.

(*Mr. Keightley.*) I have taken several draft orders to Sir Robert Peel, to the Duke of Buccleugh, the late Bishop of London, and Lord Truro.

1348. (*Lord Devon.*) Is the Archbishop the permanent chairman?—There is no chairman, but being first in rank he takes the chair.

1349. (*Mr. Vaughan.*) Is there any collection of the orders or statutes which are actually in force for the regulation of Charterhouse now?—There are no printed ones; there are written ones.

1350. Is it all in one book?—They are in several volumes.

1351. Those include all that have been made and rescinded?—Yes.

1352. Out of those there never has been a written or printed copy of such orders as are in force at the present moment?—No.

1353. So that they are all scattered about, and it requires a considerable degree of knowledge to know the state of your legislation?—Yes; all you can do is to search it through.

1354. (*Lord Lyttelton.*) Then for our guidance those orders of 1627 are worth nothing; we do not know how many of them are actually in force?—No, they are revocable, and many have been revoked, as stated on Mr. Skirrow's inquiry. The charter is irrevocable.

1355. These statutes may mislead us altogether?—In some points they may.

Mr. Keightley withdrew.

1356. (*Lord Clarendon to Archdeacon Hale.*) Do you consider that the school is in no way distinct from the hospital?—No.

1357. One is dependent upon the other?—They are both equally the objects of the foundation, which was both for poor men and for scholars.

1358. Those, in fact, were the only members, although certain others are allowed to come?—Yes.

1359. The first Governors were sixteen in number?—Yes.

1360. Do they remain the same?—Yes.

1361. They nominate each other, do they not?—When a vacancy occurs the Governors fill up the vacancy as directed by the charter. The Governors meet, the names and persons are suggested, and if approved are elected.

1362. Anybody might suggest?—Yes, there is no rule at all.

1363. Practically they are self-elected?—I understand that this is the way the election takes place: A suggestion is made generally by or to the Archbishop of Canterbury of some person; communication is made to that person as to whether it would be agreeable to him to be elected a Governor of Charterhouse. If he says yes, his election is proceeded with. Since I have been there for the last 39 years I have never known an election other than unanimous.

1364. (*Lord Devon.*) How many of those are Charterhouse men?—At the present moment I think there are four of us, Lord Justice Turner, Sir Cresswell Cresswell, Lord Dalhousie, and myself.

1365. That is not a requisite?—Not the least.

1366. In your written answers you say, "Power "was given by the charter to the Governors when "and as often as they should think fit to appoint "poor scholars," and so on. In what manner are the

scholars appointed by the Governors?—By direct nomination. A Governor under the orders of the Assembly has the power to register a name with the registrar for admission when his turn comes round. If the boy is of a proper age, his name is then proposed to the Assembly, and the Assembly appoint the scholar on the recommendation of the Governor. Every scholar is appointed by the Assembly of Governors.

1367. In fact, each Governor nominates in rotation?—Yes.

1368. And the Assembly always confirms it?—Yes.

1369. Each Governor merely gives a *congé d'élire* to the Assembly?—Yes.

1370. What are the class of persons usually selected by the Governors?—I should say, persons exceedingly well connected, but really poor; the sons of clergymen and widows, and sons of officers, one or two barristers.

1371. Do you think that each Governor considers himself under an obligation to select a poor person?—I think so.

1372. No doubt he would think himself in honour bound to do so?—Yes, but poverty is a very ambiguous term.

1373. (*Lord Lyttelton.*) It is distinctly provided by the charter?—Yes.

1374. (*Lord Clarendon.*) A boy whose parents are in need of assistance for carrying on his education would get it?—Yes, I may say that some of them I know to be very needy.

1375. The question is whether you believe from what you have heard, that each Governor would consider it obligatory on himself not to appoint anybody who did not fall within that condition?—Yes, one to whom the education was of very great importance, or of very great value specially in reference to his going to college.

1376. It is not made at all binding on the parents, when they send their boys, that they should go to college?—Not the least.

1377. When the Governor in his rotation proposes a scholar to the Assembly, is any inquiry made about this boy; is the Governor asked whether he does fulfil certain conditions, or not?—No.

1378. He is elected as a matter of course?—Yes.

1379. Has it ever occurred to you whether this was the best mode of procuring either good scholars, or faithfully fulfilling the objects of the Founder?—It was not, in my opinion, the object of the Founder to admit only such children as were good scholars. I think that practically the objects of the Founder are fulfilled.

1380. With respect to getting the best class of scholars, and the boys most likely to distinguish themselves at the university, has it ever occurred to you whether the election to scholarships would not be better made by competition than by simple nomination?—The thought has occurred to me, but I always come to the conclusion that competition would not be better than nomination.

1381. On what grounds?—First, the young age of the boys at which they are admitted, ten years, and secondly, the fact that, by the orders of 1627, it was not the sole object of the Foundation to educate for the university. There are orders which direct that boys not fit to go to the university should be put to trades and employments; and we now give considerable sums to put out lads into the world, to go into the army or into trade, so as to fit them for other purposes than literary purposes.

1382. (*Lord Lyttelton.*) Are they actually apprenticed?—Yes; but apprenticing has gone out very much, hardly any takes place. But if a lad is sent into a warehouse in the City of London, where he gets no pay, but is to learn the business, in that case we give him the outfit, though not apprenticed.

1383. You do not apprentice, in the strict sense of the term?—We should if apprenticeships took place; we do not, because it is not offered to us.

1384. (*Lord Clarendon.*) How do you mean, not offered to you; there are plenty of apprentices now; boys are now bound apprentice; it appeared to be contemplated by the Founder that there should be a class of boys admitted who should be bound as apprentices?—Fifty years ago gentlemen's sons were apprenticed in the City of London as much as a poor lad now who comes from the workhouse, but it is not so now.

1385. To different guilds, was it not?—Yes; but it has entirely gone out in the City of London, except as regards some of the Companies; the Apothecaries' Company take apprentices, and young men are articled to attorneys; but besides that I do not at this moment know of any business in London to which the young gentleman is apprenticed.

1386. (*Lord Lyttelton.*) Do not common tradesmen take apprentices?—The lower order of tradesmen do so, but not the higher.

1387. (*Sir Stafford Northcote.*) Engineers and architects take apprentices, do they not?—They are articled, as it is called.

1388. (*Mr. Thompson.*) It is the same thing in the eye of the law?—I think that the obligation of service is different.

1389. (*Lord Clarendon.*) Has it ever occurred to you that in order to get a better class of boys you might, to a certain extent, raise that examination to which they are subjected on being admitted?—The places which the boys who come in on this slight examination take in the annual examination are so high that really I think we need require nothing more, except you wish to exclude all but boys of great talent.

1390. I do not think there is any other place where a boy would be admitted on so low a qualification as this; all that is required of a boy above 13 years of age, is some easy Greek author and the rule of three. By raising that, would you not get boys better prepared to come to the school?—Practically, no result would come from it, for it is the rarest thing for us to have a boy nominated at 13. It is more generally at 10.

1391. Ten and eleven?—Yes.

1392. It is limited between 10 and 14; between 10 and 11 you require the Latin accidence, the multiplication table, and the first two rules of arithmetic, there is not a union school where you would not get more than that. Between 11 and 12 years of age, with the Latin syntax, and the first four rules of arithmetic; and between 12 and 13 years of age, with the Greek accidence, and some easy Latin author with the tables and four rules of compound arithmetic, I do not think there is any other school in England of reputation and *prestige*, holding out such great advantages as Charterhouse does, which requires so very low an amount of preliminary education?—Upon that point, the Governors, are hardly answerable for the orders; the standard was fixed, I think, by Dr. Saunders himself some few years ago, in order that he might not have boys come to him wholly untaught.

1393. (*Mr. Vaughan.*) What is the author in Greek, which you are in the habit of putting a boy to construe?—I do not know. I have nothing to do with the exercises, that is entirely managed by the schoolmaster himself.

1394. (*Lord Lyttelton.*) I understood that Dr. Saunders had been a party to these orders, but that they were done, as everything else, on the authority and responsibility of the Governors?—Yes. But it was his own suggestion which the Governors adopted.

1395. (*Lord Clarendon.*) It certainly looks as if it was not only not to exclude all boys of the lower standard, but to secure that no boy should be rejected who was nominated; that is what appears on the face of it?—Yes.

1396. Are you in the habit of attending the school examinations?—No. I do not consider that I have anything to do with them.

1397. (*Lord Devon.*) I think it is stated here that though the Governors are visitors, they do not in point

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of fact visit the school. You say, no visitation has taken place?—Visitation is a legal term.

1398. Are the Governors as a body cognizant of the interior management of the boarding-house?—Only partially cognizant; they have at times said that a boarding house was too full, but they do not commonly interfere with the boarding-houses.

1399. Do they ever inspect the rooms in which the gown boys sleep?—No, they leave that fact to myself.

1400. (*Lord Lyttelton.*) This system of nomination by absolute rotation no doubt is entirely consistent with the terms of the charter: but there might be other systems equally consistent with it. Do you know how long the present system has prevailed?—From the first foundation.

1401. Is there positive evidence of that?—Yes.

1402. The only words in the charter with respect to this question are, that the Governors are to choose poor children. There is a question as to the ancient meaning of the words; do you think that at the time the charter was drawn up the words poor children, considering the state of society and the distinction of classes in those days, would fairly include the children of what we should call gentry?—I think so. Many years ago, being connected with Christ's Hospital, the question came before me. I came to the conclusion that poor did not mean humble in rank, or the being destitute, but that it meant rather the non-possession of property. Besides this, the providing benefices, under the charter, to which the scholars should be preferred before all others, seems to indicate their being the children of persons whom we should now call gentry.

1403. That you state as founded on some inquiry which you made?—Yes.

1404. These scholarships are of immense value, and the advantage to a parent can hardly be overstated. Does it appear to you that this system, by which some 12 or 15 of the chief people of the country, without any sort of control, simply as a matter of favour, put in any children that they please, with no intellectual qualifications whatever, is the best?—I should have great difficulty in devising, on the whole, a better system. I may be permitted to say, that the notion of any boys being admitted who have no intellectual qualification whatever is not correct.

1405. Competitive examination would equally fulfil the object of the Founder?—I think not, because there is no reason whatever to believe that he purposed to educate only clever children, and unless the whole of the circumstances of the boy were taken into account, besides his attainments, the system would not be as good as it is now.

1406. Would not any such circumstances as you have alluded to be taken into account in a preliminary way previous to competitive examination?—Possibly they might.

1407. These scholarships are such very great prizes that I wish to ask whether it does not seem to you that some access to them should be held out to the parents of the country other than the mere casual favour of certain great men?—I am a very old fashioned person, and I should be very sorry to destroy what is termed the casual favour of great men. I think it a very good thing. The foundation is filled now with such a nice set of boys, that I do not think you could have a better.

1408. (*Lord Devon.*) Is it within your knowledge in reference to the foundation at Westminster, which consists of 40 boys, that the places there are entirely obtained by a competition spread over six weeks?—Yes.

1409. (*Lord Lyttelton.*) And at Eton too?—Yes, but I tell you honestly, I grieve over the change at Eton, considering it in all its bearings.

1410. (*Mr. Thompson.*) You object to altering the system as a whole, but would you be prepared to entertain the question whether a certain proportion of the new scholarships might with advantage be opened to competition?—We have already done that; we have done it in a very large proportion with regard to the whole number of places on the foundation, and the charge for exhibitions; for this must be borne in mind, when we put boys on the foundation at 14 years of age instead of at 10 the number which will pass through the foundation is much greater. Instead of a boy remaining eight or nine years on the foundation he only remains four.

1411. Is that a disadvantage?—Not to the individual, but it may be to the Hospital, in consequence of the increased number of the exhibitions.

1412. (*Lord Clarendon.*) May not they compete for the scholarships before 14?—No.

1413. There are 16 new scholarships to be made?—Whether we shall make 16 is uncertain. At present we have 48 boys in the foundation.

1414. I thought it was 40 originally?—I am speaking of those which are open. There are 40 boys put on by direct nomination, and there are eight places more left to make it 48. Those eight places are filled up by boys of 14; they are obtained by competition.

1415. Do you mean there are eight open for competition?—There are eight boys on the foundation out of the 48 who come on by competition.

1416. (*Mr. Thompson.*) I think it appeared from some evidence that we have had that conditions are imposed on the applicants for these open scholarships. Can you mention what those conditions are?—Yes; it occupied a great deal of thought on the part of the Governors how they could open the foundation, and at the same time provide for its poor scholars, and they determined it thus: that they would consider a person to be a poor scholar if his parents declare that the advantage of the foundation is necessary to enable him to educate his son at the university. It was considered that that was such a standard as would secure poor scholars so as to comply with the desires of the Founder, and at the same time to leave it open to extensive competition. Every parent makes that declaration, and making the declaration does prevent some boys applying for it.

1417. Is the parent understood in making that declaration to pledge himself to send his son to the university?—There is no positive pledge at all.

1418. Would it be considered a sort of breach of faith?—No, it would not. The parent declares only his present intention.

1419. (*Lord Clarendon.*) There is more required in the way of assurance from the parent with reference to this scholarship that is to be competed for than appears to be for the original nomination of a scholar?—It is so.

1420. (*Mr. Thompson.*) Do you think that the boys who obtain scholarships by competition have done as well or better in the school and at the universities than those who are nominated; has the system been going on long enough to enable you to give any opinion?—They have all done well; because they have been the cleverest boys in the form. But it is rather a remarkable thing, that since scholars were admitted by competition we have had a great number of very clever boys come on the foundation by nomination.

1421. Do you suppose that some of the Governors make inquiry into the forwardness of the boy whom they nominate?—I do not know about that at all.

1422. (*Mr. Vaughan.*) You say you have several clever boys who have come in by nomination; can you point out any public proof of that?—I am not sufficiently informed to do that.

1423. With regard to university distinctions, I mean?—No; I do not know the names sufficiently.

1424. There are two conditions which do not affect scholars who are nominated, are there not?—Yes. That as to the circumstances of the parent, and also the declaration of his intention.

1425. I mean the condition of going to the university?—The going to the university is not a condition.

1426. You require that declaration of those that are open, but not of those who are nominated?—Yes.

1427. May I ask what is the policy of that distinction?—The distinction arose when we were obliged to define who were to come in by competition. The Governors did not think it necessary to open the question with regard to the boys appointed by nomination.

1428. The other condition, also, that they should be a year in the school, does not affect them?—No.

1429. Do you know what was the policy of the Governors in making that stipulation?—It was the policy of the Schoolmaster, not of the Governors.

1430. The Governors sanctioned it on his recommendation?—Yes.

1431. Have you any opinion as to the policy of it?—I think it is better on the whole. It is better that the candidates in the school should know each other beforehand, than that one of the cleverest boys in England should come and take it from the other boys.

1432. (*Lord Clarendon.*) Do you think that the opening of these scholarships to competition has been very beneficial to the school; many boys are sent there for the purpose of taking their chance of getting scholarships?—Not anything to the extent that people would imagine. For instance, it is a remarkable fact, that ever since the scholarships were opened, the school has not risen in numbers. It was thought by some that the opening of the foundation to the public would bring a great number of boys to the school. It has not done so.

1433. Supposing there are 16 new scholarships founded now out of the accession of rent that you receive, should you not think it would be advisable to open another scholarship to be competed for by boys at the school?—That more boys would come to the school I do not believe. Your Lordships have alluded to the fact of Westminster and its competition. Although Westminster had all the advantages of close scholarships at Christ Church and Trinity College, there was a time, I believe, when that foundation was not full.

1434. (*Mr. Thompson.*) Westminster labours under similar disadvantages of situation to those which Charterhouse labours under?—Yes.

1435. (*Lord Clarendon.*) In your written answers you say, "The Master has the government of the house "and household during the pleasure of the Governors "and in subordination to them," would you have the goodness to state what are the relations between the Master and the schoolmaster?—If the schoolmaster were to absent himself from his duty, if he were guilty of what I may call moral misconduct, I consider it would be the duty of the Master to take notice of it.

1436. Supposing he was guilty of any misconduct with reference to his boarders, you would consider yourself as much entitled to take notice of that as with reference to anything happening on the foundation?—I should not.

1437. You think your duties *quo ad* the schoolmaster are confined to the foundation scholars?—Yes. The old orders say that the schoolmaster is not to go into the country without the Master's leave, and there have been occasions in former times on which the Master has exercised a discipline, not over the schoolmaster particularly, but over other officers of the house.

1438. In your own capacity of Master do you superintend and supervise the administration of the school?—Not the least.

1439. You have nothing to do with the examination of the scholars?—No, nothing at all.

1440. You in no way interfere?—No.

1441. But could any changes be made in the school of any importance either in the curriculum or in the internal economy of the school without your leave?—The original statutes direct that the schoolmaster shall use nothing but the best authors, that is the one general principle laid down for the course of instruction. But whatever the schoolmaster was to do in teaching I should not consider it my duty to interfere unless it were so improper that it ought to be brought to the notice of the Governors. To a certain extent the Governors appoint what ought to be taught, when they provide masters to teach German, French, and mathematics.

1442. Supposing anything was going wrong, would the Governors look to you as resident Governor to inform them of it?—Certainly. As regards the boys on the foundation, if anything very wrong indeed went on, I should consider myself bound to interfere, but it would be only in what may be called cases of emergency and great difficulty.

1443. (*Sir S. Northcote.*) Supposing, for instance, the schoolmaster were to make mathematics compulsory, or German or Latin optional, would you interfere in such a case?—No, I should not.

1444. (*Mr. Thompson.*) But I suppose if he introduced an author like Nonnus you would interfere?—I do not know that I should.

1445. (*Mr. Vaughan.*) Do such powers as you consider yourself to possess over the school or the schoolmaster with reference to the scholars depend on anything in the original statutes or charter?—Not on the charter, but on the statutes of the Governors.

1446. As to those statutes which are published here, is there nothing in them which confers upon you the powers which you think belong to you?—Yes, I think there is. The whole economical government of the household; the terms are very wide.

1447. Do you understand those terms to apply to the discipline or instruction of the school in any way? Scarcely so.

1448. It says, "He shall have the economical "government of the house and household during the "Governors' pleasure." Do you consider that those terms are such as give the Master any power over the discipline of the school, or over the education which is given in the school?—I think not.

1449. (*Lord Clarendon.*) The schoolmaster is independent in the administration of the school?—Yes.

1450. (*Mr. Vaughan.*) We have heard that those statutes by which Charterhouse is now regulated are not printed, but are there any statutes which you are aware of, which at all alter the powers of the Master, and make them other than those which are given here?—Certainly not.

1451. Are there any customary powers that have grown up, independently of these statutes and charter and orders of the Governors, which give him particular power over the school?—None at all.

1452. In fact, all the power the Master considers himself to possess over the school he considers himself to possess under that clause?—Yes.

1453. (*Lord Clarendon.*) In answer to a question put by Lord Devon, you say no visitation ever takes place at all. It does not look well that the Governors are the only visitors, and they never visit. When they meet together do they not do what generally is done, that is, inquire into the well-being of the school, and whether any possible improvements could be made in it?—No; they have always trusted their schoolmasters with regard to the whole course of education and discipline.

1454. Is a detailed statement of the state of the school, and the proceedings of the schoolmaster, and the progress of the boys laid before the Governors?—No. The only statements made are these, when the boy gets his exhibition, the examiners report him to be fit for it; and every year, in December reports are made with regard to the condition of the scholars of certain ages 14 and 16, whether they are fit to continue in the school or not.

1455. The report is, whether they are as well taught as they ought to be, or whether they have that amount of knowledge to justify their being retained?—Certainly not. As to whether the boys are taught their Greek well, or their mathematics well,

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the Governors know nothing about it. Everything is left to the schoolmaster.

1456. It is perfectly correct that the Governors are visitors and never visit?—Although they have not found occasion to exercise their power of formal visitation, such as that of visitors of colleges exercise, their frequent meetings at the Hospital must be considered as visits; and by their orders they take care that the boys shall be taught properly, and that they shall not remain there if they do not profit.

1457. Do you not think that the Governors ought to see the Head Master. You say that they make different orders, and that they by their orders see that the boys are making a certain amount of progress; do they never consult the schoolmaster about these orders?—The schoolmaster may go to the Governors to make any orders or to propose anything to them that he thinks fit; and from time to time they have proposed such orders, and the Governors on consideration have adopted them on the suggestion of the schoolmaster.

1458. Practically, he is an independent man, without supervision?—Yes.

1459. In your written answer you say, "There is "no authoritative rule as to any proportion to be ob- "served between the numbers of masters of the "school and of the scholars." That would appear to be beyond your knowledge; you do not interfere with that?—No.

1460. Your written answers to questions 11 and 12, are merely statements of facts over which you have no control, as to the appointment of the masters and as to the boys who are taught French and German; it is not required that the schoolmaster and usher should be Carthusians?—No, there is no law on that point at all; except with regard to the benefices, every office is open to anybody whatever.

1461. (*Mr. Thompson.*) Was Dr. Russell a Carthusian?—Yes, he was a foundationer.

1462. I wish to ask you a question with reference to the conditions on which the exhibitions mentioned in your written answer to question 13, were given; whether, in the first place, you think it desirable for the sake of the school that they should be confined to foundationers; and, secondly, whether you would think that the examination for these exhibitions is sufficient to ensure a class of persons at all equal to the value of the exhibitions which they hold?—The question was considered very gravely and very fully years ago; we found we had no power to grant any exhibition, except to those boys who had been scholars of the foundation and fed there. We should most willingly have granted exhibitions at that time instead of opening the foundation, but we were advised that we could not do so, it being also a doubtful point whether we have power to grant exhibitions at all.

1463. (*Lord Clarendon.*) Even to foundation scholars?—There was a little doubt as to that, because nothing is mentioned in the charter about it, and in the inquiry before the Charity Commissioners it was shown, that the funds from which we granted the exhibitions came to us under a different title from the funds which are applied to the rest of the hospital; the one came under the Founder's will, the other under the Founder's charter.

1464. Does not one or the other contemplate assistance to scholars going to universities?—Neither of them. The charter contemplates there being livings for the scholars; but there is not one word about granting exhibitions. The principle upon which we have always gone is to be content that the lad was competent to take his degree, and the standard is that he shall be able to pass his first examination in the university.

1465. The matriculation?—Something more than that. The exhibition is granted to any scholar of whom the examiners report that with due diligence he may be expected to pass the first university examination.

1466. (*Mr. Vaughan.*) Do I understand you, that in the charter and in these statutes there is no mention of the giving of exhibitions to the scholars?—There is no mention in the charter; only in the orders mention is made.

1467. Could you refer me to the place?—It is where the apprentices are mentioned. This is it:—"Those "scholars sent to the universities if they continue "there and follow their studies, shall be allowed "each of them 16*l.* yearly pension at four usual "parts, by even and equal portions for eight years; "but in case they discontinue sooner their pension "shall cease. Provided always, that they shall not ex- "ceed the number of four-and-twenty such pensioners "at any one time."

1468. Has it been the case that from time to time by order of the Governors that 16*l.* has been augmented?—Yes.

1469. Is the number of those scholars so sent to the university stated?—No; the numbers are not at all attended to, that they shall be 24.

1470. Are those exhibitions in fact a mere extension of the 16*l.*?—Exactly so.

1471. Has it been considered by the Governors that all the qualifications and conditions which attach to the holders of those 16*l.* must attach also to the exhibitioners?—Yes.

1472. And in that way, that they must be scholars?—Certainly.

1473. Is that the ground of your being limited to scholars in awarding the exhibitions?—Yes.

1474. (*Mr. Thompson.*) There is a seeming inconsistency between the position that these exhibitions are extra-statutable, and that in selecting the exhibitioners you are distinctly bound by the statutes?—The Founder gave us his charter—he died—and by his will he left us property; that property not coming under the charter but coming by his will, and being by his will directed to be laid out for the benefit of his hospital, the Governors at that time considered those words to enable them to apply that property to the granting of exhibitions and apprenticeships.

1475. And they would not consider that under the will they had the power of granting them to any but the scholars?—That is so.

1476. (*Lord Clarendon.*) With regard to the apprenticeships, are there ever any boys who actually receive apprentice fees from the school?—Yes, actual apprenticing has taken place.

1477. How lately has that occurred?—I think about the year 1808 or 1809, and also very lately.

1478. Would there be many now coming to the school who would be willing to take the benefit of an apprenticeship?—As I mentioned, apprentices are very rare now, but we give "Donations towards "placing out scholars," and it forms an item in our account.

1479. That is in lieu of the apprenticeship?—Yes.

1480. In fact those who go to the school now would not receive an apprenticeship?—They would receive under this head what we call donations.

1481. I think the order of May 5th, 1845, limited the number to be educated in the school, including the scholars, boarders, and day-scholars, to 200?—Yes.

1482. That has your sanction and approval?—Yes. At that time, under Dr. Saunders, the school was apparently increasing, and they were afraid it would be too full. It was Dr. Saunders' own proposition to the Governors to limit the number.

1483. It was greatly overcrowded in Dr. Saunders' time, was it not?—Not in his time.

1484. Charterhouse had become of considerable magnitude?—Yes.

1485. It is a binding order that, taking all the different classes of boys together, they are not to exceed 200?—Yes.

1486. And you think that number is as many as the buildings can properly contain?—Certainly.

1487. Even with the new buildings that are about to be constructed?—Yes, certainly.

1488. (*Mr. Thompson.*) Do you think they can hold 200 comfortably?—Yes.

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1489. (*Lord Clarendon.*) I would now refer you to your written answer to question 45, which is, That in your opinion no change should take place in the system or course of education which should diminish the amount of information in classical literature and cause it to be less appreciated without injury to the school?—It is wider than that.

1490. I do not think that those injuries which you mention, and which would be very great, would be inflicted by an extended knowledge of modern languages, of mathematics, and of physical science, all of which might be introduced, and have been in process of introduction here and at other schools, and will probably be extended?—The practical result of the teaching of modern languages is excessively small; the amount of attainment in those languages is almost next to nothing, from what I can hear.

1491. Do you not think it might be desirable that there should be a little more knowledge acquired in modern languages?—Taking it as a whole, I abide by what I have here stated, that if you direct the mind of the public and of the youth less to one kind of knowledge and more to another, you must take great care lest you diminish the quantity of that knowledge which is the most valuable to society at large; that is my feeling about it.

1492. I am not saying it would be advisable to do it, but if there was a little taken off Latin verses and Greek plays, should you apprehend these serious injuries that you mention?—No; that is coming to a matter of detail. I do not say that as to verses and Greek plays no improvement might be made in the system of public schools. The language is not acquired, although the verses are done.

1493. (*Mr. Vaughan.*) Upon this particular point will you have the kindness to explain in what way you think the doing of exercises and Greek plays injurious to the learning of the language?—Only in this way. In most of the public schools the boys are required to do exercises which it is perfectly impossible for them to do. The length of time occupied in those exercises appears to me to be excessive; you do not get more good scholars from it. My idea is this, a schoolmaster should teach the lesson, and not merely hear the boys say it; but that requires great personal labour, and that a man should have a good voice, and be very strong; if he himself spoke to them in Latin, they would most likely remember it.

1494. (*Lord Clarendon.*) How would a schoolmaster be sure that they would understand it?—I hold that language is to be learnt more by the ear than by the eye, and many a boy would remember a word told him by a master, which if you merely told him to write down, would not make the same impression on him.

1495. (*Mr. Vaughan.*) Do you think that the calling on the boys to produce something which they have actually done themselves, does not secure the possession of a knowledge of the language so well as the master giving them certain information without calling upon them to reproduce it any way?—I think the Latin exercises as generally done are a great misery to the boys, and produce little good.

1496. And that applies to Greek exercises?—Yes, but Greek is very easy to teach, and Latin very difficult.

1497. (*Mr. Thompson.*) Does not that depend on whether the Master knows Latin as well as he knows Greek?—It does.

1498. (*Lord Clarendon.*) There is one thing you adverted to yourself, as to any change of site; you said you would like to say a word on that. We are not mooting that point, but all these London schools are certainly labouring under disadvantages which are not diminishing, and therefore it is a matter of consideration for those interested in such schools to consider whether it would be useful to move them?—Many schools in London are full. Merchant Taylors' school is full, St. Paul's is full, and King's College is full. Charterhouse labours under this great difficulty, that though actually in the middle of London, it is not known; and it is not known by the public at large that any man can send his boy to that school as a boarder, or that any man by paying 20*l.* a year can have his son educated there as a day boy. I was talking to a merchant on Tower Hill yesterday; I said, "Why do you not send your "boy to the Charterhouse?" "I cannot," he said; I said, "Can you not pay 20*l.* a year?" He said, "I "was not at all aware of it." It can be proved statistically that Charterhouse is as healthy a place for the boys to be in as any place in the kingdom, and I think it would be a great evil to take it away from the middle of the metropolis when it ought to become the great school of the metropolis; with its five acres of play-ground in the very centre it ought to be the school most frequented. I believe it would be an injury to London to remove that school.

1499. Do you not think the school could be removed, leaving the Master and the poor brothers, or do you not think they could be separated?—Yes, by an Act of Parliament it might be done.

1500. I mean with advantage?—No. I see no advantage in separating the hospital from the school.

1501. (*Mr. Vaughan.*) Is it your view with regard to Charterhouse that except so far as it is filled by foundationers, it would in fact, occupy most usefully the position of a day school to London?—Yes, it ought to be; and I am quite surprised it is not.

1502. And you think that that arises from its not being known?—I believe so. Persons coming to the Charterhouse are astonished; they say, "Well, I "heard of it, but I never knew what it was." It is like one of the largest colleges in Oxford or Cambridge with its large gardens put in the middle of London.

1503. (*A Commissioner.*) The dead meat market will not be an advantage?—No, but we are far enough from it.

1504. The great disadvantage, as I gathered from the examination of the schoolmaster yesterday, was, that the boys really are between four and five high walls; it is like being in prison?—But it is a very large one; the boys are happy enough there.

Victoria Street, Monday, 15th December 1862.

PRESENT:

EARL OF CLARENDON.
LORD LYTTELTON.
SIR STAFFORD H. NORTHCOTE, BART.
HON. EDWARD TWISLETON.
H. HALFORD VAUGHAN, ESQ.

THE EARL OF CLARENDON IN THE CHAIR.

ROBERT BRODIE, Esq., called in and examined.

R. Brodie, Esq.

15 Dec. 1862.

1505. (*Lord Clarendon.*) How many years were you at the Charterhouse?—Nearly 10 years.

1506. You are now at Trinity College, Oxford?—Yes.

1507. How long have you been there?—This is my third year there.

1508. Did you go straight from the Charterhouse?—No, I was at Balliol for two terms.

1509. And went from Balliol to Trinity?—Yes.

1510. (*Sir S. Northcote.*) Did you get a scholarship there?—Yes.

CHARTER-HOUSE.

R. Brodie, Esq.

15 Dec. 1862.

1511. (*Lord Clarendon.*) Were you on the foundation at the Charterhouse?—I was.

1512. What are the relations between the foundationers and the boarders?—They meet together in the school, and are quite on an equality.

1513. There is no jealousy and no rivalry?—Not at all.

1514. And no distinction between them other than the gown?—No; none whatever.

1515. (*Lord Lyttelton.*) Is the College reckoned a distinction: are they reckoned the *élite* of the school?—They will tell you so themselves, and others will tell you the other way; but really I think they are quite on an equality.

1516. (*Lord Clarendon.*) How many monitors are there?—There are four on the foundation.

1517. Are they the highest boys in the school?—The four senior boys on the foundation are called the "gown boy monitors," and have to do all the monitorial duties in school. Some of the senior boys in the masters' houses are monitors, and have to perform the monitorial duties in those houses.

1518. Are those who are monitors in houses, and who are the highest boys in the houses, monitors out of the houses too?—Yes; they have general monitorial authority. The gown boy monitors only do duties in school.

1519. What are those duties?—One every week has to keep order in the school, and to look after the punishment, the flogging.

1520. In what way do the monitors look after the flogging?—They have to attend at every flogging, and produce the rod.

1521. They hand the rod to the executioner?—Yes.

1522. And that executioner is the Head Master generally?—Yes.

1523. And the second master also?—Yes; but the Head Master generally flogs. If the Head Master is not there or is not able to do it some other master does it.

1524. How is that settled. When a boy is to have a flogging there must be somebody to inflict it?—His name is entered in the book, and after school he is sent for and flogged by the Head Master.

1525. Is not flogging considered to be excessive at the Charterhouse?—No, I never heard so; I do not think it is.

1526. (*Lord Lyttelton.*) How often was it in a week?—Perhaps on an average twice a week; I do not know exactly.

1527. Did you ever hear of any complaint about the master not having a discretion as to the flogging. Is not that the case, that he is obliged to flog on a report from the other masters?—There is a book kept by the school monitor, and if a master wishes a boy to be flogged he puts his name down in that book.

1528. Is not that boy flogged as a matter of course; the Head Master does not look into the case himself?—No, not in an ordinary way. If there is any doubt about his being flogged, then the master consults the Head Master, but in the ordinary course of things the Head Master merely sees his name in the book and flogs him as a matter of course.

1529. Did that work well?—I think so. We never thought it an injustice.

1530. (*Sir S. Northcote.*) Is a boy flogged for being put in the book once?—No, three times; but he may be put down three times for one offence, or he may be flogged for three separate offences.

1531. When a master puts a boy's name down in the book, does he always know whether his name is already down?—Yes.

1532. Did you ever know a boy who escaped being flogged, on being put down in that way three times?—Very seldom.

1533. (*Lord Clarendon.*) We have heard that, in the course of 20 weeks, 25 boys out of 90 had been flogged. It struck me, especially with reference to the information that we had received from other schools, that it was a larger proportion there than elsewhere; but you do not think it was at all more than was necessary?—No; we never used to think so. I never knew what was the proportion exactly, but no one ever thought there was too much flogging.

1534. But did not so much flogging indicate a want of discipline or something wrong in the system; because flogging ought not to be inflicted for light offences, and yet if it is inflicted for heavy offences, they must be very numerous?—I do not know what the offences were.

1535. (*Lord Lyttelton.*) You must have been there under three Head Masters?—Yes. Under Dr. Saunders, Dr. Elder, and Mr. Elwyn.

1536. Did the practice of flogging vary at all, during the time you were there; did it become less?—Not on the whole, I should think; it varied; some weeks there would be more, others less.

1537. But on the whole, at the end of the time you were there, it was about the same?—Yes, I should say so.

1538. (*Lord Clarendon.*) What power of inflicting punishment have the monitors?—Now, they have only the power of thrashing with their fists; formerly they used to have canes, but those were done away with in Dr. Elder's time. Dr. Saunders gave canes to the monitors with full power to use them, but Dr. Elder did away with them.

1539. (*Lord Lyttelton.*) They are entirely prohibited?—Yes.*

1540. (*Lord Clarendon.*) Does the monitor inflict this punishment on the spur of the moment, or does he have the boy up the next day?—He generally has him up, and examines him about the offence.

1541. Unless he has caught him in something?—Yes; and then he would thrash him.

1542. (*Sir S. Northcote.*) Do the monitors ever have boys put down to be flogged, or otherwise punished?—Very seldom.

1543. They have the power of doing it?—They have the power of reporting anything to the Head Master.

1544. (*Lord Clarendon.*) You think that the power of the monitors, exercised as it is, is supported by the public opinion of the school?—Yes; decidedly.

1545. There is no complaint against it?—None whatever.

1546. When you were at the Charterhouse, was there much drinking or immorality?—It varied at different times. Sometimes there was for a time; then it would come to a crisis, perhaps, and be stopped. Two or three times it came to a crisis in that way.

1547. Do you think it was generally a set in the school, or that drinking was pretty general?—It was generally confined to a set.

1548. Would the public opinion of the school be against drinking?—Yes; I should say so.

1549. Would a monitor interfere, seeing a boy coming out of a public-house?—He has not much opportunity. He is not out more than once a week. He can only go out to his parents or friends on a Saturday.

1550. (*Lord Lyttelton.*) But they fetch drink into the school?—It is possible to smuggle it in.

1551. (*Lord Clarendon.*) Was there any gambling when you were there?—No; none to any extent,

* On this point the Head Master subsequently wrote:—"Mr. Brodie's "evidence respecting the power of caning by the monitors does not now "hold good, as I have recognized the power, and I enclose the rules "which I have laid down upon the subject, and which I give to each "monitor on his appointment:—

"I. The right to inflict corporal punishment belongs to monitors "alone, and the boys liable to such punishment are those who are below "the upper fifth form.—II. Corporal punishment is not to be inflicted "by any monitor without the deliberate sanction of the other monitors "of the house to which the offending boy belongs, and is limited to "those cases which in their joint opinion render such punishment "absolutely necessary.—III. No instrument of punishment is to be used "except that which is sanctioned by the Head Master; and in the "exercise of this right of punishing, any monitor must remember that "he is bound to use very great care and moderation, and that he is "responsible for any injury arising from excessive punishment.—IV. "In case of personal affront, punishment is not to be inflicted by the "offended monitor, but the matter is to be referred to the other monitors. "—V. Any boy who is aggrieved by the extent of punishment inflicted "has a right of appeal to the Master of the house to which he belongs, "or to the Head Master."

certainly. There may have been for a time, once or twice, during the time I was there; but certainly none to any extent.

1552. The monitors, if they were aware of it, would consider themselves bound to interfere and put a stop to gambling or very bad language or immorality of any kind?—Yes.

1553. And the monitors would not be the worse thought of in the school?—Certainly not.

1554. It would be a legitimate exercise of their authority?—Yes.

1555. What boys have the right to fag?—A certain number in each house who have the privilege given to them. No boy can fag until he has received privileges from the Head Master.

1556. (*Lord Lyttelton.*) You mean on the foundation?—In all the houses. No boy acquires a right to fag by holding a position in the school until he has received that right definitely from the Head Master.

1557. (*Lord Clarendon.*) Being in the sixth form he does not *de facto* acquire the right to fag?—No.

1558. What does the Head Master require in a boy before he considers himself justified in delegating that power to him?—It is given to a certain number in each house. If there is any real cause against a boy's having the power, the Head Master would withhold it; but in most cases he would give it.

1559. (*Lord Lyttelton.*) Is it ever withheld from a boy quite at the top of the school?—Very seldom.

1560. (*Lord Clarendon.*) You think the master is determined by a boy's character as to whether he would confide that power to him?—Yes; but as a rule he gives it. On any abuse of power it is at once withdrawn.

1561. (*Lord Lyttelton.*) Withdrawn, and given again?—Yes; on good behaviour.

1562. (*Lord Clarendon.*) What power of fagging has a boy?—He can order any boy below a certain form to do almost anything. It is regulated by public opinion.

1563. Have you any reason to think that the fagging is harder there, or the power of fagging is more abused at the Charterhouse than at other schools?—No.

1564. As far as you have observed are those boys who are fags unhappy?—No.

1565. (*Mr. Twisleton.*) How many years were you a fag?—I suppose five years out of the ten.

1566. (*Lord Lyttelton.*) What was the regular work you had to do as a fag. Had you a particular fag-master?—Yes.

1567. What had you to do for him?—Every upper had a particular fag who prepared his breakfast for him, and so on.

1568. What had he to do?—He made his tea or coffee and toast.

1569. (*Lord Clarendon.*) What are the duties of the fire fags and the cock's fags?—The "fire fag" has to keep up the house fire.

1570. If the fire was out, you were made aware of it?—Yes.

1571. (*Lord Lyttelton.*) Had you to carry coals to it?—Yes; I had to carry them a short distance. They were put in the hall outside the room.

1572. What were the "cock's fags"?—Their duty was to look after the lavatory, which was called by the name of "cocks."

1573. Was that reckoned a more disagreeable, or more laborious fagging than the other?—No; I should think it was about the same.

1574. (*Sir S. Northcote.*) How long was a boy kept as fire fag?—For a year.

1575. (*Lord Clarendon.*) The fag does not do any menial work?—No.

1576. He does not clean the boots?—No.

1577. Does he brush his master's clothes?—Sometimes.

1578. I think looking after the fires, and looking after the water things, is rather menial work. Why should that be done by the boys?—Because there are not always servants at hand to do it.

1579. (*Lord Lyttelton.*) Was there never a complaint that it was not given to servants to do?—No; I do not think so. It was thought rather hard work, but nothing more.

1580. (*Lord Clarendon.*) Do not they wash and dry the towels for their masters?—They dry them; hold them before the fire for a few minutes. They do not wash them.

1581. Do not they "crib" the towels from other boys sometimes for their masters?—Sometimes.

1582. That is the duty of the fag?—The fag has to provide a towel for his master.

1583. Then they wash their master's combs and brushes?—Yes.

1584. He washes his combs and brushes and cleans out his wash-hand stand?—Yes.

1585. In short he does most things that a housemaid or chambermaid and the boots at an inn do?—I do not think that.

1586. (*Lord Lyttelton.*) Does that apply only to the boys on the foundation; is there any difference?—No; I think they are about the same in the other houses.

1587. (*Lord Clarendon.*) Has each more than one master?—Not at one time.

1588. Has he to steal towels for several, or only for one?—Only for one.

1589. Do you not think that having so much to do—for there is no doubt the fags have a great deal to do—interferes with their reading?—No, I do not think so.

1590. (*Mr. Twisleton.*) How old were you when you went there?—I was nine.

1591. (*Lord Clarendon.*) Ought not fagging to be stopped during banco?—It might be a good thing.

1592. Banco is from eight to nine in the evening, is it not?—Yes.

1593. That hour is not left to the fags, is it?—Not entirely, they might be called away; perhaps two or three in the course of the hour may have to go away to fag.

1594. But surely that must tell upon the boy's preparedness for the next day?—Probably the boy would not employ the whole of his hour in preparing his work if he was not called away. I should not think it made any great difference, though it may in some cases interfere with the boy's work.

1595. Is there not fagging for those who have not obtained the privilege of a master?—Sometimes, but not as a rule.

1596. Those who have the privilege do not protect the boys from fagging for those who have it not?—It is not their duty to do so.

1597. (*Lord Lyttelton.*) What is the feeling of the school about it. Is there a feeling that fagging ought not to be encroached upon in that way by those who have no right to do so. Is it reckoned a sort of bullying?—Yes, if it is carried to any extent; then it would be stopped by the monitors.

1598. (*Lord Clarendon.*) The notion is that at the Charterhouse the fagging is incessant, in school, out of school, from morning to night. Do you think that is the feeling?—No; I do not think we used to think it hard, when we were fags; I never did.

1599. (*Sir S. Northcote.*) Do you suppose, from what you have heard of other schools, that it is harder at Charterhouse than elsewhere?—I should not think so.

1600. (*Mr. Twisleton.*) As compared with Eton?—I know very little about Eton.

1601. Harrow?—I should not think so. Winchester is the only school I know much about. I have had brothers there, and I should say, compared with Winchester, it certainly was not harder.

1602. (*Lord Clarendon.*) You do not think it is at all injurious to the boys who are the faggors?—No, I do not think so.

1603. It does not make them imperious, but rather inspires them with a due sense of the responsibility of the exercise of power?—Yes.

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1604. (*Sir S. Northcote.*) Does a master consider himself bound to protect his fag from being bullied by others?—Yes.

1605. Would a fag go to his master if he were bullied and ask him to protect him?—He would not like to. If he complained to anybody, he would complain to a monitor.

1606. (*Lord Clarendon.*) Did the boys in college have large rooms. There were several in a room, were there not?—Twelve and nine.

1607. There were no single rooms?—No; the smallest number is four.

1608. Do you think having so many in a room is liked. Do you think they wished more for single rooms?—No, I do not think so.

1609. Were you satisfied with the quantity and quality of the meals which you got there?—Yes, quite.

1610. Were they ample?—Yes; as much as we liked to eat, generally.

1611. Was it well cooked?—Yes, as a rule. If it was not, we used to complain.

1612. Had you meat at supper?—No; only once a day.

1613. Was that sufficient?—No; I do not know that we did think that. We should have liked to have more, certainly.

1614. (*Lord Lyttelton.*) Did you get it for yourselves at breakfast?—Sometimes.

1615. (*Lord Clarendon.*) Was it allowed?—We might have it sent from home.

1616. In what way was the Sunday spent at the Charterhouse. It was dull, was it not?—It was, rather. We used to walk about or read. We always had a certain amount of work to do on a Sunday, and a certain amount of school.

1617. Was there any religious instruction given on a Sunday?—Yes; we used to go into school and do some Greek Testament.

1618. Were you examined with respect to the subject or the Greek principally?—The subject, I think, on Sunday.

1619. Were any commentaries made or any questions asked?—Yes.

1620. What other form of religious instruction was given?—Instruction in divinity at certain times in the week, especially on Monday.

1621. (*Lord Lyttelton.*) Which you had prepared on a Sunday?—Yes.

1622. (*Lord Clarendon.*) What was the divinity?—It consisted of getting up questions in Bible history and writing themes on Bible subjects.

1623. Who used to examine?—The master of each form.

1624. Was there a careful preparation for confirmation?—Yes.

1625. Who used to undertake that?—The Head Master.

1626. (*Lord Lyttelton.*) The Head Master entirely?—Yes.

1627. (*Lord Clarendon.*) For how long previous to confirmation?—During Lent.

1628. (*Lord Lyttelton.*) Was it required that certain boys should be confirmed, or was it left to the parents?—I do not think it was compulsory on any boy to be confirmed.

1629. (*Lord Clarendon.*) Did the Head Master give lectures on confirmation?—Yes.

1630. And did he see the boys individually?—Yes.

1631. Did they generally take the sacrament after they were confirmed?—Yes.

1632. There was no compulsion about their taking the sacrament, was there?—No.

1633. If a boy, after being confirmed, was habitually absent from the communion table, would that have been noticed, do you think?—I do not think it ever was.

1634. Did they attend pretty generally?—Yes.

1635. Was there any system of private tuition?—To a small extent; only certain boys whose parents wished them to have private tutors.

1636. Who, then, was the private tutor?—One of the masters in the school.

1637. They charged, of course, extra for it?—Yes.

1638. Do you know how much?—No.

1639. Could a boy go to him to prepare his school work?—Yes; he used to go to him in the evening.

1640. After school hours?—Yes.

1641. Do you know if a boy could study with his tutor any subject that was not school-work?—Yes.

1642. Supposing you wished to read history with him, or to read some Greek book which was not being read at the time in school, the tutor would not object?—No.

1643. He did not impose on you what you should do?—No.

1644. Did you consider yourselves in any other way connected with that tutor than for the preparation of lessons?—No, I do not think so.

1645. What do you think induced boys most to work at the Charterhouse; was it the ambition to get on, or the fear of punishment, or the rising in the school?—Different motives in different boys, and at different times in the same boy.

1646. (*Lord Lyttelton.*) Were the school prizes much valued?—Yes.

1647. (*Lord Clarendon.*) Did the boys take much interest in each other's success; was there an *esprit de corps* in the school that made them look with pleasure at the success of another boy?—Yes.

1648. (*Lord Lyttelton.*) What were the numbers in your time?—When I first went I think there were 170.

1649. (*Sir S. Northcote.*) Was much notice taken of prizes gained by Charterhouse boys at the university?—I think so.

1650. You did not get holidays for them, did you?—Half holidays.

1651. (*Mr. Twisleton.*) Would they have a half holiday for your getting a scholarship at Trinity?—Yes.

1652. (*Lord Clarendon.*) Did they pay much attention to modern languages?—I used to learn French.

1653. Did you learn it effectually?—I had a fair general acquaintance with it.

1654. (*Lord Lyttelton.*) Was there any reward for it?—Yes.

1655. (*Lord Clarendon.*) Was the study obligatory?—It was with those on the foundation, up to a certain time.

1656. (*Lord Lyttelton.*) What was the reward, books or money?—Books.

1657. It did not affect the general progress of the boy in the school?—No.

1658. (*Lord Clarendon.*) No places or marks were given to him?—It was quite distinct from his form work. The French class was quite separate.

1659. Was there a resident French master, or did he come to the school?—He came.

1660. How many hours a week were you expected to attend?—Four hours a week.

1661. When you left Charterhouse could you read an average easy French book?—I think so.

1662. You could have read a French newspaper?—Yes, pretty well.

1663. I suppose you could not have held a conversation in French?—Not very well.

1664. Did you learn anything of history and geography?—We learnt some. We used to do history one day a week.

1665. Modern history?—Yes, part of the year.

1666. Very modern?—It varied. We did different parts at different times.

1667. Did you ever do anything more modern than the French Revolution?—No.

1668. (*Sir S. Northcote.*) Did you ever do anything later than the English Revolution?—Yes. We used to do at one time Roman, at another Greek, and at another modern history.

1669. (*Lord Lyttelton.*) Equally do you mean?—One term we used to do one, and one another.

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1670. And did that come into the system of the school?—Yes; it was part of the regular form work.

1671. How was geography taught? Was it taught systematically?—It was taught in connexion with the history.

1672. (*Lord Clarendon.*) Mathematics were compulsory?—Yes.

1673. How far did boys in general learn mathematics?—I do not know what the average was.

1674. Conic sections?—Some used to do conic sections.

1675. (*Mr. Twisleton.*) How far did you go?—To some point short of conic sections.

1676. (*Lord Clarendon.*) No attention was paid to natural science was there?—There is a chemical lecturer there now. There was not in my time.

1677. Do you know whether he is successful; whether any boys attend?—I believe so.

1678. Is it popular?—I believe so.

1679. Could a boy get private tuition in mathematics?—Yes, if he wished.

1680. The same tutor who read occasional classics with him would also read mathematics with him?—He might.

1681. He might have one tutor for the two?—Yes.

1682. It was not an extra?—No.

1683. There must have been at Charterhouse, I suppose, from the locality and the boys not being able to go out, a good deal of time for private reading?—Yes.

1684. Do you think there was a great deal of private reading in general literature there?—Yes, I think there was.

1685. (*Lord Lyttelton.*) Had boys many books of their own?—Yes.

1686. (*Lord Clarendon.*) There was cricket there, was there not?—Yes.

1687. Did the boys play a good deal at cricket in the summer?—Yes.

1688. As much as at any other school?—I should think so.

1689. Do you think that the Charterhouse men who come up to Oxford, as far as you know, are considered as distinguished, or above the average for a scholarship, and are well grounded in what they have learnt. Do you think they are looked up to at Oxford?—I should think that they are as distinguished and looked up to about as much as those who come from other public schools.

1690. (*Mr. Twisleton.*) You are in lectures with boys from other schools?—Yes.

1691. Have you been able to form any opinion as to the comparative scholarship of your own schools and other schools?—It is about on a par, I should think, so far as I can tell.

1692. (*Lord Clarendon.*) Were you in the eleven?—Yes.

1693. Were you captain?—No.

1694. Looking back to the time you passed there does it occur to you that anything could be improved or might be better done?—Nothing in particular occurs to me at present.

1695. (*Mr. Twisleton.*) If you had the power of making alterations you can think of no alterations which you would introduce?—Not at this moment.

1696. (*Lord Lyttelton.*) Were the boys restrained from getting out into London at times when they ought not?—They cannot. They never go out at all except on Sundays when they have letters from their parents or friends.

1697. Then they go to their parents?—Yes.

1698. You do not think there is any illicit getting out into London at night?—No.

1699. Do you think there was any fault found about the clothing. The boys were clothed entirely, were they not?—Yes, nearly entirely.

1700. Do you think the clothing is as it ought to be?—I think so. They used to give us black trousers and a black jacket which were made according to the modern fashion.

1701. They did not give complete clothing, I think; they did not give waistcoats?—No; they did not give waistcoats.

1702. (*Lord Clarendon.*) It is a cheap school, is it not?—I think so.

1703. (*Sir S. Northcote.*) The habits of the boys were not extravagant?—No.

1704. (*Lord Lyttelton.*) Were they found in linen?—In shirts.

1705. And shoes?—Shoes and socks.

Victoria Street, Saturday, 14th February 1863.

PRESENT:

Lord Lyttelton.	Rev. W. H. Thompson.
Hon. Edward Twisleton.	H. Halford Vaughan, Esq.
Sir Stafford Northcote, Bart.	

LORD LYTTELTON IN THE CHAIR.

A Junior Foundation Boy of the Charterhouse called in and examined.

A Junior Foundation Boy of the Charterhouse.

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1706. (*Lord Lyttelton.*) How long have you been at the Charterhouse?—Two years.

1707. Have you been on the foundation all that time?—Yes.

1708. How old are you?—Twelve.

1709. You were admitted on the foundation soon after you were 10?—Yes.

1710. Were you admitted on an examination?—Yes.

1711. What part of the school are you in now?—The third form.

1712. Where were you placed?—In the petties.

1713. What do you call the petties?—The lowest form.

1714. And you moved up to the third form?—Yes.

1715. How many are there in the college altogether?—Forty-four.

1716. How many of those forty-four are able to fag?—I do not know exactly how many.

1717. Do you know how many fag for others, and how many exercise the power of fagging?—I think there are eleven in the house I am in.

1718. How many houses do the foundation boys live in?—Only one.

1719. All the foundation boys are in one house?—Yes.

1720. Do you mean that there are only eleven who fag in that house?—Eleven are allowed to fag.

1721. There are no other boys except the boys on the foundation, in your house?—No.

1722. Eleven of those have the power of fagging the rest?—Yes.

1723. (*Sir S. Northcote.*) Have they the power of fagging all the rest, or are any excused from fagging?—There are about twenty in between.

1724. (*Lord Lyttelton.*) Who neither fag nor are fagged?—No.

1725. According to that, there would be about thirteen of you who fag?—Twelve, I think.

1726. Twelve, who fag for the eleven?—Yes.

1727. How long shall you be before you get into the part of the school which does not fag?—About a year.

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1728. What part of the school shall you be in?—In the fourth form.

1729. You mean that the fourth form does not fag at all?—No.

1730. What part of the school is it where they begin to have the power of fagging?—In the sixth and upper fifth.

1731. In about a year you expect to get into the fourth form, and then you will not fag any more?—No.

1732. Have you a master to yourself; are you fag to one particular boy?—At breakfast and tea we are.

1733. We want to know what you have to do in respect of fagging in the day. At what time are you called in the morning?—At a quarter to seven.

1734. (*Mr. Thompson.*) Who calls you?—A man servant.

1735. Have you ever to get up before that?—No.

1736. Have you to call the sixth form?—Yes.

1737. You call them after you have got up yourself?—Yes.

1738. You get up as soon as you are called, at a quarter to seven?—Yes.

1739. When have you to call your master?—They tell you a certain time.

1740. They tell you over night?—We call them about seven, and then they tell us when to call them again.

1741. But I mean, is it every morning that you have to call them the first time about seven?—Yes; or if they want to change it, they tell you over night.

1742. Do you ever have to call them earlier than seven?—Sometimes directly we get up.

1743. (*Mr. Twisleton.*) Have you ever to call them earlier than seven?—Sometimes.

1744. (*Sir S. Northcote.*) Have you ever to call them at a time earlier than the time at which a man comes to call you?—No; you could not.

1745. (*Mr. Thompson.*) You little boys sleep apart from the big ones?—Yes.

1746. (*Lord Lyttleton.*) Have you ever to call him later than seven o'clock?—Yes; till half-past.

1747. He will tell you over night, perhaps?—Yes.

1748. If you call him at seven o'clock, does he always get up?—No.

1749. If he does not get up, does he expect you to call him again?—Yes.

1750. Have you to call him till he gets up?—He generally gets up at half-past seven, because he has to be in school at a quarter to eight.

1751. If he was to sleep till eight o'clock, would he make you answerable for it?—No.

1752. If he over-slept himself, he would not punish you for it, would he?—No.

1753. How often do you generally call him?—About four or five times.

1754. Before he gets up?—Yes, sometimes.

1755. When he has got up, you have nothing more to do with him just then. When do you go into school?—At a quarter to eight.

1756. Except calling your master, you have nothing to do before that?—We have to go and wait upon him at half-past seven.

1757. What do you do then?—Give him his clothes.

1758. Do you get his washing things ready for him?—He gets those himself.

1759. Have you to brush his clothes for him?—Sometimes.

1760. Not always?—No.

1761. Do you ever have to clean his shoes?—No, never.

1762. Then he goes into school at a quarter before eight?—Yes.

1763. And you go into school then too?—Yes.

1764. Have you anything to eat or drink before you go into school?—No.

1765. How long does he stay in school?—Until half-past eight.

1766. When you come out what do you do?—We get their breakfast ready for them.

1767. Do they all breakfast together?—We breakfast before them, and then we have to wait for them.

1768. Do you come out of school at half-past eight?—Yes.

1769. And then do you get your own breakfast?—Yes; at a quarter to nine we have to go and wait for them again.

1770. You have that quarter of an hour for your own breakfast?—Yes.

1771. They come out of school at half-past eight, and at a quarter before nine they have to come to their master's breakfasts. Have you time for your own breakfasts in that time?—We have to find time.

1772. You never have more than a quarter of an hour?—If we can get time before half-past nine, we generally have.

1773. (*Mr. Thompson.*) Who makes *your* breakfast, if you make your master's breakfast?—It is put out by the butler.

1774. Does not the butler put out the master's breakfast?—Yes; but we have to toast.

1775. You fags have no toast?—No.

1776. (*Lord Lyttelton.*) Who makes the tea?—We have milk.

1777. You have bread and butter and milk?—Yes.

1778. You said half-past nine; but I thought you breakfasted before your masters always?—We cannot always.

1779. At a quarter before nine you have to toast for them. Do the big boys all breakfast together?——Yes.

1780. What have you to do for them at breakfast. Have you to get the hot water?—We have to make their tea for them and toast.

1781. Do you ever have anything to fry for them?—No; sometimes we have eggs to do and porridge.

1782. Have you to be attending on them all the time of their breakfasts?—Yes; and then we are trying to get ours too.

1783. How soon do you get away from their breakfast?—Half-past nine.

1784. What do you do then?—We go into school.

1785. How long do you stay in school?—Till twelve.

1786. Do you never get out before?—Sometimes we come out only just for a minute or two.

1787. The work is enough to keep you in till near twelve?—Yes.

1788. What do you do at twelve o'clock?—We go to singing sometimes on Mondays. Sometimes it is not singing. Singing is only on Mondays and Thursdays.

1789. What do you do on other days?—Play football.

1790. Who do you play at football with. Do you play at football amongst yourselves, or with the bigger boys?—With the bigger boys.

1791. Do you mean you take part in the game just the same as a bigger boy does?—Yes.

1792. Are you required to go?—No.

1793. If you said you would rather not go, would you be allowed not to go?—Yes.

1794. (*Mr. Thompson.*) You are not fagged for games at all?—We are on half-holidays.

1795. (*Lord Lyttelton.*) How many half-holidays are there in the week?—Two; but then we go out on Saturday.

1796. You go home?—Yes.

1797. And then there is one other half-holiday?—Yes.

1798. Do you mean that on that other half-holiday you are obliged to play at football?—Yes; if they do not have a match with any other school.

1799. On other days might you do what you liked at twelve o'clock?—Sometimes we are fagging for them; in cricket quarter we have to fag at cricket.

1800. What do you do at cricket fagging?—We have to stop balls for them.

1801. Are all you boys employed at that?—Yes.

1802. Do you do anything else; do you bowl?—No.

1803. You do not play in the game, but only help; you do not play at all?—No.

1804. You have to fag for them after twelve only?—From twelve to one.

1805. Is that the only time that you have to fag at cricket?—Sometimes they make us do so after four, but very seldom.

1806. You play cricket yourself?—Yes.

1807. What time have you to play by yourselves?—After four.

1808. You have plenty of time after four to play?—Yes.

1809. And at one have you time to play?—We do not come out from dinner till half-past one, and we do not have time then.

1810. Dinner is at one, is it?—Yes.

1811. But in the winter there is no cricket, and you are not required to play at football. What have you to do at twelve o'clock; can you do what you like?—Yes.

1812. What do you do after dinner?—We play at football sometimes.

1813. What comes next after dinner?—School at two o'clock.

1814. How long do you stay in school?—Till four.

1815. In the winter, what do you do at four o'clock?—Play at football again.

1816. Then you play by yourselves; or do you play with the big boys too?—Yes.

1817. But voluntarily, except on the half-holiday?—Yes.

1818. How long does it go on at four o'clock?—Till when we are locked up.

1819. When is that?—It changes according to when it is light.

1820. What is the earliest time you are locked up?—Five o'clock.

1821. What do you do when you are locked up at five o'clock?—We go and do our work and fag; we have to fag.

1822. What fagging have you to do at five o'clock?—We have to do things for them. We have to go to their studies and get books for them.

1823. How long after five o'clock are you liable to this fagging?—Till we go to bed.

1824. What happens after five o'clock. Is there not tea?—Yes, at seven o'clock.

1825. Have you to wait upon them at tea?—Yes.

1826. When do you get your own tea?—It is the same as in the morning.

1827. (*Mr. Twisleton.*) It is milk, and not tea?—Milk.

1828. (*Lord Lyttelton.*) Is it after the big boys, or before them?—Both, I think.

1829. Whenever you can?—Yes.

1830. Is it put ready for you at seven o'clock?—Yes.

1831. Do you get it before sometimes?—No, we are not allowed to go in before.

1832. When do you get away from your master's tea?—About eight o'clock.

1833. After eight you go to bed; at what o'clock do you go to bed?—At nine o'clock.

1834. Between five and nine there is fagging and there is tea, but the rest of the time you have to yourself for you to do your work in?—Yes.

1835. You go to bed at nine?—Yes.

1836. There are two kinds of fags, are there not; one called "fire-fag" and the other called "cocks-fag?"—Yes.

1837. Have you been both those?—Yes.

1838. What is the fire-fag; why is he called the fire-fag?—He has to keep up the fires in the daytime.

1839. How many fires?—I have to keep up one fire and another boy has to keep up two others.

1840. There are three fires altogether?—Yes.

1841. (*Mr. Thompson.*) Where are they?—One is in the room for the small boys, and two are in the hall.

1842. (*Lord Lyttelton.*) Two in the hall and one in the writing-school?—Yes.

1843. You do not light them in the morning?—No.

1844. They are lighted by a man called the "school groom?"—Yes.

1845. And he brings the coals. Do you find them lighted when you get up?—Generally.

1846. Have you to keep them up during the whole of the day?—Yes.

1847. Where are the coals?—They are given to us at times by the school groom.

1848. Have you to fetch them?—No, the school groom gives them out.

1849. How does he give them out?—He puts them out in a place for us.

1850. What do you fetch them in?—In a coal scuttle.

1851. Are you expected to keep those fires in through the night?—No, not through the night.

1852. I do not mean you have to be up to do it; but do you make it up just before going to bed?—No; we do not make it up, we poke it and make it all right for the hot water.

1853. The hot water for the big boys?—Yes.

1854. When do they want their hot water?—In the morning.

1855. But how can this fire be of any use for hot water in the morning; does it not go out in the night?—Yes; but it keeps the water hot till the morning.

1856. (*Mr. Twisleton.*) How many hours are there between the time that you leave it and poke it for the last time and the time that the water is still hot for the prefects?—It is from nine till seven in the morning.

1857. (*Lord Lyttelton.*) From nine o'clock in the evening till seven o'clock next morning?—Yes.

1858. (*Mr. Twisleton.*) Do you mean to say that the water is kept warm from nine in the evening till seven in the morning?—Yes; it is quite hot.

1859. (*Sir S. Northcote.*) Have you a particular way of making up the fire the last thing at night?—No.

1860. (*Lord Lyttelton.*) It is a very large fire, like a great kitchen fire?—Yes.

1861. (*Mr. Vaughan.*) Is the water in a boiler by the side of the fire?—Yes; at least it is behind the fire.

1862. So that it is kept in directly by the heat in the fire at the side of it?—Yes.

1863. (*Lord Lyttelton.*) I understand you have the charge of one fire during the whole of the day?—Yes.

1864. How often do you go to your fire in the course of the day?—About six times.

1865. Is that what the fire-fag does?—Yes.

1866. (*Mr. Vaughan.*) What distance is the place where the coals are put out from the fire on which you have to put the coals as fire fag?—About twenty yards.

1867. How much coal will the fire take at one putting on of coal?—Half a scuttle.

1868. Have you to go up stairs at all?—No.

1869. What are the sizes of the coal; is it the common London coal broken up or in large masses?—Sometimes one and sometimes the other.

1870. Have you to lift it into the scuttle yourself?—It is in the scuttle.

1871. It is put out in the scuttle?—Yes.

1872. You have only to carry the scuttle?—Yes.

1873. What size is the scuttle; is it the size of a common scuttle at home, or a very large scuttle?—Yes, it is a very large scuttle.

1874. Is it much larger than that (*a scuttle of the ordinary size in the room*)?—Yes.

1875. Twice as large?—Three times as large, I think.

1876. How were you able to drag that scuttle twenty yards two years ago?—I have only had it this last half year.

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1877. Do you find it a great exertion?—Rather.

1878. Have you ever strained your wrist with it?—No.

1879. Have you ever tumbled down with it?—No.

1880. Do you find it a difficult thing to carry up?—I get somebody to help me.

1881. Who does that, is it some other boy, the same size as yourself?—Yes.

1882. (*Lord Lyttelton.*) Do you draw it along?—We carry it.

1883. Do you lift it up?—Yes.

1884. (*Mr. Vaughan.*) Can you carry it yourself. Could you take it 20 yards yourself in your hands, and walk with it without resting, or in any way?—No.

1885. It depends entirely on whether you get anybody to assist you, whether you can do it or not?—Yes.

1886. Is there any boy who is appointed to assist you, or do you find a friend to help you?—I generally find the other fire-fag.

1887. One takes one side of the handle, and the other the other?—Yes.

1888. How do you get it up to the fire?—We lift it up.

1889. Do you lift it up, or do you pitch it on to the fire?—We get it up, and rest it there for a little time, and then put the coal on.

1890. You lift it up to the bars?—Yes.

1891. Is not that a great exertion?—It is rather; but sometimes I get one of the stronger boys to put them on.

1892. In fact, if you could not get assistance, could you do it without straining yourself?—I do not know, I am sure; perhaps I might be able to.

1893. Do you think you could anything like lift a scuttle three times the size of that, up to the top of the bars of the fire by yourself?—I think so.

1894. Six times a day?—We only put it on three times.

1895. Three times a day you have to fetch that scuttle?—Yes.

1896. I suppose you get to calculate pretty exactly when the fire will want renewing?—Yes.

1897. How often has the same boy to do this work?—We only have to do it for a year.

1898. (*Lord Lyttelton.*) You are fire-fag for a year?—Yes.

1899. Are you not fire-fag now?—Yes.

1900. (*Mr. Vaughan.*) Does this work come every day, do you mean?—Yes.

1901. (*Mr. Twisleton.*) There is one other fire-fag?—Yes.

1902. Is he fire-fag the whole day?—Yes.

1903. So that in fact, in regard to this coal scuttle, it is not a duty imposed on you alone?—No.

1904. (*Sir S. Northcote.*) The other fire-fag has two other fires to attend to?—Yes.

1905. (*Mr. Vaughan.*) Are you appointed to attend that fire, and the other boy to attend the others, and then do you make a private arrangement to assist each other?—I generally take half the coals, and then he is able to take the other half himself.

1906. You take half his coals, and then he takes half of yours?—Yes.

1907. Your work then comes six times a day; because if he helps you and you help him, it saves you some of the trouble of carrying the coals, but makes you carry the coals to the two fires instead of to one?—Yes, sometimes.

1908. So that that would be six times a day you have to attend to the coals?—Yes.

1909. Did you not say it took half a scuttle?—Yes; we only have a scuttle half full three times a day.

1910. Do you mean to say that you generally have to fetch the scuttle to the same fire three times a day?—Three times.

1911. And then that scuttle of coals will serve two dressings of the same fire?—Yes; but then I take half the coals, and then the other boy takes the other half of the coals in the scuttle.

1912. For two fires, not for one fire?—No.

1913. (*Lord Lyttelton.*) Your fire is in the writing school?—Yes.

1914. That is the great fire; the others are small?—Yes.

1915. (*Sir S. Northcote.*) Then each time the coal scuttle is full, and brought in full, it dresses the writing school and the two other fires?—Yes.

1916. And three times in the day that has to be done?—Yes.

1917. So that your fire, the big fire, gets three half coal scuttles, and the other two fires get three half coal scuttles between them?—Yes.

1918. (*Lord Lyttelton.*) Do the masters require you to do these things?—Well, we are obliged to do them.

1919. Suppose you did not do them, what would happen. Would the masters punish you for not doing them?—Yes, they might.

1920. Do you expect they would?—Yes.

1921. (*Mr. Vaughan.*) Did you ever happen to let the fire go a little too low before putting on the coals; did that never happen?—Yes.

1922. What notice is taken if the fire goes out in consequence?—We never let it out.

1923. (*Mr. Twisleton.*) But if you let it fall too low what happens?—They do not mind so long as it does not go out.

1924. Have you, as a matter of fact, ever been punished for not keeping up the fire properly?—Not for not keeping up the fire; I have for the hot water.

1925. In what way have you been punished on account of the hot water?—I have been hit.

1926. (*Sir S. Northcote.*) Will you explain what you mean by being punished for hot water; do you mean for its not being hot enough?—Yes.

1927. (*Mr. Vaughan.*) How could you have helped it if the water were not hot enough in the morning; what could you have done to keep it hot?—I do not know; I always do the same every night.

1928. So that whenever the water is not hot in the morning, it is not from any particular fault of yours, but that the fire does not last long enough to heat it?—I think so.

1929. Are you aware whether on the nights on which the water has not been hot that you took less pains with putting the fire to rights the night before?—No.

1930. In fact were you not punished where you had been guilty of no fault?—I have never been punished in the morning, I have between times.

1931. Will you explain about the hot water. I understood you to say you had not been punished for the fires, but for the hot water; and then I asked you whether you had done anything to prevent the fire keeping the water as hot as usual, and you said, "no;" and upon that I wish to know whether it was or was not the case that you had been punished without having committed any fault with regard to the hot water?—Then they have water at dinner and tea.

1932. You mean then that at other times, and not in the morning, you have been punished for it?—Yes.

1933. (*A Commissioner.*) You have not been punished for the water not being hot enough in the morning?—No.

1934. Where have you to take that water in the morning to the boys?—The water is in the room where they wash.

1935. Have you to take it to their wash-hand stand?—Yes.

1936. And you always found that water hot enough?—Yes.

1937. How far have you to carry the hot water to the boys who wash in the morning?—It is just across the room, about two yards.

1938. You carry it in a jug I suppose?—In a sort of can.

1939. (*Lord Lyttelton.*) Have you ever felt tired at the end of the day, from the work about the fire?—Not the fire only.

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1940. Have you to keep up this fire in the same way in the summer as in the winter?—No, in one quarter we do not have it at all.

1941. Do they do without hot water in the morning for washing in summer?—Yes.

1942. Have you ever suffered from the heat of it?—No.

1943. (*Mr. Thompson.*) Do any of the boys shave?—I do not think so.

1944. (*Mr. Twisleton.*) In this other case when you were punished on account of the hot water, what had been your negligence?—I do not know. I suppose it was because the water will not get hot sometimes. There is a little place behind the fire where the flames have to be drawn under and it makes the water hot there; sometimes the coals get back into it and then the water will not get hot.

1945. (*Mr. Vaughan.*) Was this a case where the hot water was required for breakfast and tea?—Yes, and dinner also.

1946. How do they require hot water for dinner?—They wash their hands.

1947. You do not provide the hot water for tea, do you?—Yes.

1948. Am I wrong in this—I understand that the tea is made over the fire, at the Charterhouse, in a large metal teapot; is that the case?—No, they all have different teapots.

1949. (*Mr. Twisleton.*) Then for breakfast the hot water is required solely for the tea?—The butler has to supply the water for the tea; the water I have to get for the breakfast is for washing.

1950. For washing only?—Yes.

1951. And for dinner it is for washing only?—Yes.

1952. At tea time is it for washing only?—That is all.

1953. When you were thrashed on account of the water not being hot enough, how were you punished?—I was hit.

1954. With the hand or with a stick?—With the hand.

1955. You had a box on the ear?—Yes.

1956. How many boxes on the ear?—I do not know.

1957. Four, two, or three?—About three.

1958. (*Mr. Vaughan.*) Did it knock you down?—No; hits on the back also.

1959. (*Mr. Twisleton.*) With the fists?—With the fists.

1960. In addition to the three boxes on the ear?—Yes.

1961. How many blows on your back, do you think?—I do not know.

1962. Two, three, or four?—About nine, I think.

1963. (*Mr. Thompson.*) It was a thorough good thrashing?—I do not think it mattered.

1964. How often have you had a thrashing for this offence?—About three times.

1965. (*Sir S. Northcote.*) But then you have been rather careless in putting the coals on upon those occasions, have you not?—No.

1966. Did not the coals get to this back part?—No; I think the boys poked the fire and let it back.

1967. (*Mr. Twisleton.*) Did you think you had been neglectful about the fire?—I know I had not the boiler is not big enough for the water.

1968. But then on other occasions the water had been hot?—Yes; but then it had not been used out of the boiler.

1969. (*Lord Lyttelton.*) Will you tell me what the cocks-fags do—do you know why they are called cocks-fags?—No; I do not know at all.

1970. What have they to do?—They have to clean out the basins.

1971. Of all the uppers?—Yes; there are eight basins that we always wash in.

1972. Have you ever been a cocks-fag?—Yes.

1973. You are that now?—Yes.

1974. As well as fire-fag?—Yes.

1975. How long have you been a cocks-fag?—About a year, I think.

1976. How long does that go on?—A week.

1977. The fire-fag can only go on for a twelve-month?—That is all.

1978. When shall you get away from being a cocks-fag?—When more fags come.

1979. There is no necessary limit of time?—No.

1980. There is a cocks-fag as long as it is wanted?—Yes.

1981. How many basins have you to clean?—I have to clean three, and there are other cocks-fags besides me.

1982. How often a day?—Four times a day.

1983. You have to get them ready with this hot water in the morning. What have you to do about towels?—You have to dry their towels.

1984. How do you get towels?—They are put on their beds in the morning.

1985. Are there always enough?—We have to get towels sometimes.

1986. You get them as you can?—Yes.

1987. (*Mr. Thompson*). How many towels are allowed a week to each boy?—Three.

1989. Do they get lost or spoiled?—Yes, they drop them on the ground, and they get dirtied.

1990. What else have you to do. Have you to wash the combs and brushes?—Yes, we have to wash the brushes sometimes.

1991. Every day?—No.

1992. Whenever they choose?—Yes.

1993. Do you call these upper boys monitors?—The four head ones are the monitors.

1994. You said just now the turn comes round about every week; how many cocks-fags are there?—Three.

1995. You have it every third week, have you?—Yes.

1996. Do you mean there is only one cocks fag a week at one time?—No, three at one time. Then there are different sets.

1997. There are three at work every week?—Yes.

1998. What have you to do in the evenings for the monitors, have you to fetch their baths?—We have to ask them if they want a bath, or a towel.

1999. If they do, you have to fetch it?—Yes.

2000. You have to do this work for them in the morning, and in the evening?—Yes.

2001. Is that all you have to do as cocks fags?—We have to do it at breakfast.

2002. What have you to do at breakfast?—We have to do the same.

2003. Is that as cocks-fag you do that?—Yes.

2004. Have you to wash out the things?—We have to wash out the basins for them.

2005. At breakfast I mean?—Yes.

2006. And have it ready again in the evening?—Yes.

2007. (*Mr. Vaughan.*) What basins do you mean you have to wash out for breakfast?—Eight of the head ones have a certain basin, and then we have to clean it out for them.

2008. Do you mean slop basins?—Basins that you have to pull up something, and then all the water runs out—they are fixed basins.

2009. Have you to prepare this hot water whether it is used or not?—Yes.

2010. Does it often lie in the basin unused after you have prepared it?—They always use it.

2011. (*Lord Lyttelton.*) Does this fire-fag and cocks-fag work prevent your preparing your work properly for the school?—No.

2012. There are particular things you have to do, or are you liable to fag in a general way at other times?—Yes.

2013. Do the "uppers," as you call them, often send you on messages?—Yes.

2014. If an upper in the house wants a fag, what does he call out?—"Fag."

2015. There are about 12 of you liable; have you all to go?—Only one, the lowest.

2016. How does he know whether he is the lowest?

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Suppose the lowest is out of the way, would the next above him have to go ?—Yes.

2017. He knows he is the lowest ?—Yes. He has to look about the room to see whether the one below him is in the room, and if not then he has to go.

2018. Are you often sent about in that way ?—Yes.

2019. Do you not find any of the fagging at all interfere with the work you have to do ?—Sometimes it does.

2020. (*Mr. Twisleton.*) What form are you in now ?—The third.

2021. In the third form there are some boys who are not on the foundation ?—Yes.

2022. As compared with those boys, do you find that you have less time to become acquainted with your lessons than they have ?—Yes.

2023. Do you find yourself at any disadvantage, in comparison with them, on that account ?—Sometimes.

2024. (*Lord Lyttelton.*) How many masters can you have. You are fag to one particular master ?—At tea time and at breakfast.

2025. And for calling, are you not ?—Yes ; then we change as to the calling.

2026. Have you ever more masters than one ?—Yes, sometimes.

2027. How many ?—Two.

2028. For whom you have to do all the same work ?—Yes ; sometimes we do not have to do the same for them as for the others.

2029. (*Mr. Twisleton.*) Were you at any school before you went to the Charterhouse ?—Yes.

2030. At a private school ?—Yes, two or three schools.

2031. At the last one how long were you ?—I think two years.

2032. How many boys were there there ?—70 or 80.

2033. Was there any fagging there ?—No.

2034. Had you more time to learn your lessons, or less time than at Charterhouse ?—More, I think.

2035. Was there any bullying at that school ?—No.

2036. Were there any big boys in it ?—No, not many.

2037. How old were the biggest boys ?—I should not think more than 18 or 20.

2038. Those big boys did not bully you ?—No.

2039. So that, as far as the bullying goes at Charterhouse, or at your private school, you do not find that the system of fagging has preserved you from bullying. Have you been bullied less or more at Charterhouse than at your private school ?—I do not think I am bullied at all there.

2040. Separately from the fagging you have not been bullied at all there ?—No.

2041. And you were not bullied at the private school ?—No.

2042. (*Mr. Vaughan.*) You say you play at foot-ball because you like it sometimes ?—Yes.

2043. Are there big boys playing in that game with you ?—Yes.

2044. What part can you take in a game at foot-ball in which there are very big boys playing ?—We have to get along how we can.

2045. Can you get a good kick at the ball often ?—Sometimes we can.

2046. With regard to cricket, can you often really play at cricket ; have you enough time at Charterhouse to have a game of cricket with your friends of the same size as yourself ?—Yes.

2047. Taking the bat and having them bowl to you ?—Yes.

2048. Have you matches in your own form ?—Yes.

2049. With boys in the same part of the school ?—Yes.

2050. And you have an opportunity of doing that ?—Yes.

2051. Is there room in the Charterhouse playground for the matches of the little boys as well as of the big boys ?—Yes.

2052. Do they go on together at the same time ?—There are two places, one for big boys and one for little boys.

2053. In the same field ?—A sort of place they call "green."

2054. (*Mr. Thompson.*) Does the ball ever go over the wall ?—Sometimes.

2055. What is done in that case ?—We cry out for it, and it is thrown back again.

2056. The people on the other side throw it back ?—Yes.

2057. (*Mr. Vaughan.*) How often in the week can you play in that way—take a part in the whole game, as you do in the matches you speak of ?—Of an afternoon generally, after four.

2058. How often in the week would you be able to do that ?—Every day, I think.

2059. How long to play ?—Till we are locked in.

2060. (*Mr. Twisleton.*) And at four the big boys have their own game at cricket ?—Yes, by themselves.

2061. (*Sir S. Northcote.*) Is there any fighting in the school ; do boys ever fight ?—Very seldom.

2062. They do sometimes ?—Yes.

2063. Have they a regular stand-up fight and a ring ?—Yes ; but then they have to ask the monitors first.

2064. (*Mr. Vaughan.*) What does the monitors' leave depend upon ?—Whether you have got a good reason.

2065. Have you ever known a fight refused ?—Yes.

2066. For what kind of reason would they refuse. Do not give us any names ; but can you tell what kind of reason is thought insufficient ?

2067. Do you recollect what the causes of the fights which you have seen were ?—No, I do not recollect.

2068. (*Mr. Thompson.*) Did you ever see a fight ?—Yes.

2069. How many have you seen ?—About seven or eight.

2070. (*Mr. Twisleton.*) In two years ?—Yes.

2071. (*Mr. Vaughan.*) How long did they last ?—Only a quarter of an hour.

2072. Striking anywhere, I suppose ?—Yes.

2073. And with seconds ?—The monitors would be their seconds.

2704. Is that the practice of the school ?—Yes.

2075. Were those fights put a stop to, or did one boy give in ?—They gave in, and if one is getting too bad, perhaps the monitor would make them stop.

2076. He would think it part of his duty to stop it after a certain time, would he ?—Yes.

2077. Or if he saw a boy was either severely injured or punished too much, would he then say, "It is time to give this up" ?—Yes.

2078. Have you seen that done ?—Yes.

2079. (*Mr. Twisleton.*) How many years longer are you likely to be fagged ?—Only another year.

2080. (*Lord Lyttelton.*) Shall you go on being cocks-fag all that time ?—I do not know.

2081. But you will not be fire-fag ; that cannot be more than a year ?—No.

2082. (*Sir S. Northcote.*) What part of the fagging is the most disliked ; what is thought the hardest part ; can you say that one part is harder than another ?—I do not think so.

2083. Is the fire fagging, or the having to answer the call of "fag," or the fagging at games, or what part, thought the hardest part, or is one part thought harder than another ?—No, I do not think so, except the fire fagging ; they think that is hard.

2084. That is thought the hardest part ?—Yes.

2085. (*Lord Lyttelton.*) If you could do away with any one part of the fagging, what would you do away with ?—I think the fire-fagging.

2086. (*Sir S. Northcote.*) How are the fire-fags chosen, does it come to every boy in turn ?—No, it is whoever they like to tell.

2087. The monitors ?—Yes, they generally tell the strongest boy.

2088. Do some boys go through the school without ever having been fire-fag?—Yes.

2089. If the monitor wants to favour a boy he would not make him fire-fag?—Yes, if he was strong enough.

2090. (*Mr. Twisleton.*) It has not practically been done, as far as you have perceived, from favouritism?—No, not at all.

2091. Did they appoint you because they thought you were strong?—No, but because I was next.

2092. (*Lord Lyttelton.*) You have known some who have never been fire fags?—Yes.

2093. On what account have they got off?—Because another boy in their form has been stronger.

2094. (*Sir S. Northcote.*) Have you ever known a monitor's brother made fire fag. Would not a boy be let off because he was a brother or a friend?—No.

2095. (*Mr. Twisleton.*) After you are locked up in the evening is there any time that a fag is free from the liability to be fagged?—No.

2096. He never would be certain for an hour, if he had to write verses or anything of that kind, that he would not be called upon to fag?—No.

2097. (*Sir S. Northcote.*) When once he has gone to bed there is no calling him up again?—No.

2098. (*Mr. Twisleton.*) I understand from you that it is not the practice for the fags to call the monitors earlier than the usual time; not before seven?—We call the monitors at a quarter to seven always, but not the others.

2099. (*Lord Lyttelton.*) You call them as soon as you are called yourself?—Yes.

2100. And never earlier than a quarter to seven?—No.

2101. (*Mr. Twisleton.*) You never have to call them at five and six?—No; we cannot do that because we are locked up.

2102. (*Mr. Thompson.*) You are in bed nearly nine hours?—Yes.

2103. (*Mr. Vaughan.*) Have you not a key inside the room where you are locked in?—No.

2104. (*Lord Lyttelton.*) What sort of things are they that an upper boy can send a lower boy to do. Can he go out into the town?—No.

2105. What sort of things does he give him to do?—He would tell him to go and take a message to another boy.

2106. It is all work within the school itself, is it?—Yes.

2107. Would you have to go and get a book for him, and that sort of thing?—Yes.

2108. (*Mr. Twisleton.*) From the time you are locked in have you anything to do with any of the masters?—Sometimes, between eight and nine, the masters take some of the boys up to help them with their work a little if they cannot get on.

2109. But otherwise, there is no master present with the boys from the time of lock up, and the boys are by themselves?—Yes.

2110. (*Sir S. Northcote.*) Is there any organized system of punishment. What punishments are there besides hitting a boy with the fists?—If you do anything very bad the monitors are allowed to cane you.

2111. (*Lord Lyttelton.*) They are allowed canes, are they?—Yes.

2112. Only the four monitors?—Yes.

2113. It is only they who can cane?—That is all.

2114. Have you ever seen it done?—Yes.

2115. (*Sir S. Northcote.*) For what sort of things do they cane boys?—They can do so for bullying.

2116. What sort of caning, on the back or on the hand?—On the back and hand too.

2117. How often would they be struck with the cane?—About 12 times.

2118. (*Sir S. Northcote.*) Is it worse than a flogging in school?—Yes.

2119. (*Mr. Thompson.*) The monitors are all gown boys?—There are some monitors in the other houses.

2120. (*Lord Lyttelton.*) Has it ever happened to you to go through a whole day without having any fagging to do except the fixed fagging?—No, never.

2121. You always have some of this general fagging?—Yes.

2122. (*Mr. Thompson.*) Have you to run much out of college to get things for the boys?—We are not allowed to go out of the walls.

2123. (*Lord Lyttelton.*) A boy could not send you out—he would not venture to do it?—No.

2124. How often would it happen to you in the day to be sent about in this sort of way; a dozen times?—Yes.

2125. A good many more than that, or what?—Perhaps the lowest has that, but then those who are higher up have about six times.

2126. A dozen would be as much as it is?—More than that sometimes.

2127. Twenty times?—Not so much as that; about sixteen, perhaps.

2128. (*Sir S. Northcote.*) Do you often get very tired at the end of the day?—I used to when I was lowest.

2129. Because you had so much answering "fag" to do?—Yes.

2130. How long were you lowest?—For a quarter.

2131. (*Mr. Thompson.*) Did you wish yourself back at your old school?—Yes.

2132. For how long did that last?—Till I got away.

2133. And now you do not wish that?—No.

2134. Would you rather be at Charterhouse than at Cheltenham?—Yes.

2135. (*Mr. Vaughan.*) Do you like the milk tea?—Yes.

2136. (*Mr. Thompson.*) You do not complain of any of the food, I suppose?—Sometimes the butter is not so good.

2137. (*Sir S. Northcote.*) How is the beer?—It is not very good.

2138. (*Mr. Vaughan.*) It is not very strong, I suppose?—No.

2139. Is it sour?—I do not know, but it is not very good.

2140. (*Sir S. Northcote.*) Do many of the boys drink it?—Yes.

2141. Do you drink it?—Sometimes.

2142. (*Mr. Thompson.*) Is the water good?—Yes.

2143. (*Mr. Vaughan.*) You do not think you felt tired at all, because you had not enough to eat in the day?—I do not think so.

2144. Do you think you have quite enough to eat in the day?—Yes.

2145. (*Sir S. Northcote.*) Do the boys generally wish Charterhouse to be moved into the country, or would they like it to stay where it is?—They would like it to stay where it is.

2146. Why?—They think it could not be got up so well in the country.

2147. (*Mr. Thompson.*) You think on the whole it is tolerably jolly?—Yes.

2148. You do not want to leave?—No.

2149. (*Mr. Twisleton.*) Have the monitors the right of fagging boys not on the foundation?—Yes.

2150. Only as the boys on the foundation are not locked up with them, they are not fagged after five o'clock at night?—No.

2151. (*Sir S. Northcote.*) Which do you think are the best off, the boys on the foundation or the others?—Those on the foundation, I think.

2152. (*Mr. Twisleton.*) Are the boys not on the foundation fagged as much?—No.

2153. (*Mr. Thompson.*) Which are thought the greatest swells, those not on the foundation or the gown boys?—The gown boys.

2154. You would not change for the others, you would not like to be a town boy, would you?—No.

2155. Do you think town boys generally would like to go into gown boys?—Some do, and some do not.

2156. (*Lord Lyttelton.*) Who flogs at Charterhouse?—Mr. Elwyn.

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2157. You have never known anybody else flog ?—Only when Mr. Elwyn is not well.

2158. Does he flog every day, do you suppose ?—Not so often as that.

2159. How often in a week do you think generally he does so ?—About twice or three times a week.

2160. (*Mr. Thompson.*) Is it easy to go through the school without getting flogged ?—Yes ; many boys do.

2161. (*Lord Lyttelton.*) When is a boy flogged ? Is he flogged when his name has been down a certain number of times in a book ?—Yes.

2162. What do you call that book ?—The black book.

2163. How often does it require to be down ?—Three times.

2164. When your name is down three times you are flogged ?—Yes.

2165. Who puts your names down, any of the masters ?—Yes.

2166. Does it remain there all the time. If it is a long time afterwards, still does that one count ?—No ; it is only when it is three times in the week.

2167. It is only when it is three times in one week ?—Yes.

2168. You always expect to be flogged then ?—Yes.

2169. But you may be flogged for less than that ?—No.

2170. Do you mean that is so, however bad an offence a boy might commit ?—They put you down—one, two, three.

2171. The master does as he likes about that ; he may put it down once, twice, or three times ?—He puts down the number of times he likes.

2172. Has it been the case ever since you have been there, that it is only the head master who flogs ?—Yes.

2173. (*Mr. Thompson.*) Is it thought a very severe punishment ?—No.

2174. Is it very much dreaded ?—No.

2175. (*Mr. Twisleton.*) The ordinary number of cuts is six ?—Yes.

2176. Is it with a birch ?—Yes.

2177. (*Mr. Vaughan.*) How does the master always know whether the name of a boy has been down twice in the book before ; does he search the book through, or how does he know ?—If it is down before, the first time they put 1 up against it, the second time 2, and the third time 3.

2178. (*Lord Lyttelton.*) Has the monitor to look out for that ?—Yes, he has to take the book round at 12 o'clock.

2179. Is it called the monitor's book sometimes, or the black book ; is it the same thing ?—Yes.

2180. How often have you known a boy flogged in one half ?—Four times, I think.

2181. Do you think that the dress which you have is comfortable ?—Yes.

2182. Is it not too warm in the summer ?—It is very warm in the summer.

2183. (*Mr. Vaughan.*) The dress you have on now is not the dress which you wear there ?—No.

2184. (*Mr. Thompson.*) That is your holiday dress ?—Yes.

2185. (*Mr. Vaughan.*) You are never allowed to go out with your school dress, are you ?—No.

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ANALYSIS OF THE EVIDENCE.

[*** The Names of the Witnesses are in Alphabetical Order. The Figures refers to the Numbers of the Questions in the Minutes of Evidence.]

BRODIE, ROBERT, Esq., page 53.

Was nearly 10 years at Charterhouse School, then went to Balliol for two terms, and is now in his third year at Trinity, where he obtained a scholarship; 1505–1510. Was on the Foundation at Charterhouse; the Foundation boys and the boarders met on an equality; there was no jealousy or rivalry, nor any distinction, except the gown; 1511–1515. There were four monitors on the Foundation, the four seniors; some of the senior boys in the Masters' houses were also monitors; one of the monitors every week had to keep order in the School and look after the punishment, the flogging, that is, to hand the rod to the executioner, generally the Head Master; never heard that flogging was considered to be excessive at the Charterhouse; a book is kept by the school monitor, and if a master wished a boy to be flogged he put his name down in that book, and the third time he was flogged; if there was any doubt about his being flogged, the master would consult the Head Master; this worked very well, and the boys never thought it an injustice; the flogging did not vary much; 1516–1537. At present monitors have only power of thrashing with the fist; Dr. Saunders gave them canes, with full power to use them; but Dr. Elder entirely prohibited them; the monitor would generally have the boy up and examine him about the offence, but if he caught him in it he would thrash him; the monitors seldom put a boy down to be flogged or otherwise punished; they would report to the Head Master; 1538–1543. The power of the monitors was supported by the public opinion of the school; there was no complaint against it; 1544–1546. Drinking and immorality varied at Charterhouse; on two or three occasions in his time it came to a crisis and was stopped; drinking would be confined to a set, and public opinion was against it; 1547–1550. Gambling was not carried on to excess; monitors would put down gambling, or bad language, or immorality of any kind, and not be thought worse of in the school; 1551–1554. Fagging; no boy, even in the Sixth Form, acquired a right to fag; the privilege was conferred by the Head Master, and would be withdrawn on abuse; 1555–1561. Invested with this power a head boy could order any one below a certain form to do almost anything; thinks the system was not particularly abused at Charterhouse; the fags were not unhappy; was fag himself for five years out of ten; had to prepare his fag master's breakfast, make his tea and toast; when "fire fag" had to keep up the house fire, when "cock's fag" to attend to the lavatory; had to brush his master's boots, not clean them; had to dry the towel for his master, or crib one from some one else, wash his combs and brushes, clean out his washstand; having so much to do, however, did not much interfere with his reading; 1562–1595. Fagging for those who had not obtained the privilege from the Masters, if carried to any extent, was regarded as bullying, and stopped by the monitors; did not think the fagging at Charterhouse was incessant or harder than elsewhere, certainly not harder than at Winchester; 1596–1601. Does not think that fagging is injurious to the faggors; 1602, 1603. A master considers himself bound to protect his fag from being bullied by others: 1604, 1605. The rooms at Charterhouse are very good; 1606–1608. The meals were ample and good, but the boys would have liked meat for supper; sometimes they had meat for breakfast sent from home; 1609–1615. Describes mode of spending Sunday; used to walk about or read, receive religious instruction in Greek Testament; 1616–1619. Instruction in divinity prepared on Sunday and given on Monday and other times; 1620–1623. The Head Master gave lectures and instruction on confirmation during Lent; and it was customary for boys after confirmation to receive the Holy Communion, but nothing he believes was compulsory; 1624–1634. Only those boys whose parents wished it had private tutors; the tutor would be one of the Masters, and would charge extra; the subject of the private instruction might or might not be school work; 1635–1644. The boys at Charterhouse would work from different motives; the school prizes were much valued; much notice was taken of prizes gained by the Charterhouse boys at the Universities; there was a half-holiday in consequence; 1645–1651. Used to learn French and had a fair general acquaintance with it; there were book rewards; the study was obligatory on the Foundation to a certain time; it was quite apart from form work; when

BRODIE, ROBERT, Esq.—*cont.*

he left he could read an average easy French book and a French newspaper, but could not hold a conversation very well; 1652–1663. The boys learned history and geography once a week; the history would be Roman or Greek, or modern, nothing later than the French Revolution or the English Revolution; this was part of the regular form work; geography was taught in connexion with history; 1664–1671. Mathematics compulsory; boys would go to conic sections; his own progress was short of conic sections; 1672–1675. A boy could get private instruction in mathematics, and not as an extra; 1679–1682. In his time no attention was paid to natural science; now there is a chemical lecturer who is popular and successful; 1676–1679. There was a great deal of private reading at Charterhouse in general literature; 1683–1685. There was also a good deal of cricket; 1686–1688. Charterhouse men are as much looked up to at Oxford and as much distinguished as those from any other public school; 1689–1691. Does not see what could be done at Charterhouse by way of improvement; 1694, 1695. The habits of the boys were not extravagant; 1703. The clothing was complete, except the waistcoat; it was made in the modern style and gave satisfaction; 1699–1705.

ELWYN, Rev. Richard, M.A., page 3.

Has been Schoolmaster of Charterhouse School for four years; 96. The Schoolmaster receives from the Foundation a salary eight times as large as that fixed by the first order of Governors; that increase was made at different times, the last in 1805; so with regard to the salary of the usher; salaries of the Master, Preacher, and other officers have been increased since that year; 1–4, and 21–23. The Governors provide those officers with houses, free of taxes except the income tax; also allow 4*l.* a year for coals; 5–9. Regulations as to the dinner, which is such as is provided at a college table at Oxford or Cambridge, with no stint as to wine; 10–20. Removal of Assistant Masters; 9 and 24. Stipend, &c., of Schoolmaster 244*l.* 19*s.* 8*d.*; 8. Details as to his income as well as incomes of other masters; 25, 81–82, and 91–95. Salaries, though small, induce men of ability, Charterhouse men, to come, but they do not stay long; 83–90, 96–114. More details as to Masters, their names and qualifications; 96–114. French, German, mathematical, and arithmetical Masters; 98–113. Proposed alteration in the School building; 26, 27. Decrease in the School; fluctuations; 28–29, 53–54, 65, 80, 115–118 Cause of the decrease; probably the strong feeling which prevailed against London schools joined with the recent establishment of many excellent schools in the country; some slight reaction seems to have set in in favour of London schools; thinks, however, the only remedy is the offer of scholarships or the removal of the School from London; 119–132. The boys are sons of clergymen, medical men, lawyers, and professional men; occasionally sons of tradesmen; 30–31, and 362–363. Boys admitted by the Master; 32–34. The old feeling against the day boys dying out; boarders and gown boys join in amusements, and are alike eligible to all the privileges of the School, of which they are capable; day boys, as well as boarders, monitors; mode of appointing them; 35–37, 40–53, 59–60, and 351–370. Details as to lessons of day boys; 56–60, and home work; 66–68. Does not think it desirable to increase the number of day boys; 38–39 and 76. Provisions as to dinners of the day boys; some live near the School and go home between 12 and 2, some dine or lunch with a clergyman in Charterhouse Square, others go somewhere to lunch; 61–64 and 69–74. Thinks the present site of the School favourable for a purely day school; but some of the boys have a long walk in the morning; 77, 78. The approaches; 79. The effectual remedy for the decrease in the School would be its removal to the country; obstacle to removal arising from connexion with pensioners; might be overcome; the removal would be very costly, but then the present site is of considerable value; 123–132, and 156. As Schoolmaster has a general superintendence over the studies and discipline of the School; should punish a scholar in the same way as a town boy, with this difference, that he could himself expel a town boy, but must bring the charge against a Foundation scholar before the Governors; remembers no instance of appeal; if there was any it

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ELWYN, Rev. RICHARD, M.A.—*cont.*

would be to the Governors; corporal punishment would be inflicted by the Second Master in the absence of the head; 131–138, and 154. One Master especially entrusted with the discipline; 141–143. Difference of opinion as to the right of the Schoolmaster to be consulted as to the use of the playground and other parts of the hospital, or as to repairs; that right denied by the Governors; although the statutes require the Head Master, *inter alia*, to see the boys "cleanly and wholesomely lodged," he was not consulted in the slightest degree with reference to the recently erected buildings; 139–158. (The subject reverted to in another examination; 195 and 226–228.) Evidence as to the "assembly" of the Governors, from which Schoolmaster is now excluded, though not formerly; 144–149.

Further examined, page 8.

Corrects his evidence with regard to fluctuations and decrease in the numbers at the School; 159, 160. Head Master exercises a general superintendence over the studies, conduct, and discipline of the School; has special charge of the Sixth Form, and examines one of the other forms every week, generally in rotation; 161–163. The statutes define his duties, one of which is to see the scholars seasonably dieted and cleanly and wholesomely lodged; has always considered it his duty to look particularly to the diet, but the Governors hold him not entitled to be consulted respecting the playground, or any alterations in the hospital, which would include the rooms in which the scholars live; he, however, is well acquainted with the diet, and believes that the boys leave the School in good health; in any question of health the medical man would be consulted; the boys who sit up after 9 have bread and butter and a glass of beer; have no meat for supper, except when a medical certificate that the boy required it came from the parents, and the medical officer of the School concurred; specially from his own experience as a Charterhouse boy nine years, and as a Master since, he believes that old Carthusians generally were satisfied, and he is himself satisfied with the present arrangements, including the beer and bread and butter after 9 o'clock; 194–214. As Head Master he appoints the monitors for the upper part of the School, generally in the order of their entry into the School; their duties; 164–167. Work of Assistant Masters and Second Master; 168–170. The Master does not interfere with the discipline or teaching, only with the economical government of the household, and the diet, clothing, and lodging of the Foundation boys; 171–174. Appointment and removal of the various Masters; 175–190 and 219–221. Head Master and Second Master must be Carthusians; it has always been so, but if the matter were *de novo* he would regret a limitation of that kind; 181, 182, and 188–190. According to the construction which has been placed on the statutes, Masters who have not been foundation scholars have no right to the benefices of which the Governors are patrons; this seems in accordance with the Charter of James I., but the limitation is abolished by the Charter of Charles I., which provides that the livings shall be given to those who do or have done actual service in the house; 191–193. Details of school work; 214–218. No provision for superannuation in the Charters; 222–223. Since 1748 the Schoolmaster has always been in holy orders; knows no statutable regulation to that effect; 224–225. A Foundation scholar receives his board and lodging and education gratuitously; the School charges against him are only for books, stationery, washing, and extras, such as drawing; if in the Sixth Form instruction in German would also be gratuitous; the scholar is also provided with clothes; formerly they wore an antique dress with knee breeches, now the dress is a modern black suit; he is also supplied with a school gown to wear in school, at dinner, and at prayers; on leaving the walls he wears his private clothing; linen is also given; total cost to scholar; 229–239, 250–251, and 255–257. If at the age of 18 a scholar passes an examination, not competitive, but sufficiently satisfactory to enable him, in the judgment of the examiners, to pass his matriculation, he receives an exhibition of 80*l.* a year for four years at any college in either University; the examination, though a low one, is a reality, and the examiners are appointed by the Archbishop of Canterbury; favourably regards competitive examinations; 240–249, 258–263 and 265–268. There is an examination previous to admission to Charterhouse, but it is of the most elementary character; 269, and 285–292. Foundation scholars excluded from the pecuniary value of the Talbot Exhibition, which is for two years, not from the medal; 252–254. In consequence of an increase in the funds of the School the Governors contemplate increasing the number of the Foundation scholars from 44 to 60; the new buildings have been ordered to be constructed out of existing funds; it is hoped that there will be accommodation ready for 16 additional by the end of the year; 264 and 270–276. No reason to suppose that any considerable portion of the new Foundation scholarships will be thrown open to general competition; the subject pursued; 277–282. The two Foundation scholarships at present open to competitive examination are objects of eager desire, but the parents are obliged to declare that they need assistance, and that the University is the boys' destination; 293–295. Could these be more open it would be advantageous to the School and raise the character of the boys; if there were four open, and some of them to the oppidans as well as the Foundation boys, believes the great want of the School would be met, and the objections to town schools obviated;

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296–301. Would prefer that some of the scholarships should still be bestowed by nomination; 358–361 and 367–374. Would extend the admissions by competition gradually; 372, *et seq.* Would remove the restriction as to requiring assistance; 379, *et seq.* Boys who go to Woolwich instead of the Universities receive, in certain cases, a donation of 100*l.* for an outfit; 283–284. Requiring the declaration that the parent needs assistance creates a difficulty; parents have declined to make the declaration, and this diminishes the openness of the competition; as Schoolmaster he could not doubt that it would be desirable to remove that condition; the view of the Governors was that the foundation being charitable they ought to have some guarantee that those on it really required the aid it afforded; generally speaking the parents require such aid, but there are exceptions where they do not; 304–311. Hands in a list of University distinctions, distinguished those gained by Foundation students from those gained by Foundation students by competition; 311, 312. Explains the policy of the requirement that the boys elected by competition should have been a year and a half in school; the object was to encourage boys in the School, not those who would come simply for the competition; throwing the competition entirely open, as is the case at Winchester and Eton, would render it impossible for the School to remain in London; one great value of competition consists in its attracting boys to the School; throwing it open to general competition would, after the present generation, diminish the number of boarders; boys would often come up for the examination, and if not successful would return to their former School; 313–318. Policy of requiring the other declaration of intending to go to the University; thinks it does not limit competition; 319–321. The object of the order of 1845, that the boys should not be allowed to exceed 200, was to prevent an overcrowding of the School; it was in the Dean of Peterborough's time; thinks that even with the increase of 16 Foundation scholars, and new accommodation for 40, 200 is a reasonable limit; if there are no houses to be taken *extra muros*; there is no space for building *intra muros* without encroaching very much on the open space; and it must be remembered that there are 80 old gentlemen pensioners, independently of the School, occupying two of the Courts; 322–335. The charge for a boy in the lower part of the School is 80*l.*; in the Fifth and Sixth Forms he pays 90*l.* a year; 336–339. Explanation as to charges for books and stationery; no order can be executed unless countersigned by the Masters; 340–344. The total expense of the boarders is about 100*l.*, 90*l.* as a minimum, 110*l.* as a maximum; 344–350. Some of the greater successes in the School have been achieved by day boys; 352. Some day boys in the "eleven;" 364–366. Studies; 391, and 403–405. Sleeping accommodation, ventilation sufficient; 392–402. Illness in the night; 418–431. Improved provision for washing; 406–409. Head boy in bed-room a sort of monitor; 410. Generally speaking, a boy wishing to study out of school hours would not be interrupted or persecuted; 411–413. Other School details; 414–417, and 432–435. Classics, geography, history, divinity; 460–469. Pastrycook attends on the three days when there is no pudding or tart; 436–438. There are two boarding houses, and the Reader takes a few private boarders; 439–444. Admission examination in classics and mathematics; 445, 446. Has absolute power to modify the system of study as regards those not on the foundation; at all events is practically free and independent, but according to the Charter supposes the Governors could control him; 447–453. With regard to matters of importance, he consulted his Assistant Masters, but he felt his own authority complete; 454–459. Boys rise by proficiency only; 470–474. In French and mathematics the same; both are distinct from the classics; in the classical forms no promotion whatever is gained for French, but the mathematical and the classical marks together determine a boy's place in classics; 475–481, 495–498, and 510–514. Mathematics compulsory in the School; means taken to put mathematics on a still more improved footing; the highest division do Euclid, algebra, arithmetic, trigonometry, conic sections, and mechanics; 482–485. The chemical class quite voluntary; it is attended by 40 to 50 boys; the time is taken out of play time; prizes; 486, 487, and 518–539. Singing voluntary for Non-foundationers; but certain classes of the Foundationers are required to attend unless found by Mr. Hullah to have no voice; 488. French; prizes given for it, and it is exceptional for a boy not to learn it in School; sometimes a parent thinks the boy, having been brought up in France, does not require to learn the language at School; 489–490, 499–502, and 507–509. German required of all boys in the Sixth Form; 491–494, 503–506, 508–509, and 515–517.

Further examined, p. 29.

Boys generally regard the modern languages as inferior to classics and mathematics, not only in requiring less severe study but in exercising less influence at the Universities; wishes to see French reckoned in examinations for Scholarships; the boys learn to read French with facility, but fall short in speaking; more attention is given to modern languages and mathematics at Charterhouse than at other public schools without any falling off in classical attainments; thinks more time than could well be given in a public school would be required to improve the French to a standard similar to that attained by classics; French compulsory in the first five forms; in the sixth German is compulsory and French optional; the French

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Master does not think this rule operates against the cultivation of French; if a boy has grounded himself well in the French Grammar he does not lose much by dropping the language while in the Sixth Form for two or three years; a boy who has learned German thinks he has a feather in his cap; 699–701, 703–704, 708–719, and 735. Teaching of German instituted by himself; now taught by a German; 744–748. Has only one examination in the year on all subjects, by independent examiners in April or May; 727–729. Another examination in December in classics and arithmetic of the Foundation scholars, the object being to ascertain progress and warn the boys of the more serious coming examination; 730, 731. Examiners, how appointed; 732–734. Examinations in drawing, chemistry, French, German, modern history, divinity, for the Havelock Scholarship, &c., as well as classics; 736–766. Havelock an old Carthusian; subscription by old Carthusians to erect a monument to his memory, and found a military scholarship; 750, 753, *et seq.* Out of 850 marks for this scholarship, 350 given for mathematics, and the same for modern history as for Latin; the value is 20*l.* for one year, but the distinction is more coveted than the money; 764–766. Of late years great progress has been made in mathematical attainments, and witness looks for still greater from the recent arrangements; 702. Private-study prize well competed for; the work exceedingly well done by some of the boys in the Sixth Form; the competition developes the poetic faculty; various details on these points; 767–795. No private tuition at Charterhouse, unless a boy is very dull or idle, or his parents wish it; thinks that where private tuition prevails, the boy may lean too much on his tutor; believes that any one of the masters at Charterhouse stands as much *in loco parentis* to the boys as the private tutors at Eton; a school with 120 boys is unlike in this matter one with 300 or 400; knows nearly every boy; supposing the school to be doubled a proportional increase of masters would render the private tuition system unnecessary; believes they do their work better without a private tutor, and the habit of self reliance produces a character of independence; the subject pursued at great length; ten the actual number receiving private tuition; 796–822. The boys take very fair interest in modern history since distinctions are to be gained in the new tripos at the Universities; in the lower forms one afternoon a week is devoted to modern history and geography; in the upper forms questions are set once a week and a subject given for an essay; 705–707 and 720–726. When a boy is desirous of entering into any profession, for which special examinations have to be passed, or for which the usual course of education may not be specifically adapted, he is allowed to drop Greek and verse composition and devote the time thus saved to mathematics, geography, &c.; this is not unfrequent at present, and the frequency is increasing; these boys get their extra mathematical instruction without additional charge; these applications are most frequent from the boarders, as they are the boys most likely to go into the army; whether the permission is given or not is a matter entirely of discretion; the system was not much adopted till three or four years ago; practically it existed when he was a boy; 823–836. If he found out that a boy going to the Universities could not do Latin verse he sometimes substituted prose; he had never permitted such a boy to drop Greek altogether; but he had allowed him to give up Greek iambics and devote his time to Latin prose, which is essential to the matriculation examinations; about eight boys so treated are now at Oxford; 837–840. Boys allowed to take extra mathematics instead of Greek because going to Woolwich, often take great interest in French; 841–843. Considering, the necessities of the times, he is certainly in favour of the plan; the subject pursued; 844–850. Gold and silver medals; 851, 852. The chemical lectures, popular; teaching mechanics, singing, drawing; 853–864. Concert given by the boys; public presentation of prizes; 861–869. Instruction in the Bible, Greek Testament, and Catechism; prayers; preparation for the annual confirmation in the College chapel by the Bishop of London, on the Tuesday in Passion week; about 14 annually are confirmed; the Foundation scholars publicly catechised in the chapel by the preacher in Lent; 870–883. Boys attend church service on the morning of Saints' days; there is a musical service; 884–887. On the first and last Sunday of term, the boys who have been confirmed are specially invited to Communion; but there is no compulsion; all the Masters attend, and many of the boys; as a whole, it is a cheerful and a willing service; 888–894. Mode of spending the Sunday; Greek Testament; chapel; musical service; 895–899. At the general annual examination divinity is one of the subjects; it embraces the Bible, Scripture history, questions on the Catechism and sometimes a portion of church history, as the Reformation; the papers set by the Chaplain of the Archbishop of Canterbury; 900, 901. Details as to flogging; the practice has decreased since he was a boy; no boy was flogged last quarter; in 1861 it was administered 50 times; when flogging is not resorted to impositions are set; 902–909. Never flogged a Fifth Form boy; 914–916. An imposition of 300 lines would be considered at Charterhouse a long one; 50 or 100 lines would generally be the length; 300 lines would be a very severe imposition, and he would spread it over the week, 50 lines a day; 910–918. The punishments are not laughed at, but are effectual; 919–922. A minor punishment is preventing a boy from visiting

ELWYN, Rev. RICHARD, M.A.—*cont.*

his friends on Saturday and Sunday; the subject of punishments pursued; punishments inflicted by the Head Master; 923–928. Appointment of monitors to assist in keeping the discipline of the school; bullying is not at all common as it was in his boyhood; monitors a great protection of the weak against the strong; punishment of a monitor for neglect of duty by depriving him for a time of his monitorship; 929–937. Fagging exists only where the privilege is given by the Head Master; if used tyrannically it would be taken away; fags make the master's tea and toast; fags at foot ball and cricket; details on these points; 938–952. Does not think the day boys are at a disadvantage; some of the greatest successes have been by day boys; 953, 954. Rifle corps, drilling; the boys do every thing but fire, which the locality prevents; fencing; 955–964. Profit as regards boarders by the Head Master and Second Master in the ratio of 5 to 3; salaries so small that it is on the boarders and day boys they mainly depend; 965, 966. Age of entrance as low as 8; 10 to 12 the best age; 967, 968. English themes; Latin themes, original Latin verse; 969–977. More school details; 978–995 and 998–999. With men of his own standing there is no general feeling that the time given at Charterhouse to Greek and Latin has been overmuch; 996, 997. The Charterhouse grammar and books for teaching; the grammar a fair one; is not acquainted with any grammar that is quite satisfactory; 1000–1010.

HALE, Venerable W. H., M.A. (ARCHIBALD KEIGHTLEY, Esq., examined with him) page 45.

Has been Master of Charterhouse 20 years, since 1842, and, as Master, one of the Governors; is the resident Governor: the property of Charterhouse is managed by the Registrar, who consults him upon every matter before it is brought before the Governors; a statement of the property and accounts is brought before the Governors once a year, when they meet for that purpose; 1256–1263. (*Mr. Keightley:*—Is Registrar, Treasurer, and Auditor as to all accounts except his own; those are presented at the annual meeting of the Governors in May, but a meeting of the Governors takes place whenever a vacancy occurs, and whenever it may be necessary to call them together; 1264–1265, and 1268. The Governors hold the property in trust for the Institution; 1266. That property consists of money in Chancery arising from the sale of property bought by railways, farms in the country, and houses in Charterhouse, Charterhouse Square, and the immediate neighbourhood; 1267 and 1271. The large tract of land of 10 acres to the north of Charterhouse has only just come into possession of the Governors; it was out on lease for 99 years, closing in 1859; the new leases are not yet completed; and there is no opportunity of judging of the value; the house property is so old that it may be said to be deteriorated, and we have made a sinking fund to meet the contingency; there has, however, been an increase of income from the property re-let from 650*l.* to 6,000*l.*; 1268, 1269. Do not take fines; in the country the farms are let for 12 years, and inspected every 4 years; the house property is let on leases of 21 years; on building leases for longer terms; rents; 1270–1275. In anticipation of that enlarged rental, the Governors have since May 1860 been spending 1,200*l.* a year more than the previous rental in improving the Hospital, taking for the purpose the residue of an old fund which had accumulated for improvements; the buildings, some of which are 400 years old, require an annual outlay of 800*l.*; there was also 800*l.* a year added lately to the stipends to the poor brothers, the former sum not being considered sufficient for the sort of men now desiring to come into the house, and the station in life of the present pensioners; 1276–1281. Society is so different from what it was that it is difficult to say whether the present pensioners are the sort of men contemplated by the Founder; but they are all poor; 1282, 1283. There being a surplus revenue, the Governors have augmented the stipends of the pensioners, and are about to increase the number of scholars; they consider that is "applying the surplus in the same way as the original," as required by the charter; the poor brothers formerly received 26*l.* 10*s.*, now they receive 36*l.*; 1284–1291. By the charter the ecclesiastical benefices can only be given to those on the Foundation; the Governors have power to make statutes and orders under the charter, but those statutes and orders must not be contrary to the charter; they did, however, make an order as to the benefices that was contrary to the charter, but the charter is now restored to its original position; the inconvenience is that the Governors have no means of giving rewards to the schoolmasters not having been scholars on the Foundation; the livings are given by the Governors to those scholars of the Foundation who bring testimonials of character and conduct; 1292–1305. The large alterations now going on are paid for out of money received from the lessee of the Clerkenwell estate for dilapidations, amounting to 3,640*l.*; 1306–1309. Present and future of Smithfield; 1310, 1311. The provision as to the new scholars is under the direction of the charter; the Governors are at liberty to nominate and appoint four scholars according to any principles they may adopt; one additional scholarship has been given, to be gained by open competition, the rest have been left according to the present qualification; the regulations, however, are not yet completed; 1316–1320. Questioned as to the item 4,589*l.* for provisions and allowances of the pensioners and scholars, the witness says he could show how much

CHARTER-HOUSE.

HALE, Venerable W. H., M.A.—*cont.*
went to the scholars, how much to the pensioners, and how much to items common to both, and promises to prepare a statement accordingly; 1321–1333. In about 20 years the leases of 16 houses at Hackney will fall in; they are worth 700*l.* or 800*l.* a year; there is no other probable addition to the revenues of Charterhouse; 1334–1338. In the possible event of Charterhouse being moved elsewhere its site would probably be very valuable; it covers 9 acres within the walls; the adjoining 10 acres covered with houses produce 6,000*l.* a year, which at 30 years' purchase gives 180,000*l.*; from what he knows of the value of one, he conjectures what would be the value of the other; 1339–1341. "Beavor," a bit of bread taken with drink; 1342, 1343. Details as to meetings of Governors, mode of taking minutes, and entering orders; all the orders, those revoked not distinguished, are entered in the books, and the orders at present in operation can only be got at by searching through the mass; 1344–1355.

Further examined after Mr. Keightley had withdrawn, page 48.
Considers the School in no way distinct from the Hospital; both were objects of the foundation, poor men as well as scholars; those were originally the only members, though others were allowed to come, 1356–1358. The Governors are 16 in number; when a vacancy occurs, the remaining Governors fill it up; a suggestion as to the successor is generally made to or by the Archbishop of Canterbury, the person suggested is then asked if it would be agreeable to him to be elected a Governor of Charterhouse, and if he says "yes," his election is proceeded with; during 39 years he never knew an election other than unanimous; 1359–1363. At present four of the Governors were Charterhouse men, namely, Lord Justice Turner, Sir Cresswell Cresswell, Lord Dalhousie, and himself; it is not requisite that they should be Charterhouse men; 1364, 1365. Each Governor nominates a boy in rotation and the Assembly confirms the nomination; 1366–1369. The persons selected are exceedingly well connected, but poor, the sons of clergymen, widows, officers, or barristers; believes the Governors consider it obligatory not to nominate except where assistance is really needed in the business of education; practically, the objects of the founder are promoted; 1370–1379. Having considered the question, is of opinion that election to scholarships would not be better than nomination; it was not the sole object of the foundation to educate for the University; there are orders that boys not fit for the University should be put to trades and employments, and considerable sums are given to enable boys to go into the army or into trade, so as to fit them for other than literary pursuits; apprenticing has very much gone out, but if a lad goes into a warehouse in the city where he learns a business but receives no pay, he is given an outfit; the Apothecaries' Company take apprentices, and young men are articled to attorneys, engineers, and architects, but beyond this he does not know any business in London to which the young gentleman is apprenticed, though apprenticeship may still be in use among the lower order of tradesmen; 1380–1388. More as to the apprenticeships; 1476–1480. Unless they wished to exclude from the school all except boys of great talent, the initiatory examination answers every purpose; the standard was fixed some few years ago by Dr. Saunders, in order that he might not have boys wholly untaught, and the Governors adopted it; agrees with Lord Clarendon that the standard looks as if its intent was not only not to exclude all boys of the lower standard but to secure that no boy should be rejected who was nominated; 1389–1395. Does not attend to school examinations, nor do the Governors visit the school; they are only partially cognizant of the interior arrangement of the boarding-house; 1396–1399. This system of nomination by rotation has prevailed from the foundation; thinks the words "poor children" in the charter, taking into consideration the time when it was drawn up, would fairly include the children of the gentry; "poor" does not mean humble in rank or being destitute, but non-possession of property; providing benefices to which the scholars should be preferred to others indicates their being the children of persons whom we should now call gentry; thinks the existing nomination system one which he would have difficulty in improving; it is not correct to say that any boys are admitted who have no intellectual qualification whatever; competitive examination would not equally fulfil the object of the Founder, because there is no reason whatever to believe that he proposed to educate any clever children, and unless the whole of the circumstances of the boy were taken into consideration besides his attainments, the system would not be so good as now; the subject pursued; 1400–1407. Grieves over the resort to a system of open competition at Eton; out of the 48 boys on the Foundation at Charterhouse eight come on by open competition, limited only by a preliminary declaration of the parent that the advantage of the Foundation is necessary to enable him to send his son to the University, and this declaration is not required in the case of a nomination; 1408–1419. Subject pursued in detail and repetition; 1420–1434. Relations between the Master and Schoolmaster stated in detail; considers that he has no power to interfere with the education of the boys, but that if the Schoolmaster absents himself or is guilty of any misconduct with regard to the Foundation scholars, it would be his duty to interfere, but this would be only in what might be called cases of emergency and great difficulty; the statute under which he obtained his powers gives him "the economical government of the house and house-"hold," and this does not, in his opinion, include the discipline or education of the school; 1435–1452. The Governors are "visitors;" they do not visit formally, still their frequent meetings at the Hospital may be regarded as visits, and by their orders they take care that the boys are taught properly; practically, however, the Schoolmaster is independent and without supervision; 1453–1458. It is not required that the Schoolmaster and usher should be Carthusians; the limitation applies to the benefices only; Dr. Russell was a Carthusian; 1460, 1461. The Exhibition is granted to any scholar of whom the examiners report that with due diligence he may be expected to pass his University matriculation; nothing about Exhibitions in the charter; more on this subject; 1462–1475. An order made in May 1845 limits the boys to 200; it was Dr. Saunders's proposal, and witness approved of it; that was as large a number as Charterhouse could comfortably hold, even with the new buildings now erecting; 1481–1488. Opinion as to proposal to taking off a little of Latin verse and Greek play, in order to a more extended instruction in mathematics, modern languages, and physical science; 1489–1497. Is altogether opposed to the removal of the School from London; sees no advantage in separating the Hospital from the School; his notion is that the School, excepting so far as it is filled by foundationers, would most usefully occupy the position of a day school to London; 1149–1504.

IRVINE, W., Esq., page 38.
Is one of the Assistant Masters at Charterhouse, and his rooms closely adjoin those of the Foundation scholars; 1011, 1012. Describes his duties; with respect to the Foundation scholars, is entirely responsible for the discipline of the house to the Head Master; the monitorial system rendered him great assistance; in case of any irregularity on the part of the boys he awarded punishment either by way of imposition, or by entering the offender's name in the monitor's book, the third entry involving a flogging; 1013–1017 and 1059–1062. Thinks the sleeping accommodation of the gown boys quite sufficient in point of ventilation and health; has been in the rooms at 12 at night and two in the morning and never found the air at all impure; the younger boys are locked in, all but 14, and a boy who might be ill in the night would have to knock him up before he could get out; is very seldom knocked up; thinks the plan preferable to giving the key to the head boy; no complaints as to locking in; 1018–1032, 1057, 1063–1081, and 1095–1104. The system of lavatories is sufficient; each boy uses a tub once a week; baths are in course of preparation; the floor is often wet; 1033–1041, 1058, and 1082–1085. The food is good enough; in addition to the diet when he was a boy tea is provided for the boys down to the Fourth Form; in the case of boys who have fags the allowance of tea is given out, and the fags make it for them; for the rest, tea is made by the servant in the pantry and taken to them in the gown boys' hall; the younger boys have milk instead of tea; details; 1042–1052, 1086–1094, and 1105–1135. The beer is very good at dinner, not so good at the boys' supper; 1136, 1137. The health of the boys is very good; the boys look as well at the end of the half as when they are fresh from home; 1053, 1054. As to the new buildings he was not consulted, nor, he believes, was the Head Master; 1055, 1056. Little if any bullying; 1073 *et seq.* Thinks the interests of the Foundation School suffer from the want of control by the Head Master over the internal arrangements; 1140–1142. Thinks the 4*l.* 4*s.* exacted from each Foundation scholar for the matron, for washing and mending, should be borne by the house; and that his own salary of 40*l.*, fixed in 1752, is an inadequate remuneration; 1143.

A JUNIOR FOUNDATION BOY OF THE CHARTERHOUSE, page 57.
Is 12 years of age; has been on the Foundation two years; was admitted on an examination to the "petties," the lowest form, and is now in the third; 1706–1714. There are 44 boys in the College, of whom, 11 in the Sixth and Upper Fifth Form are allowed to fag the 12 lower boys; the middle 20, or the Fourth Form, being neither empowered to fag nor subject to be fagged, a position which he expects to attain in another year; 1715–1731. Describes fagging minutely; 1732–2134. The fag is called by servant at a quarter to seven, and has then to call his master at seven, or at a time named overnight, and if the master does not get up, again and again, generally three or four times, up to half-past seven, then to give him his clothes and sometimes brush them; 1732–1765. School from eight to half-past; when the fag, if he can, gets his own breakfast, which is sent out by the butler, and then makes his master's toast and tea; 1766–1787. School from half-past nine to 12, after which singing lesson on Monday and Thursday, and on other days foot ball till one; 1788–1811. Then dinner and School till four; at five fagging again till bedtime at nine, going for books, making tea and toast, &c.; 1812–1835. Besides this private work, the fag takes his turn as "fire fag" and "cock's fag;" two of the cock's fags taking in portions, six times a day, a very large coal skuttle, so large that one is sometimes obliged to get assistance to carry and lift it, and keeping up the three fires all day; minute details as to these fires; 1836–1968. Details of the extra fagging when acting as "cock's fag," which he does at present every third week, while being also "fire fag," in cleaning out

A JUNIOR FOUNDATION BOY of the Charterhouse.—*cont.*

basins four times a day, providing hot water and towels, washing combs and brushes; 1969–2010. All this, however, did not prevent his preparing his work properly for school; 2011. Sometimes it did; 2019. In the Third Form there are boys not on the Foundation; has less time than they, in consequence of having more fagging, to get his lessons, and sometimes finds himself, in comparison with them, at a disadvantage; 2021–2023, and 2152. Details as to the provision by the fag of hot water during the day; 1852 *et seq.*, 1924 *et seq.*, 1944 *et seq.*, 1983 *et seq.*, 1988 *et seq.* Fagging at cricket, after four in summer, and at football on Wednesdays from 12 to one; 1794–1809. Besides all this the fag is liable to fag for any of the Masters, in taking messages, &c.; 2012–2018. Sometimes has two masters at a time; 2024–2028. The hardest part of fagging is the fire fagging; 2082–2085. Fire fagging does not come to every boy in turn; a strong boy would generally be appointed; 2086–2094. No time when a fag is free from fagging till he goes to bed; 2095–2097. Never passed a day without being fagged beyond the fixed fagging; he might be sent 16 times perhaps; 2120–2127. When lowest, for a quarter he used to get tired at the end of the day, and he wished himself back at his old school; 2128–2132. Now he would rather be at Charterhouse; 2134 For neglect of fires the fag might be punished; 1919–1920. Has several times had his ears boxed and been struck with the fist for not having the hot water ready, when the fault was not his; 1924–1933, 1944–1965. For everything bad the four monitors were allowed to use the cane; they could do so for bullying; the caning might be on the back or on the hand; the boy would have about a dozen blows; 2110–2117. It is worse than a flogging in the School; 2118, 2119. Before he went to Charterhouse he was at a School with 70 or 80 boys; there was no fagging there, and he had more time to learn his lessons; there was no bullying there; 2029–2038. Has not, beyond the fagging, been bullied at Charterhouse; 2039–2041. Has had time for cricket and foot ball after four o'clock; 1806–1808 and 2042–2059. Not much fighting at Charterhouse; has seen seven or eight fights; fighting only takes place with the permission of the monitors, who would be the seconds; the fights would last about a quarter of an hour, and terminate by one boy giving in, or the monitor saying, "It is time to give up;" 2061–2078. Likes the milk tea; does not complain of the food; sometimes the butter would be bad, and the beer not very good; the boys drank it, and so did he sometimes; did not feel tired because he had not enough to eat; 2135–2144. The boys generally would prefer the School remaining where it is; 2145–2146. They think it could not be got up so well in the country. The gown boys thought the greatest swells; 2147–2155. Mr. Elwyn flogs at Charterhouse, unless when he is unwell; flogging takes place two or three times a week; many boys are never flogged; the flogging takes place when a boy's name has been put down three times in a week in the "black book" by a Master; the punishment is with a birch, ordinarily six cuts; it is not much dreaded; has known a boy flogged three times in a half; 2156–2180. The School dress is comfortable, but very warm in the summer; boys are never allowed to go out in the School dress; 2181–2185.

KEIGHTLEY, ARCHIBALD, ESQ., page 45. (*See* Evidence of the Venerable W. H. Hale, M.A.)

POYNDER, REV. F., page 28.

Took his degree at Oxford in 1838, and immediately came to Charterhouse as Assistant Master; remained till 1849, then left, but returned in 1858 as Second Master; 673–675. Reads a paper suggesting that although by the charter of James I. scholars on the Foundation were to be presented to vacant Hospital livings before other persons, yet that inasmuch as in the following reign orders (or statutes) were passed at an assembly of Governors, and signed by Charles I., directing such livings to be conferred on "persons capable, and such as "do or have done actual service to the house, or have been "members thereof," and at the same time allowing 60 other scholars to be brought in the School, both classes are entitled to participate in the benefices; 676, 677. Concurs with everything contained in the Head Master's written report; 678, 679. Thinks the ventilation of the dormitories good; all the rooms have not chimneys, but there are ventilating apertures, and the servants have never complained of the state of the atmosphere in the morning; 680–686. Dormitory regulations; younger boys locked in; never found any inconvenience arise from this, as there is a key in each room to which any boy who requires it has access; 687–698.

SAUNDERS, VERY REV. A. P., D.D., Dean of Peterborough, page 21.

Was Master of Charterhouse for 21 years, and left nine years ago; 541, 542. The cause of the great rise in the School, from 238 in 1818 to 480 in 1825 and then the subsequent rapid fall, were, first the introduction by Dr. Russell of the Bell system which captivated parents immensely and had a wonderful effect; then, when the boys were old enough to go to the Universities and judge of it themselves they found that their parents had been taken in, and down went the school; the substitution by Dr. Russell of pecuniary mulcts for flogging, with the resulting *emeute*; the general flogging another great shock for the School; and when he himself became Head

SAUNDERS, VERY REV. A. P., D.D.—*cont.*

Master the numbers of the School were 100, or deducting 10 in consequence of there being at the top of the School so many old boys, 90; and deducting 45, the constant quantity for the Foundationers, he did not find more than 44 as the variable element; description of Bell's monitorial system; when witness became Head Master in 1832 he went back as much as he could to the old system, and shortly afterwards the numbers began to increase; 543–560. Thinks 180 boys as large a number as ought to be admitted to Charterhouse; in his time the numbers rose to 193, and he petitioned to have the maximum fixed at 180; there is to be an addition of 16 Foundationers, for whom new buildings are in course of construction; agrees with Mr. Elwyn that still 200 should be the maximum number; 561–563. Would not have recourse to Dr. Russell's system of boarding-houses out in the square; they were prejudicial alike to the discipline of the School and the comfort of the boys; the *morale* of the School in Dr. Russell's time was low; 564–468. When the numbers reached 480 in 1825, the rooms were all fearfully crowded; 569–571. Relations between the Master of the Hospital and the Head Master of the School, theoretically and actually; details of the Master's interference in various ways, and "bothering" and thwarting the Masters; 572–598, and 617–619. His suggestion of a remedy would be rather a sweeping one; he would separate the School from the hospital and dispose of the Charterhouse School property; in his time there was a tradition that the Post Office would have given half a million for it, and railway companies had since been nibbling at it; he would sell the playground for building purposes or some great public object, and take the boys into the country, leaving the old pensioners on the spot where the Founder chose to bury his bones, under the care of the Master and a preacher or reader; in this way there would be no one between the Head Master and the Governors; 599–603. Thinks there would be no analogous feeling among old Carthusians against moving the School to what exists at Westminster; one does not like separating Westminster School from the Abbey, but there could scarcely be a like aversion to separate Charterhouse School from Smithfield; 604–606. Whether the salubrity of the site of the Hospital would be diminished would depend on the use made of the School site; 607, 608. If removed to the country the constitution of the School would have to be recast; question as to day boys; the withdrawal of such a day school from London ought to be carefully considered; he would like to see Charterhouse removed to 10 miles south of London, as Harrow is to the north, and he could not imagine that it would then interfere with Harrow or Rugby: 609–616. Opinion as to exhibitions, scholarships, and open competition; would have three scholarships annually filled by open competition; 617–632. Prefers the continuance of the poverty declaration; it was drawn up by the late Bishop of London; thinks that if left to the consciences of the parents there will be no gross case of abuse; Dr. Russell used to say that the condition as to poverty meant that the parents were not to be millionaires; is quite sure that the sons of professional men, enjoying for a time a large income, are often those who most need assistance; 633–637, and 641–642. It is in contemplation to add 16 more scholarships; does not care at present to have more than three open to competition; should Charterhouse be removed and meet with a sudden accession of prosperity, it would be rather at a disadvantage with its system of nomination, when compared with Winchester and Eton, which are attracting so much talent; thinks, however, it is not desirable to throw all 16 open; 638–641. The preliminary examination before nomination is exceedingly trifling; it was ordered in his own time by the Governors, the object being just to keep out boys who were absolutely ignorant, and still not to endanger the nomination; he would not have been sorry to have made it stricter, but it was a great point to get even that; operation of the system; the boys are prepared above the minimum exaction; 642–654. Asked to indicate any other alteration he thought desirable, the witness expressed an opinion that a gross injustice had been done to the masters with regard to their salaries and stipends; according to the schedule laid down in the Founder's time the Master of the Hopsital was to have 50*l.*, the preacher 40*l.*, the schoolmaster 30*l.*; the present salary of the Master was 800*l.*, sixteen times that named, the schoolmaster's 240*l.*, only eight times the original sum; the schoolmaster makes the chief part of his income by boarders, and at the present numbers it amounts to 1,100*l.*; still, 240*l.* as salary is not enough; would give the Head Master 400*l.* instead of 240*l.*, the Second Master 240*l.* instead of 140*l.*, and the Third Assistant Master on the Foundation 100*l.*; 655–665. Introduced some improvements when Head Master; mathematics were scarcely compulsory before his time; the boys seldom went to the 10th proposition of Euclid; 666, 667. Induced the Governors to make French obligatory on the Foundation at their own expense; 99 boys out of 120 learned French of a capital master, who has since had the French education of the Prince of Wales; did not make French obligatory on the whole school, because some of the parents could not afford it, and some were going to send their children to the Universities; his plan was to encourage French, not make it compulsory; 668–669. Private tuition is carried on at Charterhouse when it is wanted; the Masters go among the boys and give them the assistance they need; 670, 671.

CHARTERHOUSE.

STEWART, LEWIS M., Esq., page 44.

Has been lecturer on chemistry at the Charterhouse about three years ; 1212, 1213. His class consists of about one-third of the School, ranging from 37 to 43 ; their attendance is voluntary, and the time taken from play hours ; 1214–1216. Teaches the elements of inorganic chemistry, also pneumatics, hydrostatics, electricity, galvanism, magnetism, and heat ; has no laboratory at the School ; if he had it would be an advantage ; went first to the School as writing and arithmetic master ; suggested the introduction of chemistry, Mr. Elwyn (the Head Master) assented, the boys took it up, and it has kept on satisfactorily ever since ; 1217–1221 and 1225, 1226. An examination annually, and he gives prizes ; chemistry is popular with the boys till they get to the upper part of the School, when they are obliged to relinquish it ; 1222–1224. Has a regular course of subjects for each term, the whole extending over a period of three or four years ; the lectures are experimental ; the boys attentive and understand his explanations ; 1225–1241. Best to begin with boys at an early age, when there is a natural curiosity on such points ; teaches at the City of London School, and one of his pupils took the gold medal at the Kensington examination ; 1242–1244. A fair subject for competitive examination with a whole School ; the inventor of the mauve colour was a City of London School boy ; 1245–1253. The chemical teaching is paid for at 14*s.* each term a pupil ; below 20 in number it would not pay him ; 1254, 1255.

WILLIAMS, the Rev. S. F., page 42.

Is a Carthusian, and lives in the Hospital ; 1161–1164. Has been mathematical examiner at Charterhouse, and has just entered on his duties as mathematical teacher, associated closely with the School and taking classes ; 1144–1150. Explains his mode of teaching arithmetic, algebra, Euclid, and trigonometry ; 1151. Has 10 or a dozen boys going either into the public offices or the army, who are excused Greek and devote extra time to mathematics, about 18 hours a week in all ; other boys are occupied in mathematics ; 1152–1157. The whole School is examined once a year ; the Foundation scholars twice ; 1158. As compared with the time when he was at the School, there is a great improvement in mathematics ; and in his opinion quite as much time is now given to the subject as can be spared.

WILLIAMS, the Rev. S. F.—*cont.*

As far as the few boys who have yet come under his notice are concerned, he finds them possessed of a fair knowledge of the rudiments of mathematics ; 1160–1165. The highest mathematical subject learned in the School is the differential calculus ; as examiner, he disapproves their learning it, as they seem to be attempting a higher subject at the expense of lower subjects ; the boys learn one branch of mechanics, namely, statics, but without the aid of the differential calculus ; they also learn conic sections analytically ; but, as he gathered from Mr. Watts, his predecessor, in past years they learned them geometrically ; they had some slight knowledge of practical trigonometry ; this term he had undertaken merely lower subjects ; trigonometry is the highest subject now read in the School, but next term he hopes to advance to the subjects named ; 1170–1181. Never heard any complaints on the part of parents of ignorance of arithmetic on the part of Charterhouse boys ; believes they are as well grounded as most boys ; formerly boys affected to despise arithmetic, and there was a feeling against arithmetic and mathematics generally ; the books on arithmetic had much improved, and this renders the subject more palatable ; 1182–1189. There is no difficulty in arranging the mathematical classes so that they do not interfere with the Classical School ; on Wednesdays and Saturdays the whole School re-arranged itself into mathematical classes ; marks are given for proficiency in mathematics, and go towards determining a boy's place at the end of the week ; at the general examination, in May, promotions in classics and mathematics are quite distinct, but at other times of the year promotions depended on classics and mathematics combined ; 1190–1194. Asked to make general remarks relative to the Foundation, the witness added, in mathematics there is a great improvement ; he is glad to find that there is a class in chemistry ; moreover, the Sunday arrangements were far better than formerly ; in the cricketing arrangements, also, there is a decided advance, namely, in allowing the School to compete with other clubs and schools ; making German a part of the regular work is another advance ; but especially he is pleased with the chemical lectures, as a branch of natural science, an examination of which has a tendency to increase a boy's love of knowledge generally ; 1195–1211.

MINUTES OF EVIDENCE.

ST. PAUL'S.

LIST OF WITNESSES.

Name of Witness.	Date of Examination.	Page.	Name of Witness.	Date of Examination.	Page.
	1862.			1862.	
Rev. Charlton Lane, M.A., Rev. Markland Barnard, M.A., Rev. J. W. Blakesley, B.D., and John S. Shuttleworth, Esq., Chairman and Members of the Court of Assistants of the Mercers' Company.	July 2	71–79	Wm. Lethbridge, Esq., Mathematical Master of St. Paul's School.	July 2	79–82
			Rev. Henry Kynaston, D.D., High Master of St. Paul's School.	„	82–96
			J. W. Spurling, Esq. - - - -	Dec. 16	96–101
			Rev. J. W. Blakesley further examined	Dec. 17	101–109

St. Paul's School, 2nd July 1862.

PRESENT :

Earl of Clarendon.
Earl of Devon.
Lord Lyttelton.
Rev. W. H. Thompson.
H. Halford Vaughan, Esq.

The Earl of Clarendon in the Chair.

The Rev. Charlton Lane, M.A., Rev. Markland Barnard, M.A., Rev. J. W. Blakesley, B.D., and John S. Shuttleworth, Esq., called in.

ST. PAUL'S.

Rev. C. Lane.
Rev. M. Barnard.
Rev. J. W. Blakesley.
J. S. Shuttleworth, Esq.

2 July 1862.

1. (*Lord Clarendon to Mr. Lane.*) I believe you are chairman of the Mercers' Company ?—I am.

2. I do not know whether it is you who have given these accounts of the school. They are not published by you, I think ?—They were got up by the solicitor and the clerk of the Company. They were read over carefully by myself and my predecessor, the surveyor accountant, with the assistance of Mr. Blakesley, one of the Governors of the school. By a resolution of the Court of Assistants the surveyor accountant and the assistant surveyor were empowered as a committee to answer the questions of your Lordships and to call in Mr. Blakesley, who possesses considerable information on matters of this sort. We took advantage in three or four instances of his advice, and we read over the answers and considered them in conjunction with him, but I believe the alterations that were made were very small.

3. (*Lord Lyttelton.*) Is he one of the Court of Assistants ?—Yes, and one of the wardens of the Company, as well as a member of the Court of Assistants.

4. How many wardens are there ?— Four, including the master ; the master is prime warden.

5. (*Lord Clarendon.*) Do you consider the Mercers' Company hold the whole of the property for the support of the school, according to the ordinances of Dean Colet ?—We do not think that that is definitely settled. We have always appropriated the proceeds of the Coletine estates to the benefit of the school, but in consequence of some litigation which has unfortunately arisen of late, we have made the discovery that in a legal point of view it is probable that the Coletine estates are the property of the Mercers' Company on this ground, that it is believed by the legal advisers that the Company undertook the sustentation of St. Paul's school as established by Dean Colet. They took it for better for worse, and they were in the first instance out of pocket, which they willingly bore, but the estates have increased greatly in value, notwithstanding which the surplus has never been appropriated by them to their own advantage, but has always been carried to the account of the school, and the estates have been so managed from year to year, and from generation to generation, with this exception, that 34,000*l.* used by the Company in times past, when in difficulties, was many years ago replaced to the account of the school. Whether or not they were appropriated by Dean Colet to the support of the school, we consider it an act of grace on the part of our ancestors as well as on our part to do so.

6. (*Lord Clarendon.*) An act of grace to apply them to the school?—To apply the surplus to the school, because, in a legal point of view, the estates are ours.

7. You still continue to hold the property in trust ?—Partially in trust from year to year ; but the question arose in the case of Dr. Harrison, schoolmaster of the school, about 80 years after Dean Colet's death, when a litigation took place between him and the Governors of the school, and it was and is considered from the *quasi* decision of the Archbishop of Canterbury and the Court of Arches of the time that the Coletine estates belong to the Company. The effect of that decision was one of the questions sought to be raised and decided in the present litigation, but we undertake to say that the Coletine estates are not the property of the school.

8. You have had a legal opinion upon the subject, but no legal decision ?—No judicial decision.

9. (*Lord Lyttelton.*) The question is, whether they belonged absolutely to the Mercers' Company or not ?—Vice-Chancellor Page Wood declined giving an opinion when the case was before him, deciding in favour of the Company upon other grounds.

10. (*Lord Clarendon.*) That is the question to be decided ?—Yes. We assert that in right it belongs to us, not with the view of benefiting by the property, because we do not want it, but as a strict matter of legal right we say we are entitled to it.

11. Is there any prospect of the question arising ?—The question was raised, and we should have been glad to have had it decided, but the judge declined giving any opinion upon the matter.

12. (*Lord Lyttelton.*) Is there any appeal in this case ?—We have received a sort of notice that Baron Rothschild means to appeal.

13. That point may be raised on the appeal ?—I believe I may say, speaking personally for myself, for I do not speak for my brother wardens, that I should not be sorry if the appeal were carried out, that is, so far as my own personal feeling is concerned.

14. I wish to know whether there is any probability of the case being settled ?—It rests at present entirely in the breast of the baron, whether he chooses to appeal or not. We cannot appeal, because we have carried our point, though we have been mulcted in our own costs.

15. (*Mr. Vaughan.*) You say that point was not distinctly at issue in the litigation ?—No, only indirectly. However material the question, Vice-Chancellor Wood declined to give any opinion.

16. Did the judge in equity decline to decide it because it was not necessary to the decision of the case ?—Yes.

17. You would imply that the use of the property belongs to the Mercers' Company?—We cannot answer for posterity, but we have not the slightest wish to appropriate the Coletine estates.

18. What do you mean by the surplus revenues ?—The surplus revenue I understand to mean that

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portion of the revenue which is not wanted to carry out the specific directions of Dean Colet.

19. (*Lord Lyttelton.*) If you look at page 9, there is a long account there of expenditure which is in very great detail. You will find that in the list of payments there are a great many different items, one of which is that on the 19th of May in the year 1860, 2,500*l.* was laid out in the purchase of stock?—Yes.

20. Is that what you would call surplus?—No doubt.

21. Am I to understand that the Governors of the Mercers' Company consider that all the rest of the expenditure is applied, in fact, in executing the ordinances of Dean Colet?—No; they consider that they act very liberally. The first of the donations mentioned are not necessarily donations specified by Dean Colet. The estates are in this, that, or the other part of the country, and the proceeds are often applied in support of national schools in those parts of the country from which the revenues are derived; in point of fact, the Mercers' Company consider themselves squires of those particular districts and give donations accordingly.

22. But the surplus in that year, 1860, over and above what the Company considered fairly required for the school, was this 2,500*l.*?—Yes; this sum was invested: the other portion of the surplus was retained to meet current expenses, including exhibitions and other gifts which did not enter into the contemplation of Dean Colet 300 years ago.

23. In these ordinances of Dean Colet there is a statement of what he calls "charges ordinare outpaid "yearly." Then he gives a list of items which in the whole amount to 79*l.* 8*s.* 4*d.* What are we to understand the legal position of the Company is with regard to that?—They think that they are bound to keep up the school, according to the agreement with Dean Colet. They consider that it was a covenant between them and Dean Colet that they are to support a school for 153 boys, under certain ordinances which are attached to the foundation, but they accept the power which Dean Colet conferred upon them of altering the regulations according to the times and seasons, and they have acted accordingly in their discretion.

24. I wish to understand to what extent they conceive their strict legal obligations go. Can you state it in money. To what extent do they consider themselves legally bound to apply their revenues in support of the school?—We have never thought it well to limit ourselves in that way, and have never contemplated the idea of considering how far we are limited. The fact is we have never dealt with that question in that particular way. If it was our practice to say that out of an estate of 6,000*l.* or 7,000*l.* a year, whatever it may be, we will appropriate 4,000*l.* to the sustentation of the school, and the remaining 3,000*l.* we will divide among ourselves, then I could have answered the question, but we never contemplated dealing with the estate in that way.

25. I understand the general position you take. I may state it in this way:—There is a certain maximum sum to expend, with regard to which in the support of the school the Company do acknowledge a legal obligation, but with respect to anything beyond that it is entirely within their discretion?—We consider Dean Colet's estates are a sort of trust, but the amount of that trust in money we have never calculated.

26. Is it not the case that within a certain number of years the increase of the value of some of the property will be very large?—Yes.

27. When will that increase begin to take place?—I do not know after what lapse of years it will take place, but we contemplate it will increase at some time. The estates in various parts will fall in. For instance, there is property at Stepney, Mile End, the Commercial Road, and Shadwell, but in some of these districts there is property which is falling in value.

28. Assuming as I do that the school is very liberally maintained at present, according to those accounts has there been a surplus considerably above 2,000*l.* a year, and is it not the case that in a certain number of years there will be an increase of 2,000*l.* or 3,000*l.* a year, or thereabouts?—I do not know what the increase will be. We imagine the estates will continue to improve.

29. Has there been from any member of the Court or from any committee of the Court within the last few years, any formal proposal or report on the subject of the application for the benefit of the school of the present, or of any such prospective revenue?—Yes; there has been.

30. Would there be any objection on the part of the Court to communicate those documents, or any of them, to the Commissioners?—I do not imagine there would be any objection. I think the Court would have every disposition to comply with any wish of your Lordships for any information with regard to the present or prospective state of the schools.

31. In case we make an official application for it, as far as you are aware, should we be able to obtain copies of those documents?—I do not anticipate that there would be any objection to their being produced.

32. I ask the question because a communication has been made on the subject. Were you aware of that communication being made?—There was a communication which was made at the time I first became surveyor accountant. I wrote an answer, or I got my brother assistant surveyor to write one, but I do not know what came of it. All that I know is, that a letter was written in reply to a letter which was received by us.

33. (*Mr. Vaughan.*) Pray what are the duties of the surveyor accountant alluded to in the answer No. 3: "The management of the property is in the "hands of the accountant surveyor, and the surveyor "assistant of the school, under the direction of the "Court of Assistants of the Mercers' Company. The "rents are received by the receiver of rents, and by "the land agent of the Mercers' Company, and the "interest upon the funded property is received by the "clerk of the Company. An audit and examination "of the accounts are made annually by the Court of "Assistants of the Mercers' Company." What are the general duties of the surveyor accountant, besides those that are mentioned there?—The general duties of the surveyor accountant are mentioned, I think, in an answer by Dr. Kynaston in reference to the foundation of the school.

34. One only of his duties is mentioned in Dr. Kynaston's answer?—Speaking from recollection it would be his duty, if he were strictly to carry out the intentions of the founder, which, of course, were formed in times much more primitive than the present, to walk into the school to see that it is properly conducted, not to interfere with the discipline, but to see that it was properly carried out. He was to visit the school four times in the year; at a former period he used to admit all the boys, but since Dr. Sleath came to the school, it has risen in eminence, its wealth has greatly increased, exhibitions have been attached to it, and the advantages of the school, financially and educationally, have been greatly advanced. It is the master at present who admits the boys to the school. The Governors nominate in rotation, but the appointments are all made by the surveyor accountant, he is the person who appoints each boy who is nominated by the Governors in rotation.

35. (*Lord Clarendon.*) He confirms the appointment?—He confirms the appointment. Generally speaking also, if anything has to be done in the way of repairing, the surveyor accountant is the person written to to give directions that the proper tradesmen may be employed.

36. (*Mr. Vaughan.*) Does the surveyor accountant generally represent the Company?—He is appointed by the Company, and he represents it in matters of detail, but in all great questions he considers it his duty to write a letter or make some statement to the Court, and receive their instructions.

37. And the surveyor assistant, what are his duties?—The surveyor assistant, until very lately, has been a mere cypher, but within the last year or

two it has been thought that he should take his share in the responsibility, and should assist the surveyor accountant, but the surveyor accountant must necessarily be the prime officer.

38. With regard to the school, I believe their services are not recompensed, are they ?—I think Dean Colet assigns them 4*l.* a year.

39. And that sum is continued to be received at the present day ?—Yes.

40. I need hardly ask whether that is not a mere formal enjoyment of the benefit intended for them ?—I expect to receive 4*l.* only.

41. I may take it that the surveyor accountant is a totally different official to the person who is appointed as accountant, and is mentioned in these accounts ?—Yes, the accountant is one of the clerks to the Company.

42. (*Lord Clarendon.*) I see in reference to question 4, you say that no material changes had been made in the system of letting and leasing the property, except that by the ordinances of the founder, no lands could be let for a longer period than five years, and new ordinances have been made, as authorized by the original ordinances, for managing the property ?—Yes.

(*Mr. Barnard.*) I think that Dean Colet in his ordinances says, that inasmuch as times and manners are liable to change, he leaves to the wardens and assistants of the Company power, "with counsell "of good lettered and learned men," to "add and "dimynyshe vnto this boke, and to supply in it every "defaulte, and also to declare in it every obscuritie "and darkenes, as tyme and place and just occasion "shall requyre."

(*Lord Lyttelton.*) What Dean Colet says is this :—"Bothe alle this that is saide, and all that yet is "not saide which hereafter shall come into my "mynde while I lyve to be said, I leve it hooly to "their discretion and charytte, I mean of the war-"dens and assistants of the fellowship, w^t^ such "other councill as they shall call unto theym, good "lettered and lerned menne. They to add and "dimynyshe vnto this boke, and to supply in it "every defaulte, and also to declare in it every "obscuritie and darkenes, as tyme and place and just "occasion shall requyre, callyng the dreadfull God to "loke upon them in all such busynes, and exhorting "them to fear the terrible judgment of God, whiche "sethe in darkness, and shall rendre to evry man "according to his workes, and finally praying the "grete Lorde of mercy for theire faithful dealyng in "this matter, now and always to sende unto theym "in this worlde much welth and prosperyte, and "after this lyff much joye and glory."

(*Mr. Lane.*) That must be interpreted to mean that they may modify them.

(*Lord Lyttelton.*) They are to "add and di-"mynyshe."

43. (*Lord Clarendon.*) And do you not consider that a very wise provision ?—Yes.

44. The Company have not thought it right to take any fines on renewal, have they ?—If so it is quite new to me. I am not aware of any such thing.

45. The Company have not thought it right to take any fines on renewals of leases ?—They appear first to have done so, but they ceased to do so a very long time ago. Our answer to that has been, that for upwards of 100 years no fines or payments of that nature on renewals of leases have been taken, and I believe we might have said for a much longer period of time than that, but we thought it safe to give that answer.

46. You were perhaps surprised in the course of your researches to find that fines were originally taken ?—No ; but we could say distinctly that no fines have been taken within the last 100 years.

47. Do you think it prejudicial to the property to take fines ?—I am not sufficiently acquainted with business of that sort to give you an answer upon that point.

(*Mr. Barnard.*) We have not done so within 100 years at least, and that is the best answer we can give.

48. (*Mr. Vaughan.*) I think you mentioned some parts of the property with respect to which you expected there would be a decrease in the rents ?—(*Mr. Lane.*) Yes.

49. Did you mention at the same time other parts from which you expected an increase ?—No, I did not.

50. Will you have the goodness to state then if you hold them in your recollection ?—The litigation which has lately taken place between the Mercers' Company and Baron Rothschild has induced the Mercers' Company to believe that the estates which are situated in the county of Bucks are likely to increase in value to a considerable extent, and that view has been confirmed since the decision of the Court by the fact of other estates being sold at very much less than the value that would have been given for them by the person who purchased them. We gave directions for the purchase of an estate in the county of Bucks at a certain sum, but it was sold for considerably more than our reserved price would have given for it if we had known the value of the land.

(*Mr. Barnard.*) About 1,000*l.*

(*Mr. Lane.*) Since that it has been said by the gentleman who purchased the estate that we did not really understand the value of our property in Bucks, and that he would have given very much more for it than he had purchased it for.

51. Is the value of the property possessed by you likely to increase from particular causes affecting the value of your land ; that is to say, would the increased value of the land be likely to rise from particular causes affecting that particular land, or from causes affecting land generally in the country ?—One may give a mixed answer to that question, because there are peculiarities attaching to that property. I think, generally speaking, with respect to the land in that county, its proximity to London, the existence of various railways, the prospect of additional railways, and other causes, would all tend to raise its value.

52. Are there any causes independent of those which affect the county generally which would tend to increase its value ?—There may be causes that would tend to raise the value of land in that district ; that is to say, fancy causes.

53. Are you aware whether there are actually fancy causes or not ?—I think there are, no doubt, but that is a separate question. I believe that substantially and *bonâ fide* the value of that property is increasing independently of any landed proprietors in the neighbourhood wishing to purchase any of that land.

54. Might I ask the annual value of the expected amount of increase over the present value of the estates ?—I could not answer that definitively. I am not sufficiently a man of business to do so.

(*Mr. Barnard.*) My view is this ; we have let the land on leases, and when those leases run out, the value of the property is likely to increase very considerably. Some of those leases will expire very shortly, and when they do, we expect to get at least 30 per cent. more for the land, which is remarkably good pasture land, and well situated as regards railways.

55. What is the present value of that estate ?—About twenty-eight shillings an acre.

56. I mean what is the value of the whole of the land you possess ?—Do you mean the whole of the Buckinghamshire estate ?

57. Yes ?—I believe 1,806*l.* a year.

58. And you expect an increase on that of 30 per cent ?—I do. Buckinghamshire is a remarkably good county, and the land is very good, and, as I said before, well situated for railways.

59. The application of the revenues to the school in the present state of things you consider to be a gratuitous act on the part of the Company ?—(*Mr. Lane.*) That is our statement.

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60. You say that in some respects your application of the surplus is authorized by the ordinances and other regulations?—We consider that we are empowered, by reason of that wise regulation of Dean Colet, to lay out our money on exhibitions or anything else that may tend directly or indirectly to the advantage of the school.

61. If you are empowered by Dean Colet's ordinances so to deal with the surplus, should you not say that those ordinances prescribed you to lay out your money for the advantage of the school only, it might be in whatever way you thought best, but that you must lay out your money in that direction?—That of course is more than I can answer; that is a legal question, to which I could not undertake to reply. Our statement is, that having complied with certain specific regulations of Dean Colet, we are at liberty to apply the margin according to our own discretion; and we have, in consideration of that, laid out our money in the way I have just alluded to. I do not think, with all due deference to your Lordships, that the ordinances necessarily fix the Coletine estates exclusively to the school, simply because they leave the power of administration so widely and so wisely to the Mercers' Company.

62. Does not Dean Colet's phrase "lands of the school," show that they were conferred upon you for the school?—If you ask me as a Mercer, I contend that we could not read it in that way.

63. (*Lord Lyttelton.*) That property has been invested for the benefit of the school, has it not?—We have treated it as if it were trust property; but we claim to consider it property charged with the maintenance of St. Paul's School, according to Dean Colet's ordinances.

64. (*Mr. Vaughan.*) There is a charge constantly recurring in the expenditure which is not very intelligible as it stands: it is a charge to "Courts and committees," and altogether it amounts to about 200*l.* in the course of a year. Will you explain what that is?—The charge to courts and committees is this: Anciently it was the custom to give a certain sum of money (half-a-crown, or something of that sort) to each member who attended to the concerns of the Company, and of course if he were not in his place at the right time, he forfeited his right to his half-crown. Now it amounts to as much as a guinea, but on some business of the company it amounts to two guineas.

(*Mr. Barnard.*) It was never two guineas, I think, in St. Paul's school account.

(*Mr. Lane.*) In St. Paul's school account it was one guinea for attendance.

65. The whole of that charge running through the accounts for courts and committees consists of that guinea paid to the members?—Yes.

66. Is that for attention which is paid solely to the affairs of the school or to the affairs of the Mercers' Company in general?—It is for the committee of St. Paul's school; and the guinea is charged to the estate.

67. You have not quite understood what I meant. What I wanted to know was, whether those sums, which are set down here, are all paid to the members of the Mercers' Company in consideration of a duty performed towards the school simply, or for attention to the business of the Mercers' Company in general?—No, it is a payment for duty performed by the Governors of the school as such.

(*Mr. Barnard.*) And solely for matters connected with the school.

68. There are a great number of donations and subscriptions in the account, which amount to a considerable sum. Do you know how much they amount to. I mean the donations and subscriptions that are not legal charges, and are not given positively to any member of the school. What do they amount to?—(*Mr. Lane.*) I do not know; one cannot take them out very well.

(*Mr. Barnard.*) They are donations to neighbouring churches connected with the Coletine estates and other matters.

(*Mr. Lane.*) I have already stated that the Company consider themselves squires of certain estates.

69. Are all those donations given by the Company in performance of what they consider their duty as owners of the land?—Yes.

70. For instance, there is a donation to the lecturer of St. Dunstan's. Is that a local charge, or is it in the nature of a subscription?—Would you have the goodness to point it out?

71. It is "Afternoon lecturer, St. Dunstan's, "Stepney." What I mean is, is Stepney part of the Coletine estate?—It is given in consequence of some of the revenues being derived from that neighbourhood. As I said before, we are squires of that estate.

72. It is a donation of 10 guineas?—Yes, I imagine that must be it.

73. I see also a donation which appears to be a donation to the widow of a gentleman mentioned in the accounts. Did he perform any services to the school?—He was the second or third master of the school.

74. Is it the custom of the Company to pay donations to the widows of masters?—I think it is.

75. Do you pay also annuities to retired masters; I think I understand from the accounts that you do?—Yes, we do.

76. I perceive also that there is a considerable sum paid in the course of the year to gentlemen who formerly belonged to the school, and who have distinguished themselves at the universities and in other places. Is that a customary payment out of the revenues of the school?—It is a customary payment out of the revenues of the school; but we have had an investigation of that matter, because even those who have been to college, unless they have refreshed their knowledge, are not acquainted in all respects with these matters. Mr. Blakesley, who has investigated the whole case, has laid down a programme of rewards to be given for certain distinctions, and on that we have since proceeded.

(*Mr. Blakesley.*) The Commissioners must not imagine that I originated the plan of giving rewards. The scheme which I drew up was rather to limit the rewards which had been usually given; and it has limited them.

77. (*To Mr. Blakesley.*) Is it in your power to inform the Commission what annual amount of money has been expended in that way?—I do not know, exactly; but it will be less than it has been.

78. Has the practice been to make the allowance in particular cases as they arose, without any reference to general principles?—I think there has not been sufficient reference to any principle or standard whatever.

(*Mr. Barnard.*) We have never given anything, except to young men who have in some sense distinguished themselves.

(*Mr. Lane.*) But there has been no programme or standard by which we could regulate the relative value of certain distinctions.

79. There is a sum recurring here of 20*l.* It recurs more than once; in point of fact, it appears to recur quarterly, paid to the accountant. May I ask what the duties of the accountant are, as distinguished from those of the receiver, and the duties of the clerk of the Company?—The clerk of the Company attends to the general business of the Company, and is the official superintendent of all the accounts that are carried on in the office of the Company. The receiver simply receives the rents and gives in his account to the accountant, who has his own mode of stating the accounts. I do not know what the clerk of the Company does more than superintend that, nor whether he considers himself personally responsible.

(*Mr. Shuttleworth.*) The accountant is responsible to the clerk.

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80. Is the accountant responsible to the clerk?—(*Mr. Barnard.*) Yes.

(*Mr. Shuttleworth.*) He is appointed the accountant of St. Paul's school at 80*l.* a year.

81. There are also mentioned here a beadle and under beadle; are both those necessary officers. Are they ancient offices?—(*Mr. Barnard.*) Both ancient.

82. Are they necessary?—I fancy so.

(*Mr. Lane.*) I suppose, from times immemorial, the Company at their official visitation of the school have always been preceded, as is the usual custom in City Companies, by the beadle carrying the mace before them.

83. I observe there is a considerable charge for upholstery. Is that for the upholstery furnished to the school?—*Upholstery* means whatever is included in the bill of the upholsterer, which relates entirely to things furnished for the apposition day.

84. It seems a considerable sum in the course of a year?—The term *repairs* includes fixtures as well as ordinary repairs, and is applied to the whole building, including school and residences; the masters furnish their own houses. It was only yesterday that I had a letter from one of the Masters of the school, begging that I would give directions to a proper person to have his kitchen grate mended.

85. (*Lord Lyttelton.*) Is it a boarding house to which you are alluding?—No, one of the Master's houses.

86. (*Mr. Vaughan.*) You will find repairs mentioned there. There are repairs, and very large ones. There is an item of 58*l.* 11*s.*; and then there are repairs, again, of 18*l.* 4*s.* 10*d.*; then, repairs, 267*l.* 1*s.* 5*d.*?—(*Mr. Shuttleworth.*) There was a great deal of painting and doing-up last season.

87. There is a sum of 84*l.* 7*s.* 4*d.* for bookbinding. Is that for the school library?—

(*Mr. Lane.*) It is for the school library; this library in which we are now sitting. There were considerable additions made last year, and that embraces the additions to the French books that were made.

(*Mr. Shuttleworth.*) I do not think it does.

88. There is a charge of 40*l.* 16*s.* for examination papers. Is that simply the charge for printing them?—There are certain bills sent in which we have to pay.

(*Mr. Barnard.*) I think the High Master could give you all the information that you may require upon that point.

89. There is a curious item here; Taverner. Is that a name or an office?—It is the name of a boy who distinguished himself. They have put the name in without any explanation.

90. There is a considerable sum, I observe, for "proportion of the apposition dinner." May I ask what is the meaning of the proportion of the apposition dinner?—The meaning of it is this, that Dean Colet permitted the Governors of the school to have a little dinner once a year, and we have added considerably to that, and frequently have the "assist-"ance," as the French call it, of noblemen and gentlemen like yourselves. Indeed, I should be glad if you would honour us on the next occasion.

91. (*Lord Lyttelton.*) Your proportion alone, which is but a fraction of the cost, is about 200*l.*?—200*l.* is debited to the funds of the school, and the Company make up the deficiency, wine included.

92. Who pays the rest?—See preceding answer.

93. It is a charge on the Company's funds?—Yes.

94. (*Mr. Vaughan.*) I observe here a sum of 425*l.* 5*s.* 6*d.*, law charges. Is that the cost of any particular law-suit, or does it furnish a mere average of the law charges of the estate for the year?—I am afraid the present law charges of the suit will be more like 4,000*l.* than 400*l.*

95. Does that furnish the average amount of the law charges only?—It does not; 360*l.* apportioned to a particular lawsuit: the remainder is the ordinary charge for the year; for of this 425*l.* 5*s.* 6*d.* there is 377*l.* 17*s.* 4*d.* occasioned by the Rothschild suit.

96. (*To Mr. Lane.*) May I ask what is the general average?—

(*Mr. Lane.*) The ordinary law-charges do not amount to 100*l.* per annum.

(*Mr. Barnard.*) It may be some part of the charge, at the commencement of the suit; but I know the charges which are already delivered to us amount to something like 4,000*l.*

(*Mr. Shuttleworth.*) I think part of that charge does appertain to the commencement of that suit.

97. (*Lord Devon.*) I suppose that the charge of 25*l.* quarterly as the clerk's salary is a fair remuneration for that part of his time which is devoted to the affairs of the school?—Yes.

98. And is the same principle applied to other charges; that is to say, are they paid partly out of the general fund and partly out of the school fund?—Yes.

99. (*Lord Lyttelton.*) There is a sum charged, "October 10th, Dr. Kynaston, one year's interest on "111*l.* 11*s.* 6*d.* consols, due July 5th; and on "102*l.* 13*s.* 11*d.*, ditto, 3*l.* 1*s.* 8*d.*" What fund is that?—(*Mr. Lane.*) The 111*l.* 11*s.* 6*d.* is a sum invested by Dr. Sleath, named in our books "The High Master's Prize," and the 102*l.* 13*s.* 11*d.* is a fund, named "The Milton Prize Fund."

100. In the first place there is "High Master, "quarter's salary, 225*l.*"?—That is Dr. Kynaston's salary.

101. When we look at the schedule on page 13, which gives a list of the present emoluments of the masters, we find that the High Master's salary is put down at 900*l.* a year?—Yes.

102. That I suppose we may take to be the total amount of his official income?—In addition to that the High Master has the rents of two houses at Stepney, a residence for himself, with rates, taxes, and repairs found him, and a gown every year. I imagine that is the point you were referring to.

103. (*To Mr. Barnard.*) Do you know whether that has been commuted?—

(*Mr. Barnard.*) No, it has not.

104. (*Lord Lyttelton.*) We may take the Master's income at somewhat under 1,000*l.* a year, besides which he has a house free?—(*Mr. Lane.*) Yes; "900*l.* a year in hard money," but you had better ask Dr. Kynaston himself what the rents of the houses at Stepney amount to, because it is not a matter for us to inquire into.

105. A money income under 1,000*l.* a year?—Yes, with a house besides.

106. Are the Company satisfied that they can obtain for that income a first-class man as High Master?—I may answer that we consider it is sufficient.

107. For a man of high standing. What I mean is, whether in the event of a vacancy occurring the Company would feel any doubt of obtaining a man of first-class scholarship to succeed him?—It is impossible to say what the Governors would contemplate doing in the event of a vacancy occurring.

108. You would not find any difficulty in supplying his place at that salary?—From my own experience as one of the Governors, we should have no dearth of candidates.

109. The question has never been considered, has it, with reference to increasing that amount?—The question has never been considered of increasing the amount direct from the Company.

(*Mr. Barnard.*) The salary used to be 600*l.* a year, in Dr. Sleath's time, and has gradually increased to 900*l.*

(*Mr. Lane.*) It must be understood that what has been given to Dr. Kynaston has been given because he made an application to the Governors, some time since, stating that he did not find it convenient to take boarders, and an order was made that he should

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not, but that he should be allowed an additional income. I think that income was 100*l.* a year, and then besides that, as your Lordships have seen, they took a certain portion of his house for the use of the school, as class rooms, and they assigned him 100*l.* a year for that, previously to which the Governors had increased his stipend by 100*l.*, so that the original 600*l.* a year is now increased to 900*l.* in that way.

110. (*Lord Lyttelton.*) How long ago was it since the income was 600*l.*?—It was in Dr. Sleath's time, but I have not been sufficiently long in the Court of Assistants to know how long he held the High Mastership.

(*Mr. Barnard.*) I should think it has been increased about 11 years.

(*Mr. Lane.*) I should not like to make any guess upon the subject. I know it has been increased for a considerable number of years.

111. The other three masters are, I think, appointed by the Court, are they not?—Yes.

112. They all have residences found them. Are they residences for married men?—Yes; originally, I should tell you, before this present school was built there were residences for three masters. The Company only recognized three masters, the High Master at that time having the addition of one assistant, who took what are called the fifth and sixth classes. That assistant was generally a young man whom he appointed himself, but the Governors of the school made that assistant the fourth master, appointed him and paid him themselves.

113. Those three payments are all fixed, are they not? 400*l.* for the surmaster, 350*l.* for the third master, and 300*l.* for the fourth?—I think we have added to the third master's salary, or was it the fourth that was increased?

(*Mr. Barnard.*) No, the fourth remains the same. You will see by a note at the bottom that since the list was sent in the third master's income has been increased to 350*l.* per annum. Before that it was 320*l.*

114. Have there been in your recollection frequent vacancies in those three masterships?—I am not sufficiently acquainted with the school to know what vacancies have occurred, but I imagine there have not been very frequent changes here.

115. What I mean is, do the masters remain in the school long?—Yes.

116. (*Lord Devon.*) Did Dr. Kynaston's predecessors take boarders?—Yes, and he did also at one time.

117. Had it been the practice of former High Masters to do so?—Yes.

118. Then did Dr. Kynaston continue to take them when he came here first?—Yes.

119. And it was his own wish to discontinue doing so?—Yes.

120. And that was the reason why his salary was increased?—Yes, it was increased 100*l.* a year in consequence of his giving up keeping boarders.

121. (*Lord Lyttelton.*) Was it only the High Master who took boarders?—No, the other masters took boarders as well.

122. Did they discontinue taking them at the same time, or was there any order upon the subject?—There was no order passed upon the subject by the Court of Assistants with the view of preventing boarders being taken by the under masters, but there was in the case of the High Master, and it was then ordered that 100*l.* should be given to him in lieu of his taking them.

123. (*Mr. Vaughan.*) Was that prohibition against taking boarders by the High Master solicited by the High Master himself from policy?—I believe it was solicited by the High Master, and was willingly acquiesced in because the feeling of the Court of Assistants certainly was that it would be better he should not.

124. Did that feeling arise from any desire on your part to limit the school simply to day boarders?—I think it was considered that such a system would prevent the possibility of any inducement to favouritism on the part of the High Master towards any particular boys.

125. They thought, perhaps, some attachment might arise between the High Master and particular boys?—Yes, which of course could not apply to the other masters.

126. That is only because their power is not the same?—Exactly.

(*Mr. Barnard.*) They teach the junior classes, and there would not be likely to be any favouritism at all in their case.

127. (*Lord Lyttelton.*) Are the Commissioners to understand that the under masters may not take boarders if they choose?—(*Mr. Lane.*) The under masters may take boarders; there is nothing to prevent them.

128. But in point of fact, they do not?—No, but they are at liberty to take boarders if they choose.

129. (*Mr. Vaughan.*) Has the effect of that prohibition with regard to boarders been at all calculated to alter the character of the school or the class of boys resorting to it?—Many years ago the boarders were a class of boys distinct in their social position from the other boys in the school, but that was before Dr. Sleath came here; but almost immediately on his coming the class of boys gradually assumed a higher position in society. Generally speaking, the class of boys who come here consists of the sons of clergymen, barristers, surgeons, solicitors, physicians, and tradesmen of respectability, who have earned money enough to wish their sons to take a higher position in society. That is the class of boys generally who come here now, but it was not so in Dr. Roberts's time, because, except the boarders, the class of boys who came then, generally speaking, was inferior.

130. Do you think the class of day scholars now is upon a level with what used to be the class of boarders?—I should say so.

131. You do not think that the prohibition has at all affected the social position of the school?—Not disadvantageously.

132. (*Lord Clarendon.*) Perhaps, Mr. Lane, this would be the proper time to ask whether you think the position of the school here, in the heart of the city, is disadvantageous to it, and whether the question of its being removed to a distance from London has ever been entertained by the Court?—The question has been entertained, my Lord, by the Court, and the Court has taken a decided action upon it in following out the instructions of Dean Colet, with reference to seeking the aid of learned and discreet persons upon the subject. They laid that question before three distinguished persons, who were educated at St. Paul's school, namely, the Bishop of Llandaff, the Bishop of Manchester, and Lord Chief Baron Pollock. In addition to those gentlemen, we also sought the advice of the Bishop of London, who, having been a schoolmaster himself, we thought would be in a very good position to give us valuable advice, and all those gentlemen with one assent gave their opinion against the existing site of the school. At the same time, I think, they all agreed in this, that the school was intended by the founder to be a school attached to the metropolis, and therefore ought not to be taken away to a considerable distance from its present site, but they thought the existing site was unfavourable.

133. You say you have already taken action by consulting learned and discreet persons. Have you taken any action, or do you propose to take any with respect to carrying that opinion into effect?—No; the Governors were naturally, some of them, influenced by the opinion of the High Master, who was against the removal, and others, of course, from other feelings. Early association with that spot which they considered sacred as the spot selected by the founder. There were other considerations with respect to the difficulty of finding a proper spot where we could go, and all these things have operated so as to leave the matter completely in suspense, and since the decision, or rather the sentence, of the gentlemen to whom we referred the matter, nothing has been done.

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134. I suppose that even if the Court were disposed to give effect to the opinion they have obtained, they would still think it incumbent upon them to maintain the character of a London school?—Undoubtedly.

135. Of a day school?—I believe there is no division of opinion upon that point.

136. Is that the opinion of the Court of Assistants?—(*Mr. Blakesley.*) I do not take that view myself, as a member of the Court.

(*Mr. Lane.*) I am not aware that there is any other opinion entertained.

(*Mr. Blakesley.*) I contend it is not specially a London school, but intended by the founder to be an universal school. Any proceedings which we (the Governors) took in respect to it were taken upon the questionable theory that it was intended for the benefit of the London population, of whatever country they might be. Practically, it is now a London school, because there being none but day boys, the ambit of the school is limited to a small area; but from the contemporary documents relating to the school, I think it was originally intended as an universal school.

137. What do you consider to be the meaning of the words "boys of all nations and countries"?—(*Mr. Lane.*) I imagine that the Governors of the school have acted in this way: They have looked upon London as the great commercial metropolis of the world. Dean Colet intended that there should be no privileges, or franchises, or liberties, or guilds, or anything whatever that might act as an impediment to the general and universal advantages of the school; and in drawing out that deed probably they exhausted the words which were in general use by practitioners in former days. I imagine his real intention was, that whoever lived in London, of whatever nation or country he might be, could be brought to that school, and educated therein.

138. Where do you gather in Dean Colet's ordinances that those boys of all nations and countries are to be resident in London; they may come from all parts of the world, and be educated here?—My belief is, that Dean Colet originally did not contemplate boarding houses attached to the school. He intended it as a day school, and therefore, as I conceive, he opened it for the children of all nations who might be resident in London; that is to say, he would allow of no particular privileges to any distinct class of persons.

139. You think you have evidence of his intention that it should be a day school?—No, my Lord. I am only arriving at a conclusion. If your Lordship asks me whether I can fix upon any distinct evidence, I can fix on nothing but the general impression derived from the fact that it was a day school. Of course I am much in favour of the masters having boarders, because whatever adds to the character of the school is an indirect advantage to it, and whatever adds to the influence of the master must sustain and add to the character of the school.

140. (*Lord Lyttelton.*) Can you give any reason why the present masters do not take boarders; as I understand, it is open to them to do so, and, generally speaking, it is a benefit?—I believe the impression is, that the principle which attaches to the High Master also attaches to them, which is quite a mistake.

(*Mr. Barnard.*) They do not choose to do so, I think. If you look at the fifth paragraph of the ordinances, it is clear that the children must be day scholars; although they may originally be of all nations and countries, they are to go into the school and return at certain hours, and they are not to bring meat or drink into it, and certain other regulations are enjoined, so that we cannot put any different construction upon it other than that it was intended to be a day school.

141. Where do the parents of the boys, as a matter of fact, generally live; are there any of them who live out of town?—Many of them live in the outskirts of London, such as Dulwich, and other suburbs, and the railways now enable boys to come to school even when they reside at a considerable distance. That is one reason, in my opinion, why the character of the class of boys who come to this school has improved.

142. (*Lord Clarendon.*) With reference to the opinions expressed relative to the removal of the school, should you be favourable to its removal into the country?—(*Mr. Blakesley.*) Well, my Lord, if I were called upon to decide the matter, I should certainly say yes; but considering that there is a strong feeling among the Governors against it, my opinion would rather be for the employment of the surplus funds in the establishment of another school in the country, keeping this on its present footing as a day school for London. Not that I think that would be the best possible course, but the best consistently with the strongly expressed feelings of the great majority of the Court of Assistants. It is not to be taken as an absolute opinion, but as an expression of what I think would be the most beneficial course practicable.

143. (*Mr. Vaughan.*) You mean that you consider the position of the school in St. Paul's churchyard, as prescribed by the founder, was with the view of bringing the people of all nations and countries here, and that he thought that was the most desirable spot for that purpose. Did I not understand you to say that?—(*Mr. Lane.*) No, not that exactly. The real truth of the matter was, that Dean Colet found a school, called St. Paul's school, here in existence. It had been created in the time of Richard II. What became of that school I do not know, whether he laid hold of it does not appear particularly clear, but it is plain he found a school here called St. Paul's school, which he attached to the Mercers' Company, and the reason why he happened to enjoin that it should be a school for all nations and countries was probably because the original St. Paul's school was circumscribed in its scheme. Certainly in my opinion his intention was that this school should be a metropolitan school, open to the sons of people of all nations and all countries.

144. I do not understand you to be of opinion that at present its position in London has the effect of bringing people of all nations and countries here now?—No, certainly not.

(*Mr. Barnard.*) I think there is not a single foreigner in the school at present.

145. (*Mr. Vaughan.*) I was going to ask that whether in point of fact there is any foreigner?—Not one.

146. (*Lord Clarendon.*) Are there any restrictions with respect to religion as regards the admission of the boys into the school. Must they all be Protestants?—They are examined by Dean Colet's rules, according to the catechism that was in existence in his time; but I do not think that there is any exclusion of Roman Catholics.

147. Is that part of the entrance examination?—The entrance examination is simply that a boy shall be able to read and write competently. Generally speaking, it is considered that he must be able to write a passage from the New Testament.

148. On his entry into the school there is no inquiry as to his religion?—No inquiry as to his religious denomination; but there is an inquiry as to whether he has been baptized.

149. (*Mr. Vaughan.*) Do any conditions made as to the profession of religion go beyond the founder's ordinances?—(*Mr. Lane.*) All that we exact is, that a boy shall be brought up christianlike, and that he shall be the child of Christian parents; that is understood to be in accordance with Dean Colet's ordinances, and the certificate of the baptism of the child is invariably required.

150. (*Lord Devon.*) Are the Latin prayers read in the morning?—I do not know the practice.

(*Mr. Barnard.*) They were in our days.

151. (*Lord Clarendon.*) The original charters or instructions are not in the custody of the Mercers'

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Company, I believe?—(*Mr. Lane.*) We believe that they were burnt in the fire of London.

152. But these are copies of them?—Yes, these are copies; and there are also copies, we believe, in the Tower.

153. Copies in the Tower?—I believe so; our solicitor has stated that as his belief.

(*Mr. Barnard.*) In the Record Office, I suppose.

(*Mr. Lane.*) Yes.

154. The masters of the school are elected annually. Is that merely a form, or do you consider that the master is liable to be deposed?—It would be a very extreme case indeed that would warrant the Governors in entertaining the question. The master is annually elected.

155. That is to say, the form of re-election is gone through every year?—Yes. He is called in and is informed that his place is vacant, and then he is asked if he wishes to apply for the vacant appointment. He retires, and in a few minutes he is called in and is told that he has been appointed to the vacant appointment. Dr. Sleath resisted that practice and endeavoured to set it aside, but it only created an unhappy feeling between him and the Governors. The Governors acted upon the statutes of the Founder, but how far Dr. Sleath acted erroneously I cannot undertake to say.

(*Mr. Barnard.*) He applied for a *mandamus*, which was considered quite an useless proceeding.

156. (*Lord Clarendon.*) Then, in point of fact, at the annual election any other person might apply for the vacant mastership, which they would be entitled to consider was vacant at that moment?—Yes, but I think they might save themselves the trouble.

157. But the masterships are actually declared vacant once a year?—(*Mr. Lane.*) Yes.

158. (*Lord Lyttelton.*) Are they liable to dismissal: is there any doubt as to the Court of Assistants having the right to appoint?—None whatever.

159. (*Mr. Vaughan.*) Do you consider that formality of re-election every year gives the Court of Assistants any advantage in case of there being anything objectionable in the master. Do you think it would afford any facility for removing him that they would not have without it?—Yes; in case of any gross immoral conduct or proved incapacity it would probably be of great advantage.

(*Mr. Barnard.*) It would give them a much stronger hold than they would have without.

160. (*Lord Devon.*) How does that bear on the chance of getting good candidates?—(*Mr. Lane.*) It has its effect. Whenever there is a vacancy, an advertisement is put in the papers in which the rule of the Company is stated, and no doubt it does deter some persons from applying.

161. Have you, however, in point of fact, had a great choice of masters?—Yes.

162. Practically within the last five years?—Yes, though they have not differed very much.

163. You think that, generally speaking, they have been men of high qualifications?—Yes.

164. (*Lord Clarendon.*) The number of boys is fixed by Dean Colet at 153?—Yes.

165. You thought it necessary to apply to counsel to ask whether you could not set that ordinance aside?—Yes.

166. Do you know on what their opinion in the affirmative was founded on as regarded that ordinance more than any other?—I do not recollect. I am not sufficiently acquainted with the case. All I can recollect was that it was submitted, and an opinion was given to that effect. I presume they went on the fact that there were general powers given to the Governors under Dean Colet's ordinance to alter and amend according to the changes which time might introduce.

167. To what extent have the numbers been increased; not to any great extent, I believe?—The number of boys has never been increased.

168. Each scholar, I think, is nominated by the court in rotation?—Yes.

169. (*Lord Devon.*) How was that reference to counsel made? Was it in consequence of any representation from the High Master, or from any person connected with the imparting of instruction in the school, that it would be desirable that the number of boys should be increased?—I think the question was raised a good many years ago.

170. By the High Master?—No, by the Governors.

171. Did you ever receive any representation from the authorities of the school to the effect that its prosperity would be in all probability augmented by the increase in the numbers?—Does your Lordship mean by the schoolmaster?

172. No?

(*Mr. Barnard.*) I believe it to be Dr. Kynaston's private opinion though.

173. (*Lord Devon.*) I was asking whether any formal representation had been made?—(*Mr. Lane.*) No.

174. (*Lord Clarendon.*) The scholars are nominated by the Court of Assistants in rotation?—Yes.

175. How many members does the court consist of?—Twenty-eight.

(*Mr. Barnard.*) It cannot exceed 31, by Charter of Charles II.

176. About how many vacancies take place in the course of a year?—About one a year to each member.

(*Mr. Blakesley.*) Hardly so many as that. I think about two in three years.

(*Mr. Lane.*) I think we made inquiry about that. It is not so many as one a year, certainly.

177. Has the Court of Assistants ever considered whether the character of the school would be promoted by nominating scholars who should compete with others, or do they think it best that the present system of filling up the vacancies by nominating them in rotation should be continued?—The question has been considered, but it has been made a privilege on the part of the Governors that they should each appoint the child of some friend of their own, or at least somebody who was recommended to them. There was one case of a surgeon in my own parish who had 12 sons, three of whom have been nominated in succession to the school.

178. (*Lord Devon.*) Independently of open competition, has the question of the introduction of a modified system of competition ever been considered; as for instance, that one gentleman should nominate three boys, and that the best of those three should obtain the vacancy in the school?—I should think that the introduction of such a system would be very advantageous.

179. That would be a competition among nominees?—I think it would be meeting the question in a very nice way.

180. (*Lord Clarendon.*) He might appoint three boys, only one of whom should be entitled to succeed, so that the school should in fact consist of the best boys?—Yes.

181. (*Lord Lyttelton.*) All expenses whatever are defrayed by the Company, and the boys are put to none?—None whatever.

182. Of course they have to pay for their books?—Yes.

183. (*Lord Clarendon.*) Not for being taught?—No.

184. They pay nothing whatever in the way of fees?—No, all the fees have been done away with.

(*Mr. Barnard.*) I think they have never paid any.

(*Mr. Lane.*) A shilling is paid by every boy on his admittance, to the school-porter. By Colet's statute the admission payment is four-pence, iiii^{d}.

185. (*Lord Lyttelton.*) Books are the only expense?—Yes.

186. (*Lord Clarendon.*) The Court of Assistants decline all responsibility as to where the boys live, or dine, or sleep; anything in point of fact beyond

the responsibility which attaches to them in respect of the boys' behaviour in school hours, do they not?—They do.

187. Do you not think that is disadvantageous to the school?—Certainly, my own private opinion is that it disadvantages the school; I think it is very disadvantageous to the boys in a moral point of view.

188. Practically, how does the system work here? Where do the boys feed?—They go where they can; some to coffee houses, some to dining rooms, some to one place, and some to another. I believe the boys, generally speaking, are virtuous and well conducted, and do not necessarily contract any expensive habits. Still, if they had a great deal of money in their pockets, as many boys have, it would be very mischievous.

189. I suppose they have an hour or an hour and a half in the course of the day?—Yes.

190. (*Lord Lyttelton.*) Have the Court of Assistants ever considered the possibility of appointing certain houses to which some of the boys might resort for dinner?—They may have done so, but I think they rather consider that they ought not to take any responsibility upon themselves in the matter.

191. Should you see any difficulty in the adoption of such a course as that, by which certain houses in the immediate neighbourhood might be used for boys to resort to?—I should think that if any expression of opinion on that point were made by the Commission, the thing would be fairly taken up and discussed, but as the opinion of one or two members of the Court it would not have sufficient weight to induce them to enter into the question.

192. Is it not the custom of the High Master to take in some boys to dine?—That is a private regulation. It is not considered contrary to stipulation.

193. The Governors consider it clear that there is no responsibility under the obligation to educate the boys, except the responsibility which attaches to them for their conduct while in the school?—They consider it simply a day school.

194. (*Mr. Vaughan.*) You say in the answers that the Court of Assistants have no responsibility, neither have they any knowledge of the places in which the scholars reside. But as a matter of fact, do you happen to know whether there are any houses in which the scholars reside not being their parents' houses?—I believe there is a clergyman in Charterhouse Square who takes some of the boys to live with him, but I am not quite certain.

195. Are we to take it that there is no limitation in that respect?—I have heard that there are clergymen in the neighbourhood who take some of the boys, and I know myself that there are clergymen in some of the suburbs of London who would be glad to take the boys.

196. Then in point of fact there are some boys who are boarding in houses not very far from this school, although the Court has no official cognizance of the fact?—No doubt.

197. Can you say what number of boys board in that way?—No.

198. Are there several?—I should say there are several.

199. And over those boarding houses the Court of Assistants can exercise no control?—None whatever.

200. And if they were living with any tradesmen of the neighbourhood the Court would be equally ignorant officially, and it would be competent for any tradesman to receive them without any notice being taken of it?—Quite so.

(*Mr. Barnard.*) I think seven-eighths of the boys, however, live with their parents.

201. Do you think there is anything objectionable in their having the power of residing in the neighbourhood in that way, in houses where the Court has no control?—(*Mr. Lane.*) I should think it most desirable that the High Master under the authorities of the school should have some sort of control or supervision. It should be of the most delicate character, but at the same time, I think he should have some voice as to the houses to which scholars may come from different parts of the country. Suppose that a merchant who had retired from business, and who was living at Dulwich, wished to remove to Hampshire, he would not like to take away his boy from the school, and in such a case I conceive that a gentleman, who has lived in the neighbourhood of London, and who chose to retire to Hampshire, or to some distant part of the kingdom, and who did not like to take away his boy from St. Paul's school, but on the contrary wished him to finish his education there, would be glad if he could place him in some recognized boarding house, but at the present moment there would be a difficulty as to where he should place his boy, seeing that none of the masters take boarders, and that they would have no moral or official control of any kind over the boarding houses of the neighbourhood. The parent would therefore be reduced to the alternative, either of sending the boy to a house where he would be under no moral supervision, or of taking him away from the school altogether.

The witnesses withdrew.

WILLIAM LETHBRIDGE, Esq., M.A., called in and examined.

202. (*Lord Clarendon.*) You are Mathematical Master of St. Paul's school?—I am.

203. How long have you been so?—At least, I was appointed at Christmas 1854.

204. How many other masters are there?—There are no other purely mathematical masters, but there are the assistant classical masters, *i.e.*, the sur-master, and two other masters, and these three masters teach mathematics.

205. They being classical masters?—Ordinarily, classical masters.

206. You are the chief mathematical master?—I am.

207. Are you a university man?—I am a graduate of St. John's College, Cambridge.

208. You are the first university man the school has had, I believe?—Yes. Previously to my being appointed, there was a master who was not a university man. I do not know for how many years he was here, but not a great number, 10 or 12, perhaps. I believe that previous to that time no mathematics were taught at all.

209. When were mathematics first taught here?—I presume they were recognized when my predecessor was first appointed.

210. When was that?—I do not know the exact date, about 1842.

211. Will you have the goodness to tell us how the school is divided with respect to mathematics?—The whole school, consisting of 153 boys, is formed into four divisions, wholly irrespective of the classical arrangements. The upper division, which I take generally consists of about 32 boys. The next would contain more than that number, probably 37, and the other divisions would be still larger, over 40. The lowest division would be the largest. I take the first division; Mr. Kempthorne, the sur-master, takes the second; Mr. Hudson, the third master, takes the third; and Mr. Shephard takes the fourth.

212. What branches of mathematics are taught in each of these classes?—In my division Euclid, arithmetic, algebra, and trigonometry.

213. How far do you go in Euclid?—We take the first four books, the sixth, and the eleventh, omitting the fifth. There are only one or two of the boys who are capable of going beyond trigonometry, and, of course, if any boy did go beyond that, the extent to which mathematics would be taught would be only limited to the capacity of the boy, and the time he would stay at the school.

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214. These branches you have just mentioned are, as far as the average of the school is concerned, the extreme limits to which you teach mathematics?—Quite so. The second division would take elementary algebra, the first two books of Euclid, and arithmetic. The third, I believe, takes arithmetic only, and the fourth arithmetic only.

215. Do you know how far they go in arithmetic?—I do not.

216. They are under the classical master?—Yes. I am the head mathematical master, but I have no control over the other masters. I have nothing whatever to do with them, nor have they anything to do with the mathematical arrangements in the case of those whom I teach.

217. Have you any communication; do you not confer with them with respect to the classes?—I do confer with them, and make any suggestions which I think necessary, but I have no power of making any regulations or examining them, or supervising their tuition.

218. Is your *status* in the school the same as that of the classical masters?—I am a non-resident, I have no house; so that at present I should probably be rather recognized more as a supplementary, than as having the *status* of a resident master. Besides this, I attend a very short time in the week.

219. How many hours do you attend in the week?—Four hours.

220. That is to the first division?—Yes.

221. (*Lord Lyttelton.*) Do you say that each boy gets four hours' tuition a week, and that the study of mathematics is obligatory upon every boy in the school?—Quite so. The whole school, for these hours, is given up to the mathematics, and the arrangement of the boys is according to the mathematical proficiency.

222. Have they to spend time besides in preparing their lessons?—My boys have to prepare Euclid, which is only dealt with in school, in order to see how far they have done it.

223. How long will it take them to prepare their work?—I should think it would take a boy nearly an hour each time, that is to say, an average boy. That would be twice a week, I require them to bring Euclid on each occasion.

224. That they have to prepare at home?—Yes.

225. Is there any examination in mathematics?—There is an annual examination, papers are set in mathematics.

226. Who are they set by?—Mr. Besant is the mathematical examiner, late a fellow of St. John's College.

227. Does the study of the mathematics affect the promotion in the school?—Only the promotion in the mathematical divisions; not that in the classical portion of the school.

228. Is the examination once a year?—Once a year. It is called the apposition.

229. Is it a public examination?—No. The examination in itself is not public. Papers are set; but there is a public proceeding at the end, commonly called the apposition speeches. The actual process of examination is in no way public. The examiners are here, I am here, and one or two of the masters are here.

230. Is it an examination only by papers?—It is *viva voce* also. The papers set last year you will find in the apposition book.

231. Do you consider that, in general, there is a fair proficiency in mathematics among the school?—Considering the very small amount of time that is given to them, I do.

232. Do not the other mathematical masters in the school endeavour to prepare their boys to enter into a higher class. Is there any communication between you and them?—Quite so. There is a communication between myself and Mr. Kempthorne. He will be training them in the elementary portions of algebra, the first books of Euclid, and arithmetic, and he will occasionally consult me.

233. Do you consider the present system of mathematical teaching open to any objection?—I consider it open to serious objections, and the first is the small amount of time that is given by the whole school to that study. The number of boys in each division is so great that they cannot possibly get from any one master that amount of assistance which they ought to have. The system is open also to the objection that it gives no facility whatever for the special cultivation of mathematical taste which any one particular boy may possess.

234. Are you prepared to suggest any improvement in the way of conducting the mathematical tuition?—I would suggest that a greater amount of time should be given to all the boys in the school; that there should be a regular arithmetical master appointed; that the numbers in the classes should be diminished; and also that some special arrangement should be made as to the boys' work, whereby an opportunity might be given to those boys who show any particular taste for the study of mathematics to obtain proper tuition during some part of the time which they would otherwise devote to other subjects. I will illustrate what I mean by saying, that I know a great many boys in the school who have rather a taste for mathematics in preference to some portions of their classical work; for instance, composition, and I would suggest that an arrangement should be made by which they should be taught mathematics, for which they have a taste, in preference to a portion of the classics for which they have no taste.

235. You would advocate the giving up a portion of the time devoted to classics for the purpose of devoting it to the study of mathematics?—Yes.

236. (*Mr. Thompson.*) That is done here, is it not, to a certain extent?—It is done to this extent, that two or three boys are allowed to employ themselves in learning mathematics in the French afternoons, if they chose. I am here from 2 to 4 on Monday and Thursday afternoons; and any other time that a boy chooses to work, he must work wholly unassisted in respect of these matters.

237. (*Lord Lyttelton.*) Do you conceive that mathematical proficiency might enter more than it does into the system of promotion?—I am not sufficiently acquainted with the system of promotion adopted in the school to offer any opinion upon that point. All that I know is the fact that promotions in my division are obtained wholly from mathematical proficiency, that is to say, that the vacancies caused in my division are filled by the best boys in the mathematical division without the smallest reference to their position in the classical division.

238. (*Lord Devon.*) The mathematical marks count one-fourth in comparison with the classical?—We are to a great extent ignorant of the exact marks which are given. That is a theory laid down at the examination. I believe, however, that the practice is that three mathematical marks are considered to be equal to one classical.

239. Practically do you find that the degree of proficiency in mathematics is taken into any considerable account in the selection for the exhibitions?—I believe that the very small proportion which the mathematical are allowed to bear in comparison with the classical marks does not fairly reward the mathematical boy. I think that an inferior classical boy may, in consequence of that arrangement, gain an exhibition over a very superior mathematical boy.

240. There are no special prizes for mathematics, are there?—In each division there is a class prize, not necessarily limited to one, because the Court would give such prizes as the master would recommend.

241. You mean prizes specially for mathematics?—Yes; the rule is that four prizes should be given.

242. What shape are they given in; books?—Books of a certain value.

243. Are the prizes presented in public?—Not at the apposition. The class prizes are given on a certain day, in the presence of the surveyor assistant

of the Mercers' Company, and probably one or two members of the Court. They attend here, and the prizes are presented by them; but they are not presented at the apposition.

244. There are no prizes given for mathematics under circumstances of the same publicity which attend the distribution of the prizes given for classical attainments?—No; the classical *composition* prizes which are awarded are given away at the apposition, which is quite a public affair.

245. (*Mr. Thompson.*) You reside some distance from the school, I believe?—I live in the Temple. That is not a very great distance.

246. How long have you been mathematical master in the school?—About seven years and a half.

247. Are you, by profession, a barrister?—I am.

(*Lord Lyttelton.*) The boys who study mathematics get none of the *éclat* of the Apposition at all?—None whatever.

248. Do you apprehend that it would be a considerable encouragement if they did?—I do not know that it would be so great an encouragement as the making some arrangement with respect to the exhibitions which would give them some more substantial reward.

249. The prizes which are at present given as a reward for mathematical attainments do not act as a very great stimulus to them?—I do not know how much stimulus there may be between one or two boys, but since I have had anything to do with the school the prizes have been a sort of certainty from the beginning of the year, because I have always had one or two boys who stood out prominently.

250. That must be accidental?—Yes; but taking one-fourth of the school of 153, there is a great difference in the amount of proficiency. I have occasion to sub-divide my class, for they cannot all do the same thing at the same time; therefore I very probably have four or five divisions even out of 32 boys.

251. You have only the first 32?—The first 32.

252. How far do they generally get in mathematics before they leave the school?—As a rule, the boys would get through the first part of Colenso's algebra.

253. Would they get to Conic Sections?—Not as a rule.

254. To trigonometry?—A little plane trigonometry.

255. Any mechanics?—Not as a rule, but I would form a class for that if I could get it.

256. How far do they get in Euclid?—Books one to four, the sixth and eleventh.

257. They would get through portions of Euclid, and elementary algebra?—Yes; I think that Euclid and elementary algebra would fairly represent the general average of the better boys.

258. How far advanced would they be found in arithmetic in the other divisions?—I cannot say.

259. Are they not examined in other divisions?—Yes, but not by me.

260. (*Mr. Thompson.*) What is the highest degree that has been taken by any boy in the school since you have been here?—I have not had any one who has taken a better degree than a senior optime.

261. Have you had a wrangler?—Not that I could fairly call one of my own boys. There have been many wranglers from this school, but they went away before I came to it.

262. What is the highest subject in mathematics that you teach?—The differential calculus.

263. How many of the boys are there who learn that?—I have had three.

264. (*Lord Lyttelton.*) I wish to know how far any of them have ever gone; what is the greatest extent?—In any one single boy do you mean?

265. Yes.—I had one boy who has just left, who went through conic sections, both geometrical and analytical, who had read elementary statics and dynamics and differential calculus.

266. Did he do that in his regular school work?—Yes, but he worked a good deal out of school also. He was a boy who had a great faculty for mathematics, because, as you may imagine, unless a boy had considerable taste he would not have advanced very far with only four hours' instruction in a week. I should have had another and a very good mathematical pupil who would probably have distinguished himself, but unfortunately he died. He got one of the Trinity scholarships purely from his mathematical attainments.

267. (*Mr. Vaughan*) Did the boy whom you have just mentioned, who read those difficult subjects, obtain any advantage from the school in consequence?—He has the *second* exhibition.

268. Do you think he owed that considerably to his mathematical abilities?—Yes, undoubtedly. He obtained a second place in the whole examination on account of his taste for mathematics, because in classics he was inferior to some of the other boys.

269. And notwithstanding that, you do not think that mathematics has sufficient weight in the school?—I think not; and I would illustrate that by saying that the boy who had beaten him in consequence of his classical attainments was disproportionately inferior to him with respect to mathematics.

270. Has he gone to Oxford?—Yes.

271. And the other boy has gone to Cambridge?—Yes. The one who beat him has obtained a scholarship at Wadham.

272. (*Lord Lyttelton.*) Do you think it is desirable, from what you know of Cambridge, that boys should read much of their second-year subjects before they go to Cambridge?—Not to any great extent.

273. You think they ought to be well grounded in elementary mathematics first?—I think if they read the first year's subjects it would be better; but that is hardly left optional, for schools are forced on by the examinations for minor scholarships. When the examinations for minor scholarships include the subject, it is almost essential for the boys to study the differential calculus.

274. Do they do so this year?—They do.

275. You do not approve of that?—I do not. It is possible to induce masters to push on a boy without his having been thoroughly well grounded and thoroughly understanding his lower work.

276. Do you think that a boy of 17 or 18 can thoroughly master the principles of the differential calculus?—I should not think so generally; and I think that the time of the boys would be more profitably employed in making them acquainted with the lower subjects.

277. (*Mr. Vaughan.*) With regard to the weight which mathematics have in the exhibitions, do you think that the present regulations have much affected the general attainment of the boys in the school with regard to mathematics?—I understand you to ask whether I think the boys themselves are really affected by the weight which is attached to mathematics in the exhibitions.

278. Yes; the mass of the boys I mean?—I think the very small weight that is given to mathematics induces boys who possess only an average amount of mathematical proficiency to give themselves to the classics rather than to the mathematics if they want to obtain exhibitions.

279. Do you think the amount of weight which is now attached to mathematics, is sufficient to induce the boys to obtain a state of mathematical proficiency, which, without that amount of weight given to them in obtaining the exhibitions, they would not attain at all. What I mean is, do the boys attain a certain amount of mathematical proficiency, which, if there were no necessity imposed upon them to read mathematics for the exhibitions, they would not attain at all?—I think it is very probable they would not read at all in mathematics without there was some weight attached to them.

280. Is it the effect of the present system then that, although it does not make distinguished mathema-

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ticians, it keeps up a certain amount of knowledge in that branch among all the boys in the school?—Yes, it renders it necessary among the lower boys.

281. With regard to the higher boys, you would prefer a different arrangement in the examination for the exhibition; that is to say, to qualify the boys to obtain an exhibition?—I would give the mathematics a greater weight in the examination for exhibitions.

282. Should you prefer that any number of exhibitions should be purely for mathematics or mainly for mathematics, with a certain quantum of classical proficiency?—I doubt the advantage of having a special mathematical exhibition. The school is small, and I doubt whether we could keep up a sufficient amount of fair mathematical competition for it. I should prefer the exhibitions to be still mainly classical.

283. But with more mathematical weight?—With more mathematical weight.

284. And you entertain some doubt as to whether it would be expedient that mathematics should predominate?—I think in the general education that predominance should be given to the classics.

285. (*Mr. Thompson.*) Would one-third satisfy you?—I think that would be perfectly satisfactory; that is to say, that two mathematical marks should be equal to one classical.

The Rev. H. KYNASTON, D.D., called in and examined.

Rev. H. Kynaston.

286. (*Lord Clarendon.*) You are Head Master of St. Paul's school?—I am the High Master, as it is called, that is the style and title of the office.

287. How many years have you been High Master?—I was elected in June 1838, so that I have just completed 24 years of service.

288. I suppose the Court of Assistants, with whom, I believe, the appointment of the High Master rests, would require him to be a university man?—It has always been so, and I understand the advertisement sets it forth.

289. Do they require him to be in orders?—Yes; Dean Colet's statute rather requires that he should. There is only one instance on record of a layman having been appointed, and that was the nephew of Dr. Bentley; with that exception, all the High Masters have been clergymen.

290. There having been one instance of a layman having been appointed High Master, would induce you to suppose that it was not contrary to the statute that that office should be filled by a layman?—I should think not; so much power is left to the Mercers' Company to interpret the statutes.

291. On the admission of a boy to the school, he is merely required to read and write Latin and English?—Those are Dean Colet's words.

292. How far is that statute observed or acted upon: is that test applied now?—In my answer I have said so. Usually it is understood that a boy should be able to spell correctly his own language. That practically has been the case; but with respect to very little boys, they are made to write their names. It used to be the old custom for the Master to see that the boy on admission could write his name, and if he could, that seems to have been the only condition of admission.

293. At what age are boys admitted: am I to understand they cannot be admitted under 10?—Not under nine. There has been a recent alteration, for we have had boys under seven in former times, but that was when the Masters took in boys, and when many of them lived near the school.

294. Have you ever had to turn back boys in consequence of their not being able to read and write?—I have turned back boys recently, considering the statute not to have been complied with. I have even turned back a boy 10 years old, in consequence of his not being able to spell properly, for ignorance of that kind would tend to prevent the possibility of his being of any use here.

295. (*Lord Lyttelton.*) Is that by a regulation of the Governors?—No, it is only by a general understanding. I have asked the question occasionally, and that has been the result. But the actual capabilities which a boy shall be required to possess on his admission have not been defined at all in any way, though, perhaps, it would be of use if they could be. There is no actual examination more than what the Master chooses to make, as being suited to the age of the boy when application is made for his admission.

296. (*Lord Devon.*) Suppose that you, in the exercise of your discretion, were to consider a candidate unfit for admission for want of sufficient intellectual attainments, does an appeal in that case lie from your decision to the Court of Assistants?—I should return the order of nomination to the member of the Court by whom it was presented to me, together with a specimen of the boy's hand-writing, or something to show that I considered him not sufficiently qualified for admission, and he might either give him another chance by sending him away for a few months or not, according to his discretion.

297. How often have you had to do that?—Three or four times, not more.

298. With what result?—In three cases the boy withdrew altogether; in the other case he came back again, and did better.

299. He satisfied you?—He satisfied me.

300. (*Mr. Vaughan.*) I would ask, in regard to reading Latin, what do you consider a statutable qualification for the admission of the candidate—"He "is to read and write Latin and English"?—We do not take that as implying that he should possess any knowledge of the Latin language.

301. Simply that he should be able to read it and write it?—We take it as simply requiring that he should be able to read and write, and therefore that he should be able to understand what we should teach him, because he learns a great deal of his accidence by reading. We do not require a knowledge of Latin as essential for admission.

302. (*Lord Clarendon.*) Do you consider that the Master, Warden, and Court of Assistants are the supreme head of the school; that is to say, have they the supreme authority, and that you could make no material change without their consent?—I think not. The statutes themselves seem to make the Mercers' Company quite the superintendents of the school in all respects. Although they do not actually interfere with the High Master in his direction, I should consider any important change in its conduct should be brought before them.

303. Have you ever had to bring before them any important change?—Certainly; there have been some very important changes since I have been in the school. Indeed we may be considered to have been almost in a transition state. Modern languages and even mathematics have been imported to a considerable extent into the school since I have been here.

304. And the Court of Assistants have generally been willing to meet you by their advice and recommendation?—Most willing. I may mention as an instance that it was at my suggestion that the class rooms were introduced. We used formerly all to be in one room. Very great changes have taken place, and I must candidly state that the Master, Wardens, and Court of Assistants have always shown the greatest willingness in carrying out any improvement that I have suggested.

305. They have behaved with great liberality?—Very great indeed.

306. (*Lord Lyttelton.*) Has any change since you have been here originated with you, and been approved and executed by the Company?—I cannot claim the merit of having entirely proposed or originated these changes. The constitution of the Company is somewhat peculiar. They have one

gentleman who is called surveyor accountant, whom you have seen to day, who is in official communication with me, and probably I may have a good deal of communication with that gentleman in the course of the year. Things that arise in conversation between us are ventilated in the general committee, and perhaps a great many of the suggestions may have been made by me, more than perhaps I could prove my claim to.

307. I presume that the suggestions originate in the course of conversations between you and the surveyor accountant?—No doubt they would grow a great deal out of that.

308. Is he an annual officer?—An annual officer.

309. Is he chosen annually?—Every year. The Master of the Company is surveyor accountant, and he goes out of office every year. In point of fact we all go out of office; the Master of the school, the surveyor accountant, and all other officers, at the apposition. At present the office is held by a gentleman, who is at the same time Master of the Company and surveyor accountant, and that will continue till September, when they will elect a new Master. The election of the Master takes place in September, but of the surveyor accountant at the apposition in May or June, so there is consequently a time of the year when he is both Master and surveyor accountant. After September the surveyor accountant will no longer be Master of the Company, but some one else, who will become surveyor in his turn.

310. In regard to the appointment of the masters, although that is supposed to take place annually, as a matter of fact, they practically keep their places?—We have practically one election each year, and then it is understood if there is nothing in the conduct of the master that is reprehensible, he is re-elected as a matter of course.

311. The surveyor assistant holds office one year?—Yes.

312. Was the study of mathematics introduced on your recommendation?—It was introduced before I came, but not to a great extent. It was very much remodelled, and very great improvements were made as long ago as 1843.

313. That was at your instance?—It was at my instance, although I can hardly say really whether I could claim credit for it, for they themselves were observing the defects of that part of the working of the school, and were in communication with me about it. They then appointed a gentleman who was to be exclusively a mathematical master, and that office was no longer to be held by one who was also classical master.

314. As to modern languages, how far are they introduced?—That point I urged very strongly myself. We only teach French at present, but we should be glad if we could get a German class; we really, however, have no time, and that is the great difficulty.

315. You are on confidential terms with the Court of Assistants, so that when any improvements are suggested by you, they will be introduced?—I should not have the slightest difficulty in the world in stating my wish to the surveyor accountant, who would convey it to the school committee, the general Court.

316. They have not ordinarily initiated such measures in the school, have they?—No, I think not.

317. (*Mr. Vaughan.*) Do the Mercers' Company have regular meetings on school business with the officers of the Company?—They have a committee, consisting of the surveyor accountant and his assistant, which is Dean Colet's court, the surveyors of the school, as they are called. They are a standing committee, and if anything is under consideration, they would have the first hearing.

318. But is there any stated day in the year in which they meet to arrange school matters?—There is one special school court, the day after the apposition, and another when the exhibitions are awarded; those are the two great meetings which have reference to the school.

319. In case of any communication between you and the surveyor accountant, are there special meetings of the committee?—Yes. I attend on their summons, and they report to the general meeting of the Court of Assistants.

320. You have not found from that supervision of the school by them that you yourself have had less efficient control over the school?—Certainly not.

321. (*Lord Clarendon.*) The sur-master and the assistant masters have no voice, consultative or otherwise, in the direction of the school, but, of course, in any change which would require the consent of the High Master, you would consult them?—Undoubtedly. I am the only responsible person in communication with the Court. They look to me entirely, and they would not take any suggestion from any other master, but, of course, I am anxious to consult with the others on all possible occasions; any suggestions, however, that are made must come through me.

322. You have not any particular meetings, I suppose, to talk over the affairs of the school?—Nothing more than our casual meetings every day.

323. None of them would have any difficulty in communicating their ideas to you?—I should hope not, certainly not.

324. Do you consider that it is by classical scholarship alone that a boy rises to proficiency here?—I consider his rising to mean his promotion from class to class.

325. And that is by classical scholarship alone?—That alone determines his place in the school. To some extent, history and geography are taught, but no more than what classical scholarship requires and implies. Masters, according to their own ideas of discretion, do teach the lowest part of the school those subjects, and I am introducing it more to my little boys than formerly.

326. But it would not affect their promotion?—It would not affect the boy's position; that is to say, his position in the class is affected by classical attainments alone, and by his position in class promotion takes place to the higher class. By classical scholarship, I mean classical rather in opposition to mathematical; the latter, certainly, has nothing whatever to do with his promotion in class, which entirely depends upon his classical attainments, his promotion with reference to mathematics and arithmetic being an entirely a separate and distinct thing.

327. (*Lord Devon.*) Are there any particular parts of the year at which the removal of a boy takes place from one form to another?—At the apposition.

328. Once a year?—Yes, after the examination, which is held every year. There is a public day, which is called apposition day, after the whole school has been examined.

329. And that occurs once a year?—There is one examination of the whole school once a year by the examiners.

330. Then a boy would remain in the same class from one apposition to another?—He would, usually, but in the case of a clever boy he might be removed at Michaelmas.

331. That would be what you term a bye remove?—Yes.

332. Would that depend upon his classical attainments?—Entirely. When a clever boy gets to the top of his class, and is found worthy to be removed to a higher place, he may be removed at any time.

333. Do you examine the classes periodically?—Yes.

334. Once a month?—It would not come round so often as that. I take a class every week, and there are six classes for me to examine. I suppose it would come round a little oftener than once in two months.

335. (*Mr. Vaughan.*) You say that mathematics are excluded from influencing promotion from form to form; is that arrangement a tradition of the school, or has it been recommended by you?—It was not

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recommended by me; it is a tradition, no doubt. The mathematical teaching has been incorporated upon the old system, but it has not been incorporated so far as in any way to affect the boy's remove.

336. Is that arrangement continued for the purpose of keeping the boys on a more complete level as to classical attainments in their classical forms, and do you think it might have a bad effect to disturb it?—We wish to include as much as possible the teaching of mathematics, but the chief object of the school is classics, as a preparation for the university in that branch of learning more than the other.

337. Would it be desirable with respect to the classical arrangement of the school that if any boys got on in mathematics you should not require them to be on a level with others in point of classical attainments?—It would be difficult to combine them, but it would have the same effect.

338. History and geography are not taught in the school in lessons separate from the classical lessons?—They all learn some Greek and Roman history during their progress through the school, besides what they learn in connexion with their classical authors.

339. That is to say, in so far as history and geography affect the examinations as being necessary for the understanding of the classical books?—I have also introduced them to my little boys as separate work instead of the French.

340. In the early part, do you mean?—The first and second classes.

341. The French classes, you say, are for the most part coincident with the class arrangement of the classical school, could you explain why that distinction has been drawn between the mathematical class and the French?—Sometimes a boy gets on in mathematics who cannot be kept up in his classical attainments; but with respect to French or other modern languages, and the distinction between them and mathematics, we have been led to the impression (and, indeed, it is generally found to be the case) that boys who do well in the classics will also do well in the modern languages, and, therefore, there is no objection to grouping them together. For instance, if a boy shows great cleverness in French, we might put him in a higher class in that department.

342. Is that on account of their being both lingual studies, so that a proficiency in one would probably be proportionate to proficiency in the other?—Yes; and it is convenient to rank them in the same division.

343. (*Lord Lyttelton.*) The study of French is compulsory?—Yes.

344. Have they prizes and rewards?—The prizes, which are very liberal, are distributed after the apposition. There is an examination in French as well as in mathematics and classics, and the best boy in each division receives a handsome present in books. Every encouragement is given to them, in order to put them as much as possible on a level with the other boys. They do not get quite such handsome prizes, perhaps, as the classical prizes.

345. Those prizes are not given at the apposition?—They are given after. They will be given this year in about a fortnight's time.

346. Are they not presented at the apposition?—No; we do not know to whom they will be given at that time, because the examiners do not make their report till the day after the result of the examination of the whole school, and that is taken into consideration by the Master so that the rewards cannot be presented at the apposition.

347. Would it not be a great additional reward to any boy to have the prize presented to him on such an occasion as that?—Yes; I wish it could be so, but as the examination is coincident with the apposition, there would be no possibility of having the prizes prepared for them.

348. It is not done advisedly to preserve to the classics any precedence?—No; because the classics have their now prizes at the same time, and at the apposition the composition prizes are alone awarded. We cannot present the prizes for the regular work of the year till after the examinations have taken place.

349. (*Mr. Vaughan.*) There are no French composition prizes?—The prizes are awarded simply according to the French examiner's report. They have no prizes at present for any particular exercises, It is merely for the general result of the examination.

350. (*Lord Devon.*) Would there be any difficulty in so timing the distribution of the prizes, that they should be given away at the time of the apposition?—No insurmountable difficulty. I have often proposed that the apposition day, and the giving away of the prizes, should be at the end of the half-year, and have suggested that it would be much better.

351. There is comparatively little publicity when the class prizes are given away?—Next to none; generally we invite the parents and friends of the boys to see them receive the prizes, but there is not what you would call any publicity.

352. (*Mr. Vaughan.*) You have often recommended it?—Not in any formal way, but in conversation; I did not consider it of sufficient importance to press it on the court as a special question for their consideration.

353. (*Lord Lyttelton.*) Who is your French master?—M. Tito Pagliardini. He is an Italian, and an excellent teacher.

354. Does he speak English?—Very well indeed.

355. So that he conducts his class speaking English?—He has that advantage; he is an exceedingly good English speaker. Indeed, he speaks our language as well as if he were an Englishman.

356. Has he any assistant?—M. Stièvenard, the under master, who does not speak English so well.

357. Has the first French master a good French accent?—M. Pagliardini being an Italian it might be thought otherwise, but I never heard it remarked that he had not.

358. How many hours in the week does he give to teaching in French?—Four hours.

359. Each boy gets four hours a week?—Yes.

360. Does he give any time out of school for preparation?—A little, but the boys have so little time out of school, that we cannot expect much to be done, besides which it would interfere with the classical work if he did.

361. (*Lord Clarendon.*) The whole school is obliged to study French?—With the exception of the boys who have the option of declining on the permission of their parents and master during the last year. If they like to devote themselves exclusively to classics and mathematics, and give up their French, they have the opportunity of doing so. The first and second classes are no longer taught French.

362. Is the examination annual, or does it take place twice a year?—It takes place once a year, at the same time as the examinations in the classics and mathematics. They all take place together.

363. Do you think a tolerable proficiency is acquired by boys who study the French language for four years?—Yes, I think so; not so much as I could wish, but I think as much as you could expect. French is a language to which, generally speaking, boys in a public school do not take kindly.

364. Do you think the proficiency is as great in French as in mathematics, because the same time is given to both?—I should say pretty much alike, taking the average of the boys. They turn out very good mathematicians, and, I believe, good French scholars; I never heard anything to the contrary.

365. Do you consider that when a boy leaves St. Paul's school, he would be able to read with facility and pleasure any French book that is not more than ordinarily difficult?—Decidedly.

366. Although he might not be able to speak the language?—He might not speak it for want of aptitude, because he has not the opportunity of hearing it spoken to any great extent.

367. He would be able to read it with facility?—Yes, I think so.

368. (*Lord Lyttelton.*) Are they taught to speak it?—Yes; the master holds conversation with them in French.

369. At the Apposition do they deliver French speeches?—Yes; it is a standing rule that we must always have a French speech, and they do it very well.

370. Do they pronounce it correctly?—Very well, considering the excitement of the boys, and the eagerness they manifest to do justice to the comic part. Their tone, accent, and pronunciation are generally admitted by good judges to be tolerably correct.

371. Are they, generally speaking, well grounded in French before they come to the school?—Not at all; generally speaking, they know nothing at all about it. What they learn, they learn here, although it has occasionally happened that a boy has been abroad, and picked up a little French.

372. (*Mr. Thompson.*) Are there any French books in the library?—Yes, upstairs we have a great many more than are read. We have an admirable library in French.

373. The boys do read some French books?—I cannot say they read many French books. They have the option of taking French books away with them, but they have so much to do in the way of study, that they are much more likely to take English books for amusement. I do not find that French books are taken out at all. There are plenty here well thumbed, but that is not the case with the French.

374. Are the French books interesting?—Yes. They are chiefly connected with the French classics.

375. I mean are the French books that are used in class interesting?—They are generally selections from French classics.

376. In fact, not interesting?—I think they are better than the old Telémaque. They are usually *morceaux choisis.*

377. Are those the books which are used by the more advanced boys?—No; they read a play, like the Greek play.

378. Racine?—Yes, or Molière.

379. (*Mr. Vaughan.*) Are the works in the French library generally of a solid character?—Yes. There are all the best French classics, and other books beside.

380. Do you not think that the solidity of the character of that library operates rather against the books being read?—We have got all the historians complete. We have got La Harpe and other interesting works such as one would think boys would like to read.

381. Do you think that the matter being grave, and requiring an effort of the mind, may prevent their making use of those books as a means of acquiring the language?—Possibly so; but there are many standard authors often referred to, namely, French historians,—Guizot, Lamartine, and others,—we have them all.

382. Are there many amusing French authors in the library, which are not exceptionable for boys to read?—Yes; we have the works of Chateaubriand, and others of that description, which are very interesting.

383. Are they amusing for the boys?—I should think so; but I cannot say they find them amusing, because I cannot with truth say that they read them to any extent; but they have not much spare time. Our great want here is time.

384. (*Mr. Thompson.*) One vacation on the continent would probably do more in the way of teaching them French than a couple of years here?—Probably they would learn more in three months abroad than in all the time they are here.

385. (*Mr. Vaughan.*) In regard to the teaching of two classes by one master, how in that case is the class belonging to the master that is not up before him employed?—It is employed in preparing the lesson with which they will succeed the class that is up. Supposing, for instance, I have the eighth and the seventh classes; while I am hearing the eighth, the seventh would be preparing their lessons; they succeed immediately. An equal amount of time is given to each. On certain days they may be preparing their lessons while I am engaged in composition, which I should have to look over.

386. That is to say, that while one class would be up, the other would be preparing?—Yes.

387. Is the one that comes up first detained in school to prepare another lesson?—Yes, subject to a break of 20 minutes.

388. It is all learnt in the presence of the master before whom it is said?—Yes; and while I am hearing the eighth, the seventh class are preparing the work in the school room, for the most part, not always.

389. Do you think, in that point of view, the hearing of the lessons of two forms by the master is advantageous: are the lessons better prepared in consequence of the boys being obliged to be in school preparing them when the master is hearing the other class?—When could they be prepared if not then? It is not like other schools where the preparation is done out of school. Here everything is learnt or read in the school room or the class rooms, with the exception of what is done at home for the next morning.

390. What is the effect of this arrangement by which the master teaches, as it were, a double form? does the arrangement under which one master hears two forms at all in itself limit the number of lessons which each form has to learn and can do in the day?—No, I think not. What it does, as it seems to me, is this: it prevents the master attending so much to the looking over the composition.

391. He has not sufficient time left for the composition?—No, or else he must leave one class the chance of being idle.

392. I do not quite understand how it does not tend to limit the number of lessons which the form does in the course of the day if one master is to hear lessons which two masters under another arrangement would hear?—If we had more masters, we might have more lessons.

393. Do you think there are as many lessons as the boys can well learn?—I think so. There are five or six lessons in the morning school which last from 9 till 1 o'clock.

394. I suppose much more work in hearing lessons is thrown on the master than when they are prepared out of school?—It is much more simple, and throws less work on the master when the lessons are prepared out of school; and only said in it.

395. (*Lord Devon.*) I see here the third master is called the chaplain, is that the retention of an old name. I suppose it does not imply that he has any special charge of religious teaching?—None. The school is wholly Protestant. Dean Colet, and Erasmus also, mentions the chaplain. I should think that it is a traditional name, and that there is no portion of the ordinary duties of a chaplain attached to it.

396. Who reads the prayers?—The captain.

397. Are they Latin prayers?—Latin prayers, two of which were written by Erasmus for the school.

398. They are to be read, I see, at the beginning and the termination of the morning school, and at the beginning and termination of the afternoon school?—Yes.

399. (*Mr. Vaughan.*) The masters have different names, and are differently remunerated, are they not, according to the positions in which they stand in the scale?—No, they are all pretty equal, except myself.

400. Is that so?—Nearly.

401. It does not appear so by this answer, because I observe they have 400*l.*, 320*l.*, and 300*l.* respectively?—We used to consider them all 300*l.* There may be some alteration in the scale, but it cannot be for long service, because Mr. Kempthorne has only been five years here. They may have added to the salaries in consequence of their requiring additional duties. Some time ago they required them to teach arithmetic.

402. Those who have different salaries are called respectively the sur-master, the third master, and the

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fourth master; how is the nomination to these particular posts determined?—By election. The sur-master is next to the High Master. He is in fact what would be called in another school the under master. At present they always say that they consider all the masters equal in rank, but it is evident the founder considered the sur-master to be superior, because he is to take the place of the High Master in his absence.

403. Has the High Master anything to do with the assignment of masters to their different places?—Yes, he has everything to do with that. If he thought that a master was appointed who might be better in one place than in another, it would be quite within his duty to appoint him to the particular place for which he considered him most fitted.

404. It is in his power, and not in the power of the Company, to appoint him?—I should imagine so. I should refer it to the Company; but I have no doubt the High Master would be supposed to be the best judge, and if he had occasion to make any difference, they would probably say "You know "best."

405. Is it the usual course when a master is appointed for him to take the lowest rank in the school?—That is the usual order, but the sur-master has lately taken the two next classes to the High Master, namely, the sixth and fifth, and that would be his natural place, but the lower masters always take the lower school.

406. There are no particular places belonging *ex officio* to the third and fourth masters?—Not more than by customary usage. There is no fixed distribution of places.

407. (*Lord Devon.*) What is your opinion as to the effect of the practice by which all the masters are elected annually each year; does not that tend to limit the member of good men who would become candidates for the situation of assistant master?—I think not. I cannot imagine that it would. It is either taken as a mere form, or if it means anything it means only that the Court possesses the power of objecting to the continuance of the masters if they are not found doing their duty, by which they can be compelled to leave.

408. You do not think it would import any uncertainty into the situation?—My predecessor cried out a good deal about it.

409. But practically you find no inconvenience?—None whatever.

410. Any election that takes place is always by a sufficient number of well qualified men?—Yes, very much so. Lately we have had elected a Balliol first-class man of the highest possible attainments for the fourth mastership.

411. How long after he took his degree?—He is about 28, and he took his degree in 1846. He is a first-rate man.

412. (*Lord Lyttelton.*) The High Master has no voice at all in the appointment of the other masters, has he?—No.

413. He is not consulted by the Court of Assistants?—No, not by any rule. Occasionally some members of the Court have asked my opinion, but more as a communication with me in the way of courtesy than in consequence of any rule. I have in fact no voice whatever in the appointments of my assistants.

414. (*Mr. Vaughan.*) Do you think the fact of the school being in London and the residence of the master being in London is a circumstance which enables you to obtain good masters at a lower salary than you would get them for if you were in the country?—Certainly, because they are very apt to add curacies to their ordinary occupation.

415. (*Lord Lyttelton.*) They are allowed to do that?—Yes, provided it does not lead to any neglect in the school. They are generally employed for Sunday duty, when there is no attendance of boys in the school.

416. (*Mr. Vaughan.*) In any other point of view is a metropolitan residence advantageous?—Chiefly, that we have better opportunities of retaining and improving our literary requirements.

417. (*Lord Lyttelton.*) You do not doubt that on the present scale of salaries a proper supply of thoroughly qualified masters can be kept up?—No, and the proof is, that we have always had excellent masters.

418. (*Lord Clarendon.*) There are four masters altogether?—Four classical masters.

419. Do you think they can with satisfaction teach 153 boys?—We should be much better off if we had another under master.

420. Has that been proposed by you to the Court?—Frequently; and I believe in other schools they have an additional under master. At Merchant Taylors' school Dr. Hessey has obtained the services of an assistant master, and they have an assistant to the head master at Christ's Hospital. I think it is very desirable that the High Master should have more opportunity of concentrating his attention on his head class alone, and not be embarrassed with two classes.

421. (You have now nearly 40 boys to each master?—Yes; and with an undue proportion to the High Master. I have 35 boys in two classes under me. I have everything to do with them. There is no private tutor working out of school preparing their lessons, as in other public schools where the boys are resident.

422. (*Lord Lyttelton.*) The Court of Assistants has not yet entertained the question of additional assistants?—They have not yet acceded to my wishes in that respect. Several of the London schools have gone on with the tradition that there should be one Head Master having two classes, but I think it is time the system should be changed.

423. (*Mr. Thompson.*) I suppose you have a good deal to do in the way of general superintendence?—Of course; but it would be less if the boys were all in different class rooms, where they could be more under their own master's eye.

424. You have a good deal to do in this respect?—Yes.

425. More than your share?—Yes; but I do not care much about my individual work. I am in school six hours a day.

426. Are you obliged to work in the evening?—That mainly depends on the French days. I have a good deal of composition work done which has to be looked over.

427. (*Mr. Vaughan.*) Have you to do everything with respect to both the classes you mention. Do you look over the composition?—Entirely.

428. Is it your practice to correct the exercises before the boys, or do you merely mark them?—I mark their faults, and occasionally, if a boy is up with me I point them out. That is chiefly in the afternoon, when the French is going on.

429. You would hardly have time to correct all the exercises?—A good deal has to be done in school, because the boys have not time to correct their exercises out of school, or have them corrected before they come, which is so much the case in other public schools.

430. I observe that you have distinct examiners for classics, mathematics, and French. Could you manage the examinations as satisfactorily by the same examiners in classics, mathematics, and modern languages as you do now?—In some respects it would be more convenient, but it would be almost impossible with respect to the examination in French to obtain the same distinguished scholars to undertake that examination as those who undertake the classical examination; it seems desirable that the same examiners should examine all the boys, and that there should be no difference between them as to the relative value of the marks, which sometimes leads to a difference of opinion.

431. You think it is a more satisfactory arrangement that each subject should have its particular examiner?—I do not think we could get the same

examiner for everything. It used to be so until the mathematical examination was introduced three or four years ago.

432. But in some schools they go beyond that, and examine on all subjects by the same examiner?—That used to be the case here, but it was considered better to have different examiners, and I recommended that there should be a separate examiner for mathematics, and it certainly seems reasonable that we should have a separate examiner for French also.

433. (*Mr. Thompson.*) Are these examiners paid?—Yes.

434. (*Lord Lyttelton.*) Twenty-five guineas a piece?—The mathematical and classical examiners are, but the French examiner is not paid so much; he has only 10 guineas.

435. (*Mr. Vaughan.*) I will ask another question, which arises out of that, and is connected with it, Do you think that the funds, of which the expenditure is given in this paper, are disproportionately bestowed upon the school for the school work, when compared with other objects?—I hardly know how to answer that question. I do not know what the funds are.

436. You are not acquainted with the amount?—No; I have heard that they are very much beyond what is expended. It looks like something personal on my part to say so, but I think the High Master is indifferently paid, seeing that he has no boarders, though some liberal additions to his salary have been lately granted.

437. Have you looked over the list of donations and subscriptions?—I have never seen that paper. I have only had sent to me what relates to our own answers.

438. You have no means of knowing whether the expenditure on behalf of the school appears to be what you would consider disproportionately small in reference to the whole expenditure?—I have had no opportunity of coming to any conclusion upon that point.

439. (*Lord Lyttelton.*) The number of exhibitions is rather small for the number of scholars, is it not?—I do not think so. We are rather of opinion sometimes that it is too many. They are given without sufficient restriction. We do not generally have more than five or six candidates, and we give them all exhibitions. Their tenure is for four years. Generally all the candidates obtain an exhibition, and the best four are the leading scholars. The Court are very liberal; they give 50*l.* to any one that the examiners say is fit to go to the university.

440. (*Mr. Thompson.*) Does it not strike you that 120*l.* a year is rather a large exhibition—almost too large. Supposing a boy goes to Trinity, and obtains a minor scholarship worth 50*l.*, which he afterwards exchanges for a foundation scholarship, the value of which is now about 80*l.*; he will then, with his Pauline exhibition, be in the receipt of 200*l.* a year?—There is a limitation; if he had the 120*l.* a year he could not have more than an additional 80*l.* I think they are sufficiently well provided for. They may have 120*l.* a year, and 50*l.* a year for a scholarship.

441. Would not that be more than was necessary for their expenditure?—I do not think an Oxford man would say so.

442. (*Mr. Vaughan.*) There are three conditions for the granting of an exhibition, one of which, as I understand, requires the boy to have come to the school before he was 12 years old?—Yes.

443. Do you observe that limitation?—Yes; I never saw any objection to it.

444. Do you think it advisable that a boy should be compelled to come so very early as that?—Yes. He used to be obliged to come at 10, but we made the alteration to 12. Still we might go a step further; that is to say, they might come very late if they were very clever boys.

445. You only speak of that as being a virtual limitation of the general age of coming to school—to 12?—Yes.

446. (*Lord Clarendon.*) You do not require or permit, as far as you know, private tuition?—Well, I think it objectionable. There is this difficulty, we should not know exactly how to assign the marks and award the exhibitions. We wish to consider the school as the whole teaching of the boy, and we certainly should not encourage a boy in private tuition, unless he chose to have it during the holidays.

447. You would not deprive a boy of such an advantage?—I do not mean to say that I should forbid it.

448. You would not make it a point of honour that parents should not give it?—If there is any, it is quite *sub rosâ*. We never recommend parents to give it, and if they asked me, I should say, let the boy take his chance in the school; he ought to get all here that he wants.

449. But you do expect them to do a good deal of work at home?—They have no time to do much work at home. Frequently they are two hours travelling. None of them are resident, so that they would not have much time for private tuition; they could only be taught at night.

450. (*Lord Lyttelton.*) Are they not resident in the city?—Very few indeed. The school is totally changed in that respect. There used to be 60 or 70 boarders, country boys

451. A boy has six hours in school, has he not?—He comes at 9 and stays till 1, and he comes at 2 and stays till 4. He generally spends two hours a day in travelling.

452. (*Lord Devon.*) Are there any boys at the school who are the sons of tradesmen living in the neighbourhood?—There is not the slightest exclusion or objection to them, but the boys in the school are almost invariably the sons of clergymen, barristers, medical men, members of the learned professions. There are very few (not half a dozen, I should say) out of the whole 153 who are the sons of tradesmen.

453. (*Lord Lyttelton.*) If there are any of the sons of tradesmen, I suppose they have retired from business?—Yes; that may be the case with respect to a few who have sons in the school. I have no objection whatever to any boy coming to the school if there is any reasonable chance of his going to the university; but I should not like a boy to come here who is not supposed to be in training for the university.

454. (*Lord Devon.*) Must it be said on the admission of a boy, that he is to be trained for the university?—No.

455. Practically speaking, what proportion of the boys do go to the university?—Every year about 25 leave the school, but of these I should say not more than six go to the university. The rest go into the army or navy, or various lines of business.

456. Three-fourths of those who go away do not go to the university?—Yes.

457. (*Mr. Thompson.*) Did I understand you to say there are no boarders?—None whatever on the premises. There may be a dozen boys or so living with a clergyman in Charterhouse Square.

458. (*Lord Clarendon.*) The scholars of St. Paul's have recently distinguished themselves in the civil, military, and East India civil service competitive examinations?—Yes; the few who have competed have done very well indeed. We have not had many, but most of those who have tried have been successful.

459. Have they gone from here direct without any intermediate instruction?—There have been instances where boys have had a little assistance afterwards; but I think it is a very fair representation of the case to say that they have gone on the strength of what they have been taught here.

460. (*Lord Lyttelton.*) Does that apply to the East India examination?—Yes, there was the late Mr. Baden Powell, the professor's son. He got some

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Sanskrit, which we do not teach, and he had a private tutor for that for some time.

461. Has any boy gone from this school and succeeded in the Indian competition?—Yes; two went from here, one of them first to Trinity, but he afterwards passed the Indian competition.

462. Did he go direct from here?—Yes.

463. Have any gone direct from here and passed other competitions?—Yes, not even excepting Woolwich.

464. Have there been many who have gone from here to Woolwich?—Three have gone direct to Woolwich and passed.

465. Have any gone to Addiscombe?—Yes.

466. And have they succeeded in the competitive examination for Woolwich?—Yes, so far as they have had any opportunities whatever, they have done extremely well.

467. (*Mr. Thompson.*) Were the books in this library in which we are now, and the library of French books upstairs, bought by the Company?—Yes, they give me 20*l.* a year, but if I have spent 40*l.* it has been given without any objection on their part.

468. The Governors give 20*l.* a year?—That is usual. Every year the Master is allowed to lay out 20*l.* in books for the library, but the system has been very much extended, so that seldom less than 40*l.* a year is laid out in books.

469. (*Lord Lyttelton.*) The boys do take out those books?—Continually.

470. Are they generally classical books that they take out?—There is a great deal of English history. They do not take out classical books generally, except for the sake of working up any particular subject.

471. Do they read essays, and similar things, a great deal?—Yes.

472. And you allow them to take them home?—Yes.

473. Do they injure the books much?—They are generally knocked about a good deal.

474. You never allow more than the eighth class to have general access to the books, I suppose?—They never have been allowed to do so.

475. Is it undesirable that they should?—No; I often wish to extend it in some degree to the seventh, but there are certain dignities about it, and one does not like to interfere. The monitors have so few privileges here that this is rather looked upon as an exclusive privilege, which I am unwilling to extend to others.

476. It would be necessary to have the consent of the Court of Assistants?—Not at all, we should give them the range of the upper library.

477. (*Lord Devon.*) You spoke of the six seniors occupying places here during the school time. What do they do?—They sit here preparing their work while I am hearing the seventh class.

478. Where are the eighth then?—The bulk of the eighth class are in the school room; the six are in the library, and they have the privilege of coming here and reading their lessons here.

479. (*Lord Clarendon.*) The High Master used to have boarders in his house at one time?—Yes, when I came here I used, but the system got worked out, and there were not many. The last master being about to retire he let the number dwindle down to about eight or ten. I found eight here when I came, and to a certain extent I continued the system, but I soon saw that it was not desirable to do so.

480. In what way?—The position of the school, to begin, morally, is a very great objection. It is not very desirable to have the boys wandering about the streets of a great city like this. The High Master cannot be always with them, and they must go out occasionally, when of course they go where they please. That was a great moral objection; and then again, when the school was altered there was very little chance of obtaining additional boarders.

481. To what alteration are you alluding?—The alteration of the hours of attendance. We used at one time to commence at seven in the morning, which was a virtual exclusion for all London boys, because they could not be sent in time, and the nominations were given frequently to country parents, consequently their children became of necessity boarders with the masters.

482. (*Mr. Thompson.*) The number of masters who could take boarders was limited?—No; all the masters could take them, and there were at one time three out of the four who took boarders. There might have been 60 or 70 boarders, who, of course, were country boys.

483. You requested to be prohibited from taking them?—I represented that it was a hopeless thing to expect that there would ever be enough to remunerate the High Master, and I therefore recommended that I should cease to take them, and they assented.

484. The assistant masters could take boarders now, could they not?—I am not aware of any prohibition. They might do so, but in point of fact they do not.

485. What prevents their taking them?—Nothing but their own choice. Perhaps they do not like to be bothered with them, most of them being married men.

486. And probably they would see the great moral objection that you do, namely, the difficulty of superintending them in a great city?—Yes, you cannot be always asking questions as to where they have been. That would be very unfair, and would destroy all proper relations between master and boy.

487. You think then, that neither the High Master nor the Court of Assistants being in any way responsible for the conduct of the boys when not in the school, it would be objectionable that they should take boarders?—They are under the parents' eye, and that ought to be sufficient.

488. But they are not under the parents' eye except when they are at home, and they are eight hours away every day?—Being under the charge of their parents, they ought to see that they come home in good time.

489. Do you not think that they ought to be looked after as to where they go for their food in the middle of the day?—I have a table for them. I must at once confess that the break in the middle of the day is a great difficulty. What are the boys to do? Some may require a dinner, and others do not. I have a table provided for them at the High Master's house to prevent their strolling away to eating houses, but it is comparatively thinly attended.

490. Is that only for your own class?—No; for any who may come. They have a good dinner at a moderate charge.

491. (*Lord Lyttelton.*) The whole 153 might come if they liked?—They might, but they never do. Practically speaking, there are never more than about 12. Their parents prefer either to give them a sandwich in their pockets, or allow them to go to an eating house in the neighbourhood, which I very much object to, but it cannot be helped.

492. Is there room in the house for them to dine?—Yes, there is a little room, but it would not do for many to dine there.

493. What do you give them?—A thorough dinner. Roast beef or mutton, and puddings, pies, tarts, and so on; in fact, all the usual accompaniments of a good dinner.

494. And the number is very uncertain?—The number is not uncertain, because it is agreed for the half year. It is not an ordinary, to which any of the others who chose might come.

495. It is arranged for beforehand?—If any parent choose that his boy shall dine there, he makes an agreement with me beforehand at a very moderate rate of charge.

496. (*Lord Devon.*) Could not that system be more extended?—If I advertised it I might perhaps obtain more, but that would not accord with my ideas of the dignity of a master. I do not press it, or scarcely even mention it.

497. Do any of the other masters do the same thing?—I believe not.

498. (*Lord Clarendon.*) At what rate are you able to do that?—15 guineas a year for five days a week. It is not a slight dinner, not a luncheon, but a good solid dinner of roast beef or mutton, and puddings, tarts, or pies, and it is very liberally served; there is no stint at all. It is not remunerating except I could have a large number.

499. (*Lord Lyttelton.*) But you would be much embarrassed if you had a large number; I mean as to space?—Then I should probably use the other class room; the upper room.

500. How long have you had that table?—Ten years.

501. (*Mr. Vaughan.*) Let me understand. Have you not stated a serious dilemma against the site of the school in what you have just said?—There is a great difficulty, I must admit.

502. Does not the effect of your evidence come to this, that it is almost impossible to have boarding houses here, and that it is very difficult indeed to dispose well of day scholars?—It is difficult to dispose of them in the middle of the day; I fairly admit that to that extent it is an objection to the situation. It might be obviated by the boys going on till three o'clock continuously, but I think the break at one o'clock is absolutely necessary.

503. (*Lord Devon.*) I think that is the arrangement at King's College?—Yes, at King's College it is from nine till three.

504. (*Lord Lyttelton.*) You state that you do not conceive, so far as you are aware, that the under masters are under any sort of implied prohibition against taking boarders?—I really am not aware. I have often impressed upon the masters the expediency of their not absolutely refusing to take boarders; that is to say, a few who might be completely under their own control, but they seem to wish not to do it. I certainly never heard of any prohibition, except as regards myself, and I receive as a compensation 100*l.* a year in lieu of boarders.

505. Can you explain why it is that the ordinary motives do not influence them which influence any other schoolmasters, who, generally speaking, are glad to get them?—The fact is, the school is one which holds out but very little expectation to the masters of getting boarders, because it is entirely a day school, and the boys almost without exception live with their parents. There are, probably, not more than a dozen boys out of the 153, who are not London boys.

506. You think they could not obtain a sufficient number to make it profitable?—No, and for this reason; no sooner would a master set up a boarding house, than he would have houses in the neighbourhood taking boarders at a cheaper rate.

507. Then there would be no expectation of a profit?—They would never have enough to remunerate them at all. Most of them are married men, without sufficient extra room in their houses.

508. (*Mr. Vaughan.*) You state, I think, that you are unacquainted with the resources of the school?—Only by hearsay.

509. Does it not strike you to be an anomalous position, that a school with such vast resources belonging to it, is only a day school for 150 boys?—I certainly have expressed my opinion, that a great deal more might be done, and that we might double the number of scholars.

510. (*Lord Lyttelton.*) The houses of the masters are not capable of taking many boarders, are they?—My predecessor had as many as 30 boys, but where he put them I could never understand.

511. But are the houses of the other masters convenient for that purpose?—I do not consider that the other masters could without inconvenience take more than a dozen each.

512. (*Lord Devon.*) Where do the other masters live?—Here.

513. They used to take boarders?—Yes, but the boys came from the country, and the custom of coming so early into the school excluded Londoners altogether, if they resided at any distance.

514. Were the profits from the boarders a part of the income of the masters?—No doubt, my predecessor gained considerably in that way; he had a large number.

515. And the other masters?—The sur-master had as many as 20 boys; the High Master and the sur-master had as many as 50 between them, and of course that would give them a very considerable remuneration.

516. (*Lord Lyttelton.*) If the Governors thought proper to obtain boys living at some distance, could they not do so now with the facilities of locomotion which we have?—We feel there would be no want of accommodation, but there are at present only a limited few who are boarded by clergymen. I do not take any responsibility upon myself as High Master, but I have often to refer parents to respectable men who could take their boys from the country. They can always find respectable homes in the neighbourhood, though they cannot live at the houses of the masters.

517. The nominations are confined practically to those who live within the town?—The nominations are given away. They give me the first of the year and in all probability they are given to London friends of the gentlemen who have the appointment. Mr. Blakesley has introduced of late a sort of competitive examination, but still they do give them away to whom they please, and ten to one it is to a London boy.

518. (*Lord Devon.*) You have one?—I have one; they give me the first vacancy of the year.

519. (*Mr. Thompson.*) Mr. Blakesley, as I understand, examines the boys, and says that he will not give the nomination to any particular one, but will give it to the best boy. Does he examine them himself?—He does.

520. Are you aware whether other members of the Company do the same?—I believe it is entirely his own idea, and I think it is a step in the right direction.

521. (*Lord Lyttelton.*) If there were boarders taken in those houses, it would be perfectly free to the Company to appoint boys living at a distance?—I think there would be great objection on the part of parents to sending their boys to live in London. I have considered that as an old Westminster, and I think it would be very objectionable.

522. Even when the education is gratuitous?—That may make a difference; but still I think there would be that objection.

523. (*Mr. Thompson.*) Do you think the morals of the school have improved since the boarding house system has been done away with?—Very much. I do not know whether it proceeds from that, or whether you have not an opportunity of observing the moral conduct of the boys, except in their general propriety of demeanour, and in matters of discipline between the master and the boys.

524. The offence might, perhaps, not come so frequently before his eyes?—When the masters had boarders much graver offences came under their eyes. The situation is very objectionable and there might be boys passing through the playground at night and talking through the bars to loose women. Nothing of the kind has come under my notice.

525. As a matter of fact, you thought that moral evil did arise from the boarding houses?—Certainly; in point of fact, I was hardly appointed when I desired to wash my hands of the boarding house system.

526. (*Lord Clarendon.*) The eighth class furnishes the monitors?—Yes.

527. Are the whole of the eighth class monitors?—Every one.

528. Do you rely upon them for the maintenance of the order and discipline of the school?—Yes, when a boy is not immediately under the master's eyes, I do.

529. But owing to the locality, and the fact of its being a day school, I suppose the monitorial duties

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are not so much exercised here as they are at other great public schools?—No, there is not any great scope for it. They do nothing out of school, and therefore they cannot have much authority.

530. So far as it goes, are you satisfied with the daily working of the system?—Quite so.

531. I suppose the attendance at cricket is voluntary?—Purely so. There is a considerable distance to go.

532. The monitors have no power to inflict punishments?—Except by the placing a boy in the middle of the room, and that is understood more as a mark to catch the master's eye, than as a punishment. There is no caning allowed; no corporal punishment of any kind.

533. With regard to the religious instruction; is religious instruction given on Monday mornings, or is work set on Saturday night?—There are always Greek Testament lessons in my class. The other masters vary it. Some set questions, and some do not; but the religious teaching of the school I consider to be very satisfactory. There are Scripture lessons and Greek Testament lessons, according to the boy's position in the school.

534. There is no doubt that they attend Divine service?—They are not here on Sunday at all.

535. Do you prepare them for confirmation?—Occasionally I may, if I am asked to do it; but, as a general rule, that is done by their own clergyman.

536. Are the masters of the different classes in the habit of inflicting corporal punishment, such as flogging?—Not beyond caning; there is no rod used; nothing but the cane.

537. That is used on the hand, I suppose?—Yes, that is a recent limitation. When I first came here it used to be employed on any part of the body; but there are not more than six cuts now allowed, on the hand.

538. When you first came, there was a great deal of punishment?—There was a great deal of caning and striking the boys over various parts of the body, especially about the legs and back; much more than was necessary; besides which, the noise alone formed a great obstruction to the progress of the school duties.

539. (*Mr. Vaughan.*) How is it you have done away with that truly British institution, the rod?—It is not defended like the cane, and it would be a very difficult thing to re-introduce it.

540. You do not think the discipline of the school has fallen off at all, in consequence of the disuse of the rod?—No; I think in consequence of the divided duties between the parents and the master, the really great offences seldom come under the eyes of the master; the offences that are brought to his notice are little more than breaches of school discipline.

541. (*A Commissioner.*) You are able to appeal to the honour and good feeling of the boys?—Yes, and that is a very good means of correction.

542. On the whole you do not find that boys who are trusted, show themselves unworthy of your confidence?—The best answer I can give to that is, that during the 24 years I have been there, there has been only one case in which a boy has been removed, and that was not an actual case of expulsion. It was a case in which a boy frequently played truant; I told him he should not come again, and he did not. There has scarcely ever been any grave moral offence committed by the boys.

543. (*Lord Devon.*) Does each master administer corporal punishment?—Yes, all, to the extent of six cuts on the hand. If there was any great idleness or want of attention on the part of the boys it would be reported to the master.

544. You must consult the Surveyor Accountant or the Court of Assistants before you can expel a boy, I suppose?—Yes, as I mentioned, there has been only one single instance of expulsion in my time. The question arose whether the master had the power, and the Court allowed it to rest between him and the surveyor accountant. But if any grievous case, involving a question of expulsion occurred, I should suspend the boy, refer the matter to the surveyor accountant, and take his opinion whether he should be allowed to come back again.

545. (*Lord Clarendon.*) There is no fagging here?—I never encourage the slightest appearance in any way of fagging. Whenever there has been anything that looked like it, it has always been put an end to. I do not mean to say that I am against fagging in public schools altogether, but I think in a day school like this, it is not called for in any way.

546. (*Lord Devon.*) The attendance of the boys at the school being from nine to one, they are there four hours at a stretch?—There is a break allowed them of a quarter of an hour or 20 minutes.

547. Are they allowed to go down to the playground in that time?—Yes; the prayers are read at a quarter past nine, but the boys all come into school at nine. Every boy must be there at five minutes past nine. Prayers are read at a quarter past nine, and then the work begins in earnest. Up to that time the boys are finding their books, and getting into their places.

548. They have at all events three hours work in the morning?—Three hours good work certainly in the morning, and two in the afternoon.

549. What time between nine and one is this break which you have mentioned?—It varies with the different classes, commencing with some about eleven. The object is not to have more than one or two classes at once in the playground.

550. (*Lord Lyttelton.*) It is not so much for the purpose of giving an opportunity to play as to give a relief to the boys?—It is a very great punishment to keep them up in the school during that time.

551. At one o'clock are the boys allowed to go into the streets?—Yes, they go where they please. The little boys cannot go far off. They do not, in point of fact, know where to go. At one time I used to allow them to stay in the school room, but they got playing about and kicking up a dust; you could not get them to sit quiet, and the consequence was I was obliged to turn them all out again.

552. (*Lord Clarendon.*) The boys for whom you provide a good dinner, may they not go out after dinner about the streets?—No; the dinner takes a very considerable part of the time, and then they go and play in the playground as long as they can. I cannot say I exercise any particular supervision, but I make pretty sure they are not about the streets. In the first place, there is no time. The dinner is ready in about a quarter of an hour after they come out of school, and it lasts till about a quarter of an hour before they go in again. It is generally the habit of the boys to go to play in the playground; but considering that all the rest of the school go where they like, I do not know that there is much objection to the few who have their dinner at my house going into the streets if they like.

553. (*Mr. Vaughan.*) When do the boys go to Kennington Oval?—On half holidays, Wednesdays and Saturdays. The school breaks up at one, and occasionally the elevens allowed to go away at twelve or half-past. We are very indulgent in that respect, because we like to encourage them in all manly games.

554. Are there any means of the school authorities knowing that they are actually there?—None whatever. There is no monitorial supervision. They have cricket clubs, and they are liable to fines among themselves if they are absent.

555. So that with regard to any supervision over the boys in their absence from the school, is not it entirely lost on half holidays?—It is to some extent. The monitors are there, and perhaps, they would report, but we consider that on half holidays the parents are responsible for the supervision.

556. In the case of any boy, supposing him ranging about the town, would it not be the case that the masters would fancy he was gone to the cricket

ground, and that the parents would imagine the same thing ?—That might be so.

557. (*Lord Lyttelton.*) But you have not experienced any evil from this permission to play at cricket? —None at all.

558. Do they play matches with other schools ?—Yes; with Merchant Taylors' and King's College frequently.

559. With regard to the playground below, might you not make some improvement in that grating, so that without interfering with the ventilation you would put an end to the facility which exists for communicating with people on the outside ?—It might be desirable. We have shut up the whole of the other side. The draught used to be terrific, when the other side was open. They first of all blocked up the wall of the Old Change, and left the top open, but the draught was so terrible that we closed it up, and now there is nothing open but the side where the bars are, and if we were to close that the ventilation would be extremely bad.

560. But could you not close it partially ? it is a considerable height ?—No. I should think with all respect that there is no objection to its being open during the hours of the day when the boys are there. There is no danger of any immoral interference with the boys.

561. Do not the boys want to have it closed ?—Not a bit of it. We never had any evil arising out of the publicity of the place. If a boy did anything wrong I should take him to task.

562. Is the gate locked or left open by the porter? —The porter has charge of it. It is not locked except in school time.

563. (*Mr. Vaughan.*) What is the extreme distance from which the boys come now to you. You say they spend two hours a day in travelling; that is a good deal. What is the extreme distance amongst the various points from which they come ?—There are boys who come from the neighbourhood of Hampstead, and Lewisham, and Blackheath.

564. (*Lord Lyttelton.*) Are there boys who come from a distance of 10 miles ?—Yes, 10 or 12, perhaps. Some boys come from Kingston. Most of them live at the West end, and come by omnibus.

565. They are West end boys chiefly ?—Almost entirely.

566. Have you any children of old Paulines ?—Not so many as I could wish.

567. You do not find they very often send their own boys to the school at which they have been themselves ?—Not so often as I should expect.

568. (*Mr. Thompson.*) There is no particular privilege attached to the school ?—No; but it is very difficult to get in, because people, knowing that there is no payment made, the gentlemen who possess nominations are very much beset by applications, and they give them away to their own friends. There is great difficulty found in obtaining nominations, if a person does not chose to place himself under an obligation, or to take so much trouble. But one regrets very much that there is not a larger number of sons of old Paulines, which would tend to preserve the old associations of the school, like Eton, Harrow, and Rugby. I do not think that feeling is kept up so much as one could wish it to be, and consequently old Paulines do not send their children there, with the exception of a few. Mr. Kemp, the rector of St. James's, has sent three there.

569. (*Lord Clarendon.*) You say that in your opinion "a higher standard of excellence, both as re- "gards university distinctions and the more impor- "tant successes of after life, would be obtained by "extending the number of the scholars, which has "long seemed to me to fall far short of the lowest "sufficient to sustain effective emulation in a public "school" ?—That is my very decided opinion.

570. Has it never been suggested by you to extend the number of scholars ?—Yes, again and again. There have been all sorts of plans considered in reference to it, and legal opinions I have heard taken as to the possibility of doing it.

571. Legal opinions have been taken ?—I believe so, and persons of good authority in the matter have been consulted whether the Court of Assistants are bound to keep more than 153. I am sure they act with perfect good faith on their part, and they would wish any money they have to be applied to the purpose of the foundation; but I have been told that they thought they would be in a better position, as far as the school is concerned, if they were permitted to do as they pleased, and had the right to the absolute disposal of the funds, subject only to the condition of teaching 153 boys.

572. Would you make the boarders of a differen class ?—No. I have rather a weakness for the 153. and I should like to see that number kept up as a distinction.

573. You think that that number should continue to receive gratuitous education in the school ?—That would be my own idea, but I should be very glad to have more in another way, if the Master and Court of Assistants thought it would be better to change the present system, keeping up 153 as a foundation, and letting as many more as chose come by paying a nominal sum, which I believe they would be legally entitled to take. I would rather see the advantages of the school extended in that way to the greatest possible number, and I believe it would accommodate 350. I have suggested that number myself. If they were to suggest 50 more in the way of a beginning, and ask me whether the school, as at present constituted, would accommodate 50 more, I should say we could manage 50 more very well with the help of our class rooms.

574. (*Lord Lyttelton.*) When you say there would be sufficient room, do you mean in the present building ?—Yes, provided we did away with the masters' houses.

575. And if you turned the premises all into school rooms, you could accommodate 350 ?—Yes, if you turned out the masters; they would then have ample space, which might be applied to school purposes.

576. Could you find room for an extension of the playground ?—We could extend it along the cloisters. We could give a little more accommodation for playground than exists at present.

577. You could extend this playground if you availed yourself of the masters' houses ?—Yes, we could extend it all along, and make a fives court.

578. And you think it could accommodate as many as 350 boys ?—Yes, I should think so.

579. (*Mr. Thompson.*) There are 250 at the Merchant Taylors' School, are there not ?—Yes.

580. There they pay 10 guineas a year. Should you see any objection to that payment being required for the additional pupils who came to this school ?—It would be quite sufficient.

581. You do not think it would be objected to, but probably be considered rather an advantage ?—Perhaps they would value it more if they paid a little. By the ordinances, Dean Colet says, "according to "the number of seats in the school." There is no doubt that 153 is the traditional number.

582. (*Lord Devon.*) Do you consider that if the number of scholars were enlarged there would in all probability be applications made for admission to that extent, looking to the fact that at Westminster, for instance, there are so few day boarders ?—They have not had it fully tried at Westminster. The day boarders were never much encouraged there, and I believe that now they are comparatively few in proportion to the others. But here it is not a question of one class against the other. They would all in fact be day scholars, and I should think that a very great number would be likely to come. As I said before, the gentlemen who possess nominations at present are beset with applications.

583. Yes, but for gratuitous education. Probably some of those applicants would be quite willing and

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would gladly pay 10 guineas a year?—I do not see any particular necessity why they should be compelled to pay so much as 10 guineas a year, but even if they were, I do not think that that would be objected to.

584. (*Lord Clarendon.*) Do not you suppose that by paying 10 guineas a year, which the parents might not care much about, it would be more easy for the Court of Assistants to comply with your suggestion?—That really is a very difficult question. I do not know of course what difference it would make, but at present, being a gratuitous education and there being such liberal exhibitions, while at the same time it is situate very conveniently in London,—all these considerations operate in the way I have referred to; and the gentlemen possessed of nominations are so beset that they have the greatest difficulty in obliging their friends. I should imagine that even after the change was made there would be nearly as many applications as at the present time when there is no payment for the education.

585. Do you think that that would render necessary the application of the whole of the space, including the four masters' houses, for the purpose of the school?—I should think it would be quite possible to do without that at present. I would recommend 50 as a beginning, everything remaining as it is at present.

586. Would not the payment of that 10 guineas, as has been suggested, make it more easy to introduce the change, because it would provide for the great additional expense of doing away with the masters' houses?—Yes, they would have to put us somewhere else.

587. What would be your opinion respecting the removal of the school, you have heard that question mooted?—I have not only heard it, but I have often considered it very deeply. I object to it very much; I prefer enlarging it on the present site, to putting it elsewhere, which would interfere entirely with the character of the school. In my opinion it would become a totally different foundation, and a boarding school, which it is not at present. If we were to begin over again I would rather certainly that it was not here, but as it is here I consider it a great blessing to Londoners, and it is quite evident that Dean Colet intended it for Londoners, although he added for all countries under Heaven, but Londoners in particular. It is very centrally situate, just as it was in Dean Colet's time.

588. (*Lord Lyttelton.*) What is the evidence of Dean Colet intending it for Londoners in particular?—His own words, Londoners in particular.

589. You conceive that there was to be an endowed school for the benefit of the population of London?—Yes, I think so. There are schools in the country sufficient for all purposes, and I think London should have its schools still. If they were taken away there would be others spring up in their place. It would be felt to be a want that somebody else would supply, and probably the new establishments would not be so good as a foundation school.

590. (*Lord Devon.*) You think that the word "Londoners" occurs in the statutes?—It does; the ordinance says, "Londoners and my countrymen "in particular."

591. (*Lord Clarendon.*) Do you think that the fact of the boys coming from a long distance, although they come by railway, does not tire them?—I think it does. I candidly admit that that is one of the difficulties under which we labour. No doubt one of the great difficulties of the school is travelling. It fatigues the boys. I think it can hardly be doubted that those who come every day from a great distance are very much fatigued. Two hours' railway travelling a day is rather fatiguing for a little boy, and it is still more trying if he comes a long way on the top of an omnibus. They do not like to be shut up, and for a boy to come on a damp day, either inside or outside an omnibus from Hampstead, is in my opinion a very bad thing.

592. (*Lord Lyttelton.*) With regard to a railway, in the case of many boys who travel every day, is it apt to over-excite them?—No doubt that is an objection.

593. It excites the nervous system?—It is a great objection with us that it should take up so much of their time, because we cannot get so much done by reason of the travelling. A day school is subject to a great many inconveniences, and we have had a great proportion of the boys declining in health, especially after they have gone to the universities. Indeed, we have had so very large a proportion that I have considered it my duty to call the attention of the Mercers' Company to the fact. It is impossible to reason about it, and all you can say is, that you see a considerable number of the most talented boys breaking down in their health.

594. (*Lord Clarendon.*) Do you mean young men who go to the university from this school?—Yes, a very great number decline in health, and whether it is to be attributed to over-work, or whether it is that they are delicate boys, being the sons of London parents, and a weakly race, I am not prepared to say.

595. (*Mr. Vaughan.*) Do you not think that your hours are rather exhausting; the boys have to be in school from nine almost to four, with the intermission of only a single hour?—It is more than, perhaps, is desirable; but, on the other hand, as we are to do everything with them, and as they have no opportunity to work out of school, I do not see that the hours can be shortened. It is true there are four hours in the morning, but they have a break. I certainly think it a question for consideration, and perhaps that operates more as an objection to the site than anything else. It is a lamentable thing to find that when a boy approaches the confines of manhood, and just at the time when he goes to the university as a boy of promise, he should fail; and it has been my melancholy experience to see several dwindle in health, and either give up their honours, or actually break down in life afterwards.

596. (*Lord Lyttelton.*) It is quite out of the question to obtain any additional ground on this site?—It is actually impossible. The ground is becoming more valuable than ever. Wherever they can get an inch of ground, they build up these great warehouses, and it is simply impossible to get any space in London for a playground.

597. (*Lord Clarendon.*) You would like to see a greater amount of proficiency in the candidates?—Certainly, I should. Considering there are so many prizes, I should like to have the opportunity of sifting them a little, and doing the best I can; but, as it is, the nominations are probably given to friends of the persons possessing them, who have, generally speaking, very little knowledge of the boy, and there is no kind of competition at all.

598. Do you think if there were more care taken as to the proficiency of the boys to whom the nominations were given, it would be of great advantage to the school?—I think, speaking candidly and plainly, that they ought to exercise, if possible, more care as to the persons to whom the nominations are given. They ought not to be given to persons without there being some actual standard, especially considering the onerous duty of training youth. The boys who are tendered to us are very often weak and miserable specimens, as well as ignorant, most of them being wholly untaught.

599. You have a settled test or standard of examination, have you not?—We have no standard for admission more than is here indicated, namely, that the boy must be able to read and write, and that applies only to a boy being able to read and write a few sentences at dictation, and not to the misspelling of words.

600. Would it not be expedient that you should establish some standard of examination, bringing it before the Court of Assistants, and letting it be understood that that is the requirement of the school. Would that not be better than throwing on you the responsibility of the rejection of the nominee of Mr. A.

or Mr. B.?—I should say it would be much better, especially if combined with a limitation of age. But to send boys, 9, 10, or 11 years of age, merely requiring them to read and write, is bad for the school, and it is not easy to say who should be excluded, unless a certain standard of examination is agreed upon.

601. Have you ever suggested that such a standard should be adopted?—I have not suggested any precise standard of attainment previous to admission, but I have recommended that we should agree upon some standard according to the boy's age.

602. There would be no difficulty in your requiring that the boys should be better fitted, and in agreeing upon some standard that should test their proficiency?—No.

603. That is to say, there would be no difficulty if the Court of Assistants chose to adopt the standard?—That is what I recommend, undoubtedly.

604. (*Lord Lyttelton.*) Could you specify what standard you could fix, supposing, for instance, that a boy of 12 years of age was nominated?—With regard to a boy of 12 years of age, I would put it in this way, that he should satisfy the master that he could take such or such a position in the school; that he should not be placed, for instance, lower than the fourth class. That is what I should like, but it is hard to say, under the present system, that a boy shall be kept out if he does not come up to the standard of such or such a class in the school, and that therefore he must be rejected.

605. Would you have also anything like a medical qualification?—I should be very glad indeed to see it. I do not see why, with the example of other competitive examinations, they should not have one of that kind, for it is quite certain that we do admit most wretched boys into the school.

606. As to competition, should you think a general system of competition could be established, something like that Mr. Blakesley has adopted?—I think it might, with due consideration. The advantages of the school are very great, and they are much sought after.

607. Does it occur to you that it would be a serious limitation of or interference with the privileges of the Company if you were to lay down such a qualification?—They would probably look at it as a matter of patronage. Most of them have their particular friends, and they of course like to have an opportunity of obliging them.

608. Do many of them send their own children there?—Very rarely. They probably think it would involve some complication. Mr. Charlton Lane has had sons here, but it is much more common for the members of the Court of Assistants not to send their sons.

609. (*Lord Clarendon.*) You feel that having two classes is more than you can attend to satisfactorily?—Not exactly that; it is not a bit too much work, but I think the High Master ought to be able to give himself much more to the senior class. He should have none but the eighth class, and should be relieved of the seventh. Under the circumstances, it is almost impossible for him to promote any work requiring fine scholarship, and to pay that attention which he would like to pay to the composition. Certainly I should wish to have only one class, and that the head class.

610. How many boys are there in the head class?—At the present moment there are 21, and 15 in the seventh. I have 36 boys, besides which I have all the care and responsibility of the school, and the conducting of a considerable amount of correspondence. I am also supposed to receive the parents when they come and wish to know how their boys are going on, and what their prospects are. In addition to this, I have the responsibility of communicating with the Master and Court of Assistants, and though I have not more than I like and feel able to bear, yet I have got much more than suits with the idea of a Head Master's proportion.

611. You have probably implied all that in your written answer?—In respect to the last answer, all I have to say is that you have not touched particularly on the question of town and country. Perhaps what I have said bears on that, and I wish to say now that I am in favour of the present site, but I quite admit the difficulty as regards the health of the boys.

612. (*Lord Devon.*) You say that it would be quite impossible to enlarge the site here; but supposing a site could be obtained, say in Regent's Park, or somewhere there, do you think that removing it thither would render the school less useful?—Yes, it would be less central, and it would be more private in its character. Now we are at all events in the centre of the metropolis, and accessible from all points of the compass, and there are omnibuses and trains going in every direction.

613. (*Lord Lyttelton.*) Probably in the ancient endowment the actual site is named. You think, I suppose that removing to Regent's Park would be like removing to the country?—If it were to be removed at all, I should prefer its being put right away, down to Haileybury, for instance.

614. (*Mr. Thompson.*) You have given us a full list of honours, but you make one remark; you say that the number of honours obtained by Paulines is as great as ever it was, but that the quality of the honours obtained is not so?—Yes, that I admit, and if you look to the first page of the apposition book, at the honours of the school in my predecessor's time, you will find that they beat those from other schools, even Rugby, Eton, and Harrow. There was a succession of years in which the boys took the university scholarships and all the highest honours. That we have not done since, but the circumstances of the school, as I said, have been so totally different. We have been in many respects quite in a transition state. In addition to this, the short time in which the work is to be done requires a great deal more attendance on the part of the boys, while there has been less time for the boys to work. The result has been, that with every good-will to distinguish themselves there have been fewer opportunities to do so.

615. Most of the boys who distinguished themselves I believe were boarders?—I believe some of them were.

616. A large proportion?—I dare say.

617. Was the Bishop of Manchester a boarder?—Yes.

618. Is not the question of the site a more difficult one now than when boarders used to be taken?—Perhaps it may be, but when we took boarders they had the opportunity of doing out of school a great deal more than the boys have now. They had three half-holidays in the week, and often went away at 12 o'clock. That was a great advantage to a boy of that stamp, who was working hard with the intention of obtaining a distinction.

619. What was done with the best intention, and probably with a good effect, as regards boys of moderate attainments, has operated against the chances of their obtaining the very highest honours. Do you think it has had a good effect, considering the few who succeed?—Yes; but whether it has been a step upwards for the school is another thing. There was a great coincidence of talent about that particular time; for, if you look at the list, you will find a considerable falling off, both before and afterwards.

620. (*Mr. Vaughan.*) I think the majority of the boys at this school are rather of tender age, are they not, as compared with the boys at other public schools?—Yes; we used to have them much younger than we do now. We do not take them before nine at present, but we used to have them at seven or eight years of age.

621. Still I think you will find, on looking at the respective ages of the boys on their entrance to the school, that the majority of them are of much tenderer age than the majority of the boys in other public schools?—I think they are. There are more in the lower school.

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622. Do you know the reason of that: have you many boys leaving at about the age of 15?—Not so many as there used to be. Formerly the best boys came at 11 or 12 years of age, having previously had some good training; but now the case is reversed, and they either come a little younger, knowing nothing at all, or at the same age, knowing little more; so that they must be taught their accidence.

623. Is it not the fact that, while in other public schools you would find a large proportion of the boys from 15 to 17 years of age, in this the great majority range from 13 to 15, a great many of them being below 14?—I believe there is a greater proportion of young boys here than there ought to be, in 153.

624. There is a considerable proportion, as you mentioned before, who do not go to the university, but leave before they get to the top of the school?—I think about 24 or 25 is the average number of vacancies in a year, and about six of the boys leaving would go to the university, the remaining 18 or 19 going to offices and other places of business, or to the army and navy. A good many of the boys are taken away from the school very young.

625. You do not know the causes which take them away?—They are very apt to go away for the purpose of being engaged in business; into solicitors' offices and other walks in life; but they used formerly to go away much more frequently than they do now. A considerable number of them go into the navy.

626. Has the proportion of those who go to the university diminished in your time?—I think it has, rather.

627. Taking the books that are read at the school, I suppose that the classical works that are read here are very much the same as those that are read in other public schools?—I think so.

628. Do you happen to know, from having read the history of the school, whether many authors are read now different from those used formerly?—Do you mean than what Dean Colet recommended?

629. Yes?—They are much more extended. Dean Colet was the first to introduce the public school teaching of a limited number of Latin authors of a particular class. That was not done before his time anywhere. He calls it "good and clene Laten literature"; and he adds, that "the master shall also be learned in "Greke, if such may be gotten."

630. What meaning do you attach to the words clean Latin literature?—Dean Colet, in his ordinances, has himself defined his meaning by pointing out certain "aut'ors Cristain, as Lactantius, Prudentius, and Proba, "and Sedulius, and Juvencus, and Baptista Mantuanus, "and such others as shall be thought convenient and "most to purpose unto the true Laten speche;" and then he goes on, utterly to banish all "barbary and "corruption, and Laten adulterate," and which he says may rather be called "blotterature than literature."

631. He also calls the Latin he desires to be taught, "chaste" Latin, I think?—Yes, "good, "clean, chaste Latin literature."

632. I think it is your practice here not to permit the boys to learn Greek until they reach the third class?—It begins in the third.

633. Do you think it more convenient that they should be well grounded in Latin first?—They come, knowing nothing. They have all their Latin to learn, and I do not think it is desirable that they should begin to learn Greek until they reach the third class.

634. You teach Attic Greek from the commencement?—Yes; we do not do much from Homer.

635. You do not do much from the dialectic Greek?—Herodotus is done by the seventh class, but in the eighth it is exclusively Attic Greek. They read a few books of the Odyssey or Iliad in the eighth and fifth classes, and that is the utmost they do of Homer.

636. What books do you trust to for the formation of Latin style. You do not have a great deal of Cicero taught in the school, do you?—We rather take to Tacitus in the eighth, but they do Cicero as well.

637. Do they do Livy?—Lately they have done Livy in the seventh, and Tacitus in the eighth classes; but if you turn to the table, you will see that Cicero, also, is done.

638. It struck me that Cicero was dropped a good deal in the top of the school, and Livy taken?—It would appear to be so; but if you notice the paper, you will find Cicero, De Finibus, in the eighth class.

639. I wanted to know what it was that you trusted to for the formation of Latin style?—The boys write a good deal of Latin from oral dictation. I teach it that way as far as I can; but they want Cicero, and that they will have. At the University they appear to think rather more of Tacitus at present. I am an old Ciceronian; but I thought it was not quite so much in favour.

(*Mr. Thompson.*) We are very well satisfied with either.

640. (*Mr. Vaughan.*) I suppose it is a tradition of the school not to have lessons in history?—Not in history, except in the lower classes. They go through history in a careless sort of way, and do a certain amount, but they do not do it very well. It is not very easy to teach it by classes.

641. Your school may be considered a sort of nursery of grammar?—Yes; it has very great claims on the consideration of all scholars. Lilly was here, the father of all Latin grammarians; and so was Camden, who was one of the first Greek scholars of his age. This was the first school in which systematic classical instruction was given. It was not so either at Eton or Winchester.

642. Lilly was the first master, I believe?—Yes, he was the first master.

643. Was Camden Lilly's pupil?—No; he was the next distinguished scholar the school turned out. Among other public characters educated at this school, were the first Lord Anglesea, who was Privy Councillor to Henry the Eighth, the first Lord North, and the first Lord Paget. Those are three of the first flight of Lilly's school.

644. (*Lord Lyttelton.*) What do you do with respect to modern history?—Modern history does not come in at all, except in the High Master's teaching, by way of illustration, private reading, and essay writing. Modern history is constantly referred to; but it is not in what you may call the regular class work.

645. There are prizes given in the school every year?—Magnificent prizes, in books; 150*l.* a year, at least, is expended in the books which are given away as prizes to the boys.

646. (*Mr. Vaughan.*) You have a peculiar mode of carrying on the repetition here, have you not?—Yes, but I think it is a very good one.

647. Did you introduce it?—My impression is that I did. At all events I have done it ever since I came here. I did not find it in my class, certainly; but I cannot remember whether it was in any of the lower classes.

648. Do you think retranslation gives a better perception of the relation of the language they are learning to their own language, than mere repetition does?—I think so. It gives them a knowledge of construction, and gives the master the opportunity of giving them good English. The masters give the best English they can produce, and the boys give the Latin. Moreover, in repetition, they do not allow the boy to say anything which he cannot give an account of. Any allusion in the repetition, or difficulty of construction, he is supposed to understand, and he would be turned down if he did not know it.

649. Occasionally you put them to their construing, to see that they quite understand what they are saying?—Yes. If one boy prompts another I generally make him give the English and not the Latin mode of construing, so that he must have an eye to his English all along, and it will not do for him to merely learn the Latin by rote.

650. That is to prevent a mere sing-song memory?—Yes.

651. Your repetition, in point of fact, amounts almost to an extra lesson in construing?—It does; and there may be a great deal in it upon which a master may be called upon to give his opinion.

652. Do you require different passages to be retranslated to those which they have been reading?—No, it must be something which they have been reading, with the exception of the eighth class, who say Horace's Odes, which they have not been construing.

653. (*Lord Lyttelton.*) Do you find the original composition of any account?—No, very rarely, except in the English prize essays, some of which are highly creditable.

654. Under the head of Original Composition nothing appears at all. The essay appears under the head Translation?—It comes under the weekly exercises, which are for the most part translations.

655. You have no original Greek or Latin composition?—No.

656. Has that always been the case ever since you have known the school?—Always. I think Lord Devon will say the same of Westminster.

(*Lord Devon.*) There was no original Greek composition there, and not much Latin 35 years ago.

657. (*Lord Lyttelton.*) You would be sorry, I suppose, to substitute any Greek or Latin composition for the Greek or Latin translation they now do?—We might occasionally, but the real fact is, we are very apt to have the university examination in view. At one time I used to set not only translation, but original composition, both in English essays and Latin verse, but I generally found the boys fail utterly in everything but translation. They do that well enough, but if they attempt anything in the shape of original composition in Latin, they have not the slightest notion of how to express their ideas, and make a most miserable mess of it.

658. With a view to acquiring power of expression in language, do you think translation does as much as original composition?—I think that translation is much more effective. Original composition ought to enable them to do it, but it never does.

659. It is not done, in point of fact?—No.

660. (*Mr. Vaughan.*) Do you not think you entirely lose the art of arrangement by not having original composition? Is there any equivalent for that in translation?—Perhaps it would be an object to teach the boys how to arrange their ideas, but the great difficulty appears to be that they seem to have no ideas to arrange. You may suggest subjects of any kind for original composition, but the result is, that you get the most wretched puerilities; whereas, if the same boy were required to do an equal amount of translation, he would do it very well.

661. Do you not think the deficiency of which you complain may arise from want of practice in some degree, rather than want of ideas?—I dare say a good deal of it does arise from want of practice, because at the debating society the boys speak well, and get up a subject well when they have practice.

662. Probably in consequence of not composing in the lower forms, and coming to you without any practice, when they are required to find their ideas and express them on paper, they do not know how to do it?—Probably so.

663. (*Lord Lyttelton.*) Can you tell us anything respecting the debating society?—It is one of the institutions of the school, and has stood for many years.

664. Where is it held?—In this room.

665. To whom is it limited?—To the eighth class. They meet every week, and I need not add that it is this way they have to read up books in history. They do not discuss contemporary politics, but generally some questions which they read up for.

666. Are they excluded from entering on the discussion of contemporary politics?—I suggested that they should never discuss them, and that they should especially avoid the discussion of any religious thesis. I believe they adhere to that; but I do not consider it my duty to watch them very closely.

667. How many are there in that society at present?—Twenty-one, which is rather a large number for it.

668. (*Mr. Vaughan.*) Do you attribute any part of the failure, which you find in the boys with respect to original composition, to the fact that the subjects which are given to them are above them, and out of the reach of their experience, in consequence of their being philosophical and historical subjects?—I have not had much experience in the matter. You put it in a way which suggests new ideas to my mind that may, perhaps, prove beneficial. If you were to ask a boy to express in the way of composition how he spent his holidays, he would scarcely be able to tell you. I do not know whether it is that he is ashamed of his own answers, or whether it arises from shyness, but the real fact is, that he does not express himself either with confidence or dignity.

669. (*Lord Devon.*) You have speeches once a year?—Twice a year, and, generally speaking, they are said to be very good. I have heard old Etonians say they are better done than they are at Eton, and I should myself say they are better done than at Harrow. The boys generally select their own subjects.

670. They are not prize compositions?—No; we have no time for that.

671. They select subjects with your approval, and those pieces they recite?—Yes, and they generally enter into it with spirit.

672. Are they dialogues?—Generally dialogues; Aristophanes very often, besides which there are admirable French recitations. Those are always done.

673. Is it done in this way; two boys stand up together, and carry on a dialogue?—Yes; I believe we were the first to introduce these dialogues, and then other schools followed our example in that respect. It is far better, instead of a mere single oration by a senior, to have several boys standing up together, taking part in some scene of a play.

674. (*Lord Lyttelton.*) That used to be the case at Eton?—Yes, there were scenes from Aristophanes there, but I think they were introduced here before they were at Eton or Harrow. The Eton speeches are no doubt very creditable.

675. (*Lord Clarendon.*) Do you set impositions?—As little as I can possibly help; they are a very great nuisance, and the boys have very little time here to do them. I generally make the boys write out an imposition if it is necessary, but I never set long ones.

676. Never, either to write out, or to learn by heart?—Never to learn by heart.

677. When you do set them they are always to write out?—Always.

678. (*Lord Lyttelton.*) What is the maximum number of lines you set?—For very rare offences I give the boys about 100 lines out of Homer. That is what seems to me to be sufficient.

679. (*Lord Clarendon.*) Does it not rather spoil their handwriting?—It is so bad already that I do not think it could be spoilt. That is the great grievance; the writing is dreadful now that the metal pens are generally introduced. Even in the case of the best boys it is very rare indeed that they write at all legibly or well. There is no encouragement for them to improve their writing; of course, they never learn to write here, and have no writing master.

680. Do not they learn to write before they come into the school?—Well, the ordinances say that they must be able to read and write competently, but we do not require anything like a running hand.

681. Would you not think that it would be desirable to give a rather less amount of imposition, and require that it should be written in a better hand, by doing which you would be killing two birds with one stone?—I do not think the boys would ever write it so as to render it a writing lesson, and you might be giving it back for ever. Still I always do reject an

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imposition if it is very carelessly scribbled indeed. We have no writing master; I wish we had.

682. (*Lord Lyttelton.*) You do not think you could work a system of imposition which would at the same time be calculated to improve the handwriting of the boys?—No; but the spelling would astonish you. It is really surprising how seldom the boys, even at the bottom of the school, make any mistake in spelling. Indeed they would hoot away anyone who committed errors in that respect. Yet they are never taught to spell, notwithstanding which it is perfectly astonishing how accurate they are in that respect.

Victoria Street, Tuesday, 16th December 1862.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
HON. EDWARD TWISLETON.
SIR S. H. NORTHCOTE, BART.
REV. W. H. THOMPSON.
H. HALFORD VAUGHAN, ESQ.

THE EARL OF CLARENDON IN THE CHAIR.

J. W. SPURLING, Esq., called in and examined.

J. W. Spurling, Esq.
10 Dec. 1862.

683. (*Lord Clarendon.*) How long were you at St. Paul's?—Eight years.

684. When did you leave it?—In 1859.

685. Since 1859 have you been at Trinity College, Cambridge?—Yes.

686. And when shall you take your degree at Cambridge?—Next February.

687. Did your family live in London while you were at St. Paul's?—Yes.

688. And you used to go there every day?—Yes.

689. Did you stay there the whole day in the school?—Between the hours of 12 and 1 I went to an eating-house either to get dinner, or, when I got higher up in the school, simply to have luncheon, to dine at home.

690. There was an hour given to the whole school, was there not, from 12 to 1?—It varied at different times while I was there; it is 1 to 2 now.

691. There is an hour given in the course of the day for refreshment, for dinner or luncheon?—Yes.

692. And did the generality of boys go to an eating-house?—Some of them went to what they used to call Dame's-house, and there they had something to eat; or some few boys went into Dr. Kynaston's; but I think the generality of boys went to some eating-house or pastrycook's to get either dinner or lunch.

693. There was nothing organized?—No.

694. Each boy did what he pleased?—Yes.

695. There was no supervision?—No.

696. Or any inquiries made?—No.

697. Dr. Kynaston supplied a dinner for those who liked it?—Yes.

698. Was it anybody's duty to see that the boys came back punctually at the time they ought to do?

699. There was an absence list made regularly.

700. An absence list called over?—Either a monitor or the head boy of each class had a small piece of paper marked at the top "Absent List," and he looked round at five minutes after the hour, and all boys not in their places at that time were put on this list, which was shown to the master.

701. How was it known they were there; were their names called over?—There would not be a very large class, and the head boy of the class could easily see whether they were all in their places.

702. Would it be his duty to report a boy who was absent, who stayed out in the town longer than he ought to have done, or who was on the list, to the master?—The master would inquire into the matter; the absence list in itself was a reporting to the master. The head boy had simply to take the absence list and show it to the master, and the master himself proceeded after that.

703. The absence list was always, as matter of course, handed to the master?—Yes, it was put on his desk.

704. You alluded to monitors just now; is the monitorial system enforced at St. Paul's?—I think to a very limited extent.

705. Will you tell us in what manner it is constituted there?—The whole of the eighth, that is the highest class, are styled monitors. Two special monitors are named for each week, and when any of the masters are out of school one of these two monitors would move down to the master's place and keep order while that master was away; standing out in the middle of the room all boys that were noisy or misbehaved themselves in any way, and reporting them to the master when he returned, not having any power of actual punishment in himself.

706. During the masters' absence; do you mean accidental absence, or were they habitually absent on certain days?—No, merely accidental absence.

707. That must have been very rare?—It was very rare; but if they were not in school from 2, or five minutes after 2, then the monitors used to exercise their office, and between those hours of 1 and 2 some boys were allowed to be in the school-room; of course the masters were away at that time, and any misconduct that went on, the monitors, especially the captain, could turn those boys out into the play-ground.

708. But during the absence of the master, and when the monitor took his place, supposing the master was absent the whole school time, did the monitor hear lessons or take the master's place in any other way?—No, simply in keeping order. The class generally wrote out their lessons.

709. In school?—Yes; they learned the lesson and then wrote it out, or if it was a lesson over night, then that was written out.

710. They learned the lesson. Give us an instance of a lesson they would learn over night; a certain number of lines of Homer, perhaps?—Yes, for repetition. Supposing the master was not in, say for the first hour, the boys would take pen and paper and would write out their repetition without any reference to the book, just as they would have said it to him instead of repeating it.

711. Were the masters frequently absent then?—No.

712. Then this writing out of lessons before their return could have been of rare occurrence?—It was of rare occurrence; I only mentioned it as it involved part of the monitor's duties. The monitor's duty was when the masters were absent.

713. But the master being present the lesson learned over night would be said?—Yes.

714. It was not any part of the school practice to write out lessons that were learned by heart?—No.

715. (*Lord Devon.*) Who called over names at the first meeting in the morning, or were names called over at all?—They were not called. Those boys at the head of each class made the separate class lists.

716. Both then and in the middle of the day?—Yes.

717. (*Lord Clarendon.*) Were there any other duties that the monitors had to perform. The monitors were only boys in the eighth class?—That is all.

718. I forget now how many boys there were at St. Paul's?—153 is always the fixed number.

719. Those boys in the eighth class, all of them, have been ex-officio monitors?—Yes.

720. That was quite enough for the superintendence of the school?—Yes; quite.

721. Do you remember any other duties they had to perform?—Dr. Kynaston used to hear the eighth class repeat its lessons in the library, leaving the seventh class in the school, and during that time the monitors for the week kept it in order, and whenever any boy of the seventh class went down in the middle of the morning he was obliged to show to the monitors, by putting a book with his name on it, on what was called the monitor's table, that he had gone down.

722. Did the power of the monitors extend beyond the school room and the school duties?—No; not at all, except it might happen in an individual case, in any case of bullying, but that was not part of the system. We were supposed to interfere in any matter of bullying that we saw, but that was all. This rarely occurred, and we very seldom had to do so.

723. If a monitor were to happen to meet a boy in the street during the hour they might be in the town, and was to see him go into a low or bad place, would he have thought it his duty to interfere?—He would have no authority whatsoever to interfere. He might have done so personally and spoken to the boy, but simply as one boy would speak to another. He would have no sort of authority over him.

724. His monitorial authority does not extend beyond the walls of the school, in fact?—No.

725. Their authority, I suppose, in the school was cheerfully recognized, was it not; there was no feeling against it?—No; only once or twice, I think, there was a little outbreak; but that was very soon checked.

726. Against the exercise of monitorial power?—Against the exercise of monitorial power.

727. It was thought to have been unjustly exercised, or what?—Yes. There was a very large number in the class. Perhaps they had not all of them been exactly proper monitors. They had rather lowered themselves with the school. They had not stood enough upon their position, the boys rather got to take liberties with them, and naturally the monitors resented that, and there was just a little rising, but that was very soon quelled.

728. (*Mr. Thompson.*) That was rather the fault of the particular boys than of the system?—Quite so.

729. (*Mr. Vaughan.*) Are there not a certain number of boys who are boarders close to St. Paul's?—Yes.

730. With regard to the monitorial system, is that enforced more in those houses, and with those boys, than in the rest of the school?—The school recognizes no such thing whatever.

731. Not even in those houses?—No.

732. Do you know how order is kept in those houses?—No, not at all.

733. Is it kept by the person who keeps them?—Yes; there was no institution in the school framed for that case at all.

734. (*Lord Lyttelton.*) The authorities of the school disclaim any responsibility for these houses?—Yes, altogether.

735. (*Lord Clarendon.*) Is not the want of a playground a good deal felt there?—Very much. We should be kept together somewhat more after school hours if we had a proper playground.

736. (*Lord Lyttelton.*) Have they no playground hired?—We have a cricket ground at Kennington Oval.

737. (*Mr. Vaughan.*) Do you speak of the want of a playground as a want of a place of amusement for the boys?—Yes, because so few boys could go to cricket.

738. But have they not Kennington Oval cricket ground provided for them?—Yes, but that is a long way off.

739. Would not a playground besides have brought you much more together and given a more general tone to the boys as schoolfellows of one school?—We should be kept together somewhat more after school hours if we had a proper playground.

740. (*Lord Lyttelton.*) There would be more of society in the school?—Yes.

741. (*Mr. Vaughan.*) I suppose the system is practically one of boys living at home with their parents, and going for a certain number of hours during the day to receive instruction at St. Paul's?—Yes.

742. (*Lord Clarendon.*) In fact it is only a place for instruction, but none of the social system of a large school can exist there?—None at all.

743. (*Mr. Twisleton.*) Are not friendships formed there?—Yes; but they are somewhat regulated by going home the same way, or some accident of that sort.

744. (*Lord Devon.*) I suppose you, practically living on the north side of London, rarely go to Kennington Oval on the south, on your way from the school to Islington?—I did frequently go; it was very inconvenient, indeed, because it is a great distance; it is nearly six miles from my home.

745. How far is it from the school?—About three miles and a half.

746. (*Mr. Thompson.*) You say that friendships are sometimes formed at St. Paul's as at other schools; have you observed any difference between Paulines when they come to the university and schoolfellows belonging to other schools with respect to intimacy or attachment?—It used to be said that we hung more together than other schools; but I think, perhaps that was because we went up only three or four together, not like a large school, where they send up 30 or 40.

747. You are dependent on each other for society more than other schools?—Yes, at present.

748. (*Sir S. Northcote.*) Do you go to any particular colleges at Oxford or Cambridge?—We go chiefly to Trinity at Cambridge.

749. (*Mr. Thompson.*) There is a special reason for that, is there not; there are special exhibitions?—Yes.

750. (*Lord Devon.*) Had you any intermission of work during the day, except the two hours from twelve to two?—We used to be allowed to do what is called "going down" in the morning for ten minutes.

751. That is into the cloisters?—Yes.

752. Was that in the course of the morning school?—Yes.

753. What was the close of your day?—Four o'clock; it was five o'clock part of the time I was there, but for some years it has been four o'clock.

754. (*Lord Clarendon.*) Then at four o'clock the boys all go home?—Yes, except perhaps three or four who remain for a game in the playground; but all, as a rule, went home, and if we stopped, we had to leave about 20 minutes after 4, because the place was shut up.

755. Did parents send any report of what time their sons came home, or was there any check upon what they did when they left school?—None at all.

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756. When at home was there much reading in preparation for the next day; did they do a good deal at home?—No, except during the time, about six weeks, immediately preceding the examination, or any special cause for work like that; but there is not so very much done at home. I should think an average of a little more than an hour would cover it.

757. (*Lord Lyttelton.*) How could they be prepared for the school next day, without working at home?—Because, except the first lesson, which we said in the morning, we learnt our lessons in school.

758. (*Lord Clarendon.*) The school did not meet till 9 in the morning, did it?—No, not in my time.

759. And during that time there was an hour's absence, and school broke up at 4. Consequently there was only six hours study in the day, and little or no preparation in the evening?—A little more than an hour I think would cover the preparation at home, except as I say during the time immediately preceding an examination, or anything like that; or special boys, boys of a mathematical turn, perhaps might work rather more at mathematics. I think the general work of the school taken on an average would not extend to much more than that.

760. Then there was no private tuition?—No.

761. Is that the whole work which was done in school with the exception of this one hour at home of preparation?—Yes.

762. (*Mr. Vaughan.*) You learnt one lesson, did you not, while another was being said by another form?—Yes.

763. Do you think that that system cut you off a number of lessons, which you otherwise might have had?—I think it did in some measure.

764. Do you think that at the end of the year in fact you had got through less work than you might have done if the master had only heard one form?—Yes.

765. (*Mr. Vaughan.*) Was there any counter advantage in the boys' learning their lessons in the presence of the master in school; that is to say, the advantage of their not having anything else to do, and reading being their only resource?—Only that they could ask him the difficult passages.

766. (*Mr. Twisleton.*) Was it easy for a boy to shirk his work at St. Paul's?—Yes, I think, perhaps, it was rather easy.

767. (*Mr. Vaughan.*) Were there not temptations to idleness which were removed by the fact of the boys being three quarters of an hour together, when in other schools they would have been let loose to do what they liked?—For the upper boys there would be temptations removed.

768. (*Mr. Twisleton.*) Why not for the younger boys?—I am speaking of the upper boys in a class, the better, hard-working boys.

769. (*Mr. Thompson.*) Would you say that Paulines have read as much generally when they come to college, as boys from other public schools?—By no means.

770. Would you object to say now, for instance, what you yourself had read when you came up. How many Greek plays did you get through?—I think perhaps I had read three and a half tragedies.

771. And that you think is below the average read by boys at the head of public schools?—I should think so.

772. You got Lady Campden's exhibition, worth 100*l.* a-year?—Yes.

773. And you had only read three and half Greek plays?—Yes.

774. Had you spent a great deal of time in composition?—No.

775. Had you acquired a facility in writing Latin and Greek verses?—No.

776. You have acquired it since?—Of course I have had some practice in them, but have acquired no great facility.

777. Not a facility equal to what the boys, the best hands, from Eton and Harrow, obtain?—No.

778. Do not answer this question unless you like; it is only to obtain an idea of the system of the school, not with a view to your own special case. Would a boy in your position, first, second, or third in the examination, have read any number of books of Thucydides?—If he had been in the eighth three years, he might have read a book and a half.

779. That would be the outside?—The time I was in the eighth I read about half a book a year, I think.

780. What of Herodotus?—We read that in the seventh, that was the second class. We read about half a book in one year.

781. Was that in the original author. Had you an Herodotus out of which you read, or was it some compilation?—We read Herodotus.

782. Had you read any of the orators, Demosthenes, for instance?—About half a speech.

783. Was Aristophanes read at all?—Yes, one play in the year.

784. In all you had only read three and a half plays, one of which was Aristophanes?—No; I was speaking of the tragedies when I said three and a half.

785. And how many comedies?—One for each year. I was only in the eighth two years, but many boys are in the eighth three years.

786. How early do boys generally begin to learn Greek; I mean forward boys?—About 11 or 12.

787. Therefore they have been reading Greek when they leave for college seven or eight years at least?—Yes.

788. Does not that seem to be a small quantity to have read in that time?—Yes.

789. (*Mr. Vaughan.*) I suppose you read more elementary books than you have mentioned in the early part of your study of Greek?—We read Xenophon.

790. In the upper part of the school was there any more critical and searching method of reading than at other schools which you think at all compensated for the diminished quantity?—Not in the way of scholarship. There might be perhaps rather more in the way of general history, or facts bearing on the particular subject; for instance, we were taught to look out every proper name that occurred in our subject, and the history connected with it.

791. What is sometimes called the collateral real information connected with it you think was worked up with particular strictness?—Yes, I think we picked up a great deal in that way.

792. (*Mr. Thompson.*) Did you study through any history of Greece or Rome?—We had histories recommended to us, which we read.

793. Which you read voluntarily?—Yes.

794. Do you think that there was much private reading in the school?—In the way of history, yes.

795. I do not mean merely scholastic reading, but collateral reading, we will say general reading, in literature not strictly classical, but bearing upon classics; in such books, for instance, as Grote's History of Greece?—Yes, we did read volumes of that; not from the first volume to the twelfth, but we read the volumes that happened to bear on the subject, or interesting chapters, such as that upon the Sophists.

796. You would be examined perhaps in those?—We might have some question in the examination bearing upon that.

797. Had you many essays or themes to compose?—No, not many.

798. You mentioned the Sophists; that would be a subject for an essay probably; had you ever such a subject as that?—We had to write once, I think, a kind of abstract of that chapter.

799. (*Lord Clarendon.*) What would you say was the principal stimulus to study at St. Paul's; was it to advance in the school, or to obtain the exhibitions?—To advance in the school, in the lower portion of it; to obtain the exhibition in the higher; also lists were published at Whitsuntide, and most boys wished to stand well in them, because all their friends saw these lists, which were distributed at the apposition.

800. Great importance was attached to them?—Considerable importance.

801. And you think that that feeling pervades the whole school?—Yes, to a considerable extent.

802. You have found so far as you have been able to observe, that the amount of scholarship taken up by Paulines to the university is less than that which comes from other schools?—As far as I can speak. I am speaking in a matter like this more from my own experience in my own year, than from any other year; but I think it is also the general experience, to a certain degree.

803. (*Mr. Twisleton.*) That is not as to the scholarship; you would not say so as to the positive scholarship, but rather to the quantity actually read?—I think that applies pretty well to both; for instance we should not be very well up in the difference between οὐ and μή.

804. (*Mr. Thompson.*) In what is called critical scholarship?—Yes.

805. (*Mr. Vaughan.*) You did not work the higher and more difficult parts of grammar; in that way?—No; we were deficient in syntax.

806. More than in the forms?—I think we knew the forms.

807. In all the dialects?—Perhaps not, but we were grounded in the grammar; the syntax was the point upon which we failed.

808. What was the grammar that you used there?—The Latin grammar was one said to have been for the school, commonly called King Edward the Sixth's Grammar.

809. Were not the boys in the upper part of the school in the habit of using a different grammar for working up their classics from the boys in the lower part of the school?—Well there was a Jelf in the library and a Matthiæ in the library, to which we sometimes referred.

810. It was not an object of constant use or reference?—No; I do not think most of us owned the larger grammar.

811. (*Mr. Thompson.*) You did not read systematically through the larger grammars?—No.

812. Not even Madvig, which is not very large?—No.

813. (*Lord Lyttelton.*) What do the boys think about the apposition; are they interested in it?—The eighth are considerably interested about it for the speeches, and I think the junior boys are interested in coming and seeing it; their chief interest consists in the lists coming out at that time, and being published on that day.

814. I mean the ceremonial of the day, is it reckoned a great event?—Yes, it is reckoned a grand day.

815. It bears upon the work of the school, does it not; those who are distinguished in work are distinguished on that day?—Yes, in the upper forms.

816. (*Mr. Thompson.*) You have a great deal of composition of your own making to recite on that occasion, have you not?—Yes.

817. Would you say that the compositions produced by the boys at St. Paul's, were very inferior to to those, for instance, of Harrow. Did you ever see the speeches at Harrow?—The Rugby speeches I have seen; ours are inferior to them, but ours were grand exhibitions, if I may use the word. We could not keep that up habitually.

818. You think they were inferior?—They were inferior, but not so very much.

819. (*Mr. Vaughan.*) Do you think the school suffered in the point of scholarship at all from the boys not being together in play hours and out of school?—If we had not all gone home and been separated entirely afterwards we might have read more perhaps in the evening.

820. Do you think there was less of a feeling of emulation kept up on these subjects by the boys being scattered after the lesson was over and not seeing each other again?—I could not be quite certain.

821. (*Sir S. Northcote.*) You have not seen the working of the other system?—No.

822. (*Mr. Twisleton.*) Did not some boys study at home?—Yes, particularly when the time was drawing near for an exhibition, or if they were going up for any particular scholarship at Oxford or Cambridge.

823. I suppose it would depend upon the individual boy, and on the boy's parents?—To some extent.

824. (*Mr. Thompson.*) You would not call it on the whole a very hard working school?—No.

825. (*Lord Lyttelton.*) Do you think there is a disadvantage at the university in those respects?—Yes.

826. (*Lord Clarendon.*) Was there any attention paid to modern languages?—There is a French school. Two French masters were introduced while I was there.

827. Is it compulsory to go to them?—Yes.

828. It is not optional?—No, except about the last half year in the school. A boy who is going in to try for a scholarship at Oxford or Cambridge may, by getting special leave, occupy that time two hours in the afternoon at classics instead of French, supposing he has done pretty well in the French department.

829. Does he get marks for the French lessons, or places in the school?—No, not that particular boy, not the one who occupied his time at classics.

830. I see that French study does influence the places in school?—Not very much. We used to rise generally in the French school as we rose in the classical school, and French had no influence upon the exhibitions.

831. (*Lord Lyttelton.*) Do the boys look upon it as an important part of the school work?—No.

832. (*Lord Clarendon.*) Is German taught there?—No, only French.

833. (*Mr. Vaughan.*) Do you know how the boys would have felt towards the school being in the country in preference to its being in London or otherwise, if it had been practicable to attend there?—It was canvassed very strongly at one time among the school, and there was a great diversity of opinion among the boys; I think the general feeling was rather in favour of its being in the country because of having a playground.

834. (*Mr. Twisleton.*) But in regard to the convenience of many of the boys who live with their parents, I suppose it would make the whole difference as to their being able to go if the school was in the country?—Yes.

835. So that it is altogether a different principle?—Yes, quite.

836. (*Lord Lyttelton.*) Did you ever hear of the question whether they should remove, not altogether out of London, but to some part of London where they might have more space, as the Charterhouse, for instance?—I do not think the question was ever considered; we used to envy the Charterhouse.

837. Do you think the boys would have preferred to remain in London rather than to go into the country?—I could not be sure as to the general feeling concerning that.

838. Has it occurred to you that for the class of boys who go to St. Paul's it might be better that they should be nearer to London?—If they were removed out of London it would cut off a great many of them.

839. (*Mr. Vaughan.*) Do the boys who have been to St. Paul's generally when they get to the university, and afterwards in life, find reason to feel that they have lost advantages which other boys possess from having been in London the whole time of their education and having had no playground?—No, I think not particularly; we feel it chiefly while we are there.

840. (*Mr. Thompson.*) Do you think they suffer in health from the situation of the school?—Some fancy that they do, but I do not know that they do.

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841. You do not think that the general average of health is very low?—No, by no means.

842. Absentees from illness are not numerous?—For short periods a boy would be away every now and then for a cold for a single day, but I think that the illnesses in proportion to the school were not large.

843. (*Mr. Twisleton.*) Have you fallen in with any young men at Cambridge who have been educated at Merchant Taylors' school?—Not intimately.

844. Have you ever had an opportunity of comparing the system of St. Paul's with the system of Merchant Taylor's?—No.

845. (*Mr. Thompson.*) With regard to mathematics; you have not yourself made a special study of mathematics at Cambridge?—No.

846. Of the Paulines who come to Cambridge, what proportion do you think go out in mathematical honours?—I believe the average has been lower than usual the last two or three years since I have been up there; it is about one, or perhaps two, in a year.

847. (*Lord Clarendon.*) How many would come up to college in that time?—About three or four.

848. (*Mr. Thompson.*) A good deal of time is given to mathematics, is it not?—Two hours in the afternoon twice a week.

849. Some boys read rather high in mathematics at St. Paul's?—Yes; one or two in small divisions.

850. Would you say that those boys who read high in mathematics at school generally distinguish themselves more in mathematics at Cambridge than those who have not read so high; do you think they keep up that relative superiority when they come to college?—I should think so.

851. (*Mr. Twisleton.*) In considering in after life the advantages and disadvantages of the system at St. Paul's and other public schools, have you had the point present to your mind of the advantages of the home education of the boys living with their parents?—No; I cannot say I have.

852. (*Mr. Thompson.*) How many boys would you say, during your experience of the school, showed any decided taste for mathematics so as to distinguish themselves at school and at the university afterwards?—We changed our mathematical master while I was there; it is a different system now. I think I can only speak of the new system, which is more contemporary with myself.

853. Well, speak of that?—There were three or four, but they have not taken their degrees yet.

854. Are there any scholars of Trinity who owe their scholarships to their mathematics?—There was a junior scholar who has since died.

855. You yourself, I think, got your scholarship by classics?—Yes.

856. You were a scholar of Trinity?—Yes.

857. And have been about a year, I suppose?—Yes.

858. You were not very much interested in mathematics yourself when you were at school?—Yes, I was.

859. Were you satisfied with the mode of teaching and the time devoted to the subjects?—Thoroughly.

860. You think the mode of teaching could not have been improved?—No.

861. How much mathematics did you read?—As soon as I went up I began conic sections. I had read statics at school.

862. You had not read conic sections when you went to Cambridge?—No.

863. Elementary statics, I suppose; was it Whewell's statics or Goodwin's?—Goodwin's. There was a boy above me who was reading or had read Conic Sections.

864. What is the highest point that any boy in your experience reached in his mathematical studies at St. Paul's?—The Differential Calculus.

865. You think that time enough was given to the study of mathematics?—Yes.

866. In proportion to other things?—Yes; because the boys who took very much to mathematics, did mathematics out of school.

867. Had you been made a thorough master of arithmetic before you were put into these higher branches of mathematics?—I think so.

868. You had been through that?—Yes.

869. You were able to manipulate the principal rules of arithmetic readily?—Yes; I think so.

870. You had the principles on which the rules are founded explained to you?—Yes.

871. (*Lord Devon.*) Do you think that the prizes and rewards given in the school are a sufficient stimulus to studious boys?—Yes; except in two particular classes.

872. Which classes are these?—The seventh and eighth. In the seventh the marks for the prizes count on from the time of the boy's entrance into the class; the consequence is, that a boy may come up head from the sixth, and when he gets into the seventh may find a boy who stood in the middle class has got some 800 marks the start of him, which he has to make up in the year.

873. Then the result of the competition is tested at the same time for both the boy who comes up from the sixth, and the boy who has been in the seventh before?—The boy who has been in the seventh before gets the start of as many marks as he has made before.

874. (*Mr. Thompson.*) Speaking generally, can you imagine any stimulus to private reading which might be introduced with advantage?—If a sort of course was marked down, or any advice given publicly for private reading, and a prize offered for proficiency in that, I think it might be so.

875. No advice is tendered by the master upon anything but the routine school work?—Some is given. If a point turned up casually, he might say, "So-and-so is a good book to read for that."

876. Is there any tradition in the school of a time when that was different; when a great deal of work was done out of school hours?—There is a tradition of private reading, and I have seen it in some old apposition books.

877. Have you seen proofs of it?—I have seen examination papers set, headed "private reading."

878. (*Sir S. Northcote.*) Do many St. Paul's boys go and stand for open scholarships at the university?—To Oxford we send one or two a year; it varies in different years. At Cambridge the only college to which we regularly go is Trinity, and we have stood for one of the minor scholarships each time.

879. I am not asking merely what exhibitions there are, or scholarships connected with St. Paul's, but whether it is the practice for boys to offer themselves as candidates for the open scholarships?—Yes.

880. Do they afterwards offer themselves for the Balliol scholarships, for instance?—Once, I remember.

881. Once while you were there?—Yes; I remember a recent instance.

882. But it is not a common thing?—They go up for the Corpus, or for other scholarships.

883. There are frequently boys going up for some of the scholarships?—Yes; every now and then.

884. (*Lord Clarendon.*) What is the system of punishment at St. Paul's?—Chiefly degrading in the class, or standing out in the middle of the room, or impositions.

885. Is there no caning?—Yes; but not to a very large extent.

886. Is that administered by the masters?—By the masters.

887. The monitors have no power of inflicting the cane?—No.

888. Is the caning public?—Yes.

889. Is it on the hand?—Yes.

890. There is no flogging, then?—Well, there is, perhaps, now and then a case, but very rarely indeed. A boy, they say, was once flogged for playing truant; it was circulated in the school, but we were not quite certain about it.

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891. (*Lord Lyttelton.*) Was there no flogging in your time?—No; there were one or two doubtful sort of cases.

892. (*Lord Clarendon.*) That is the only instance known?—There may have been another, but I think it was of an equally mythical character.

893. When the caning was inflicted, was it at the moment when an offence was committed, or was the boy called up the next day?—It might be at the end of the lesson. If it is during the lesson that the offence takes place, generally at the end of the lesson the caning is inflicted, or, in occasional cases, it is the next day.

894. Is it usually inflicted for disorderly conduct, or for habitual idleness?—I think chiefly for disorderly conduct.

895. While you were there, was the tone of the school good, upright, and honourable?—Against lying, or anything of that sort, it was very strong, or against cheating in class. If one boy took up a book in a repetition, and looked at that book, the feeling would have been very strong against that boy.

896. (*Mr. Vaughan.*) How about using a crib for construing?—It was against that. I think we were rather jealous of that.

897. (*Mr. Twisleton.*) The practice of their all learning their lessons together may have contributed to that?—It did, rather.

898. (*Lord Clarendon.*) By cribbing one boy would get an unfair advantage over another, because their places depend upon the manner in which their lessons are said?—Yes.

899. (*Mr. Vaughan.*) Their learning their lessons in school, therefore, tended to secure an advantage in that particular point?—Yes.

900. (*Mr. Thompson.*) Were the impositions that were set at St. Paul's excessive, do you think?—No.

901. (*Lord Lyttelton.*) But how much used you to have to write out?—It would vary; if we were late, it might be 50 lines; or if we had not learned a lesson, it might be to write it out once, or if very bad, twice.

902. Could a boy send up an imposition written in an illegible hand?—No, I think not; I think that would have been rejected.

903. (*Lord Clarendon.*) That imposition must be done by the boy when he went home?—Yes; that is exclusive of any school work.

904. He might have got anybody to do it for him when he went home?—There would be considerable chance of detection.

905. (*Mr. Twisleton.*) It appears from returns which we have received from the different public schools, that only five young men went from St. Paul's last year, either to Oxford or Cambridge: should you not say that St. Paul's has obtained prizes at Oxford and Cambridge, considering the smallness of its numbers, in proportion to its numbers?—Yes; but I think the boys' fathers are generally perhaps men of less means than some other schools, so that boys as a rule do not and cannot go unless they are likely really to do something.

Victoria Street, Wednesday, 17th December 1862.

PRESENT:

Earl of Clarendon.	Hon. Edward Twisleton.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.
Sir S. H. Northcote, Bart.	

The Earl of CLARENDON in the Chair.

The Rev. Joseph Williams Blakesley called in and examined.

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906. (*Lord Clarendon.*) As you are an old Pauline, we are anxious to have some communication with you, and to ask you as the result of your knowledge and experience of the school, whether you can suggest any means by which its utility can be extended, and also in what way you consider that the objects of the Founder are now carried out under the present system?—I think, considering what the income of the school is, that by improved rules the objects of the Founder might be carried out to a much greater extent than they are at present. The Commissioners are aware that 153 is the whole number of the boys educated in the school. I think I may say that of that 153, seven would be a very large number to be sent to the university in any one year. I should say that six was above the average. Now, it was certainly the intention of the Founder that the whole of the boys who came to his school should receive the kind of education which at the present time naturally terminates in a university career. But in fact the great proportion of the boys who enter the school leave without passing through it, and go into some other line of life than the learned professions. That I consider to be in itself something altogether alien to the objects of the Founder. My conviction is, that he intended the school solely as a nursery for the learned professions, or at any rate, for the highest education of the country. At the time the school was founded, the instruction given in it was probably higher than at any other school in England; the first master of St. Paul's school was the first Englishman that taught Greek.

907. (*Mr. Twisleton.*) What was his name?—He was the celebrated Lilly. There is a little poem written by Erasmus, at the desire of his friend Dean Colet, which was hung up in the porch of the school. In it a special point is made of this fact of Greek forming part of the ordinary instruction:

"Hic rudis, tanquam nova testa, pubes
"Literas *Graias* simul et Latinas,
"Et fidem sacram, tenerisque Christum
"Combibet annis."

This clearly proves, in an age when *Græcum est nec potest legi* was a proverbial expression, that the education the Founder contemplated was the very highest; that it was not to be an education for any other classes than those who either supply the learned professions or fill important positions in the state.

908. (*Mr. Vaughan.*) I think the Founder mentions the books he would have read in the school, all of which are Latin, with some reservation on his part as to his unwillingness to bind posterity?—He does so, and all are Latin. But he names them not in opposition to Greek, but as instances of 'true Latin' in opposition to 'Latin adulterate,' the Latin of the schoolmen. In the very same paragraph he charges the masters, "that they instruct the children in "Greke & redynge Laten, in redynge unto them "such autors that hath with wisdome joyned the "pure chaste eloquence."

909. (*Lord Clarendon.*) It was not expressly specified in terms that the school education was to terminate in a university career?—No; I gather the intention to give the highest education from the fact

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that in that school Greek instruction was first introduced, and that the first master of the school was the first Englishman who taught Greek.

910. (*Lord Clarendon.*) As that is rather an important fact, about Greek being first taught at St. Paul's, will you mention the year?—I think it was 1511 or 1512, I am not certain which. Greek was taught in England before, but by an Italian, Vitellio, a native of Corneto. Lilly was the first Englishman who taught it.

911. (*Lord Lyttelton.*) Do you know about how many have left the school every year?—I cannot tell you; I daresay you have got the official returns.

912. It may make the disproportion, perhaps, appear not so great; it is about 17?—I should have myself said 17 or 18; then, it appears that only about 30 per cent. of those who leave the school proceed to the university. In my opinion, at least 90 per cent. ought to do so.

913. (*Mr. Twisleton.*) Are you aware that there is no public school from which such a large proportion go to the university as 90 per cent.?—That may be the case; I do not deny that; but I think you will find that of the foundationers in a public school as large a proportion go to the university, and you will remember that *all* the scholars at St. Paul's are foundationers. My argument is not that non-foundation boys are introduced whose destination in life may be something very different from the learned professions, which is the case with the schools which I apprehend you have in view; but that the whole of the boys, receiving as they do gratuitous education, ought, if the Founder's intention is to be carried out, to be destined for that kind of career of which the university is the natural termination. I am quite aware of the circumstance Mr. Twisleton points out. I will now add, that of those who go to the university from St. Paul's school, the candidates for exhibitions and to whom exhibitions are almost always granted, a very considerable proportion, in my mind, would never have gone to the university, except for the artificial stimulus given by those exhibitions. Of course, when I was a Pauline, I knew very well the different degrees of qualification possessed by the different candidates for exhibitions; and now, as a member of the governing body, I have brought annually under my notice the report of the examiners, on which the exhibitions are granted. Supposing we take six as the average number of candidates, of about half that number they commonly give a good account, but scarcely a year passes in which there are not one or two of whom, while they allow that they are qualified for the university, they give at the same time no positive recommendation as to the granting of an exhibition. Now, it appears to me, that boys who come forward petitioning for an exhibition under such circumstances may be decidedly put down in the category of those who are artificially stimulated to proceed to the university. They are, by means of the foundation of Dean Colet, brought into a line of life which is not in any way natural to them. In my opinion that is an evil; I think that all foundations for the purpose of facilitating university residence ought to be strictly confined, as far as you can confine them, to those boys whose natural talents are such that they will, in the ordinary course of things, do well at the university.

914. (*Mr. Vaughan.*) Might I ask you whether you have had any opportunity of tracing their history subsequently in life, so as to observe what benefit their education conferred upon them in the end?—I do not know any instance of a boy of that description who in after life has done remarkably well. In fact, I should say they are untraceable.

915. (*Lord Clarendon.*) Do you not think that the founding of these exhibitions was for the purpose of facilitating,—you may call it stimulating,—but facilitating boys going to universities?—I believe the history of the exhibitions is simply this: Dean Colet had no idea of anything like an exhibition; his only object was to give a gratuitous education of the highest order. In process of time the funds became much greater than were necessary for that purpose. The surplus then was appropriated to exhibitions to a considerable extent. Now the exhibitions which the Governors give are really more than are wanted, and still we have a very large surplus.

916. But then would not that still be carrying out the objects of the Founder. His intention was to give a first-rate education, beginning at school and terminating at the university. Whether the funds which he left were given in one way or another, whether it should be by a stipend or an exhibition, it seems to me that his object is fulfilled by young men being enabled through his means to complete the sort of education he contemplated?—Yes; provided those young men have the natural qualifications which enable them to make good use of their university education, but not otherwise; at least if one may take the commentary of Erasmus upon Dean Colet's acts as an indication of what Dean Colet's mind was. You are aware that Erasmus and Colet were most intimate friends. Now Erasmus in one of his letters, a very remarkable one, while describing the school, says the boys are not admitted to it indiscriminately *nec quosvis admittunt temere; sed delectus fit indolis et ingeniorum.* I quite agree with your Lordship that it is a desirable thing for boys who have those natural talents which are likely to make them useful members of the learned professions to be assisted by exhibitions at the university, and I should not say that that was at all a misappropriation of the Founder's funds; but I think that when those exhibitions are given not to assist boys of talent, but really to enable boys to pass, without the least distinction and with very little profit, through the university, who otherwise never would have thought of proceeding thither, that is an unfortunate thing, and not least so to the individuals attracted by such bounties.

917. I am afraid you must very often be in the condition of not knowing whether a boy is fit for a certain system of education until that system has been applied to him. You cannot say exactly, *à priori*, that a boy will not be fit for Eton, for St. Paul's, for Cambridge, or for Oxford, until you have tried him, and I think it would be rather an arbitrary exercise of power if the Court, or with whoever the decision might lie, were to say such and such a boy is not of a character, or has not the ability to turn a university education to account, and therefore he shall not have that provision which our Founder has provided for him, in fact. Do you not see that there would be difficulty in that?—I think that difficulty would be got over by introducing greater competition.

918. That is another thing. Will you have the goodness to enter a little on that point. That would be your remedy?—That would be my remedy.

919. Will you have the goodness to tell us how you think that could be applied?—To start with, I would say that something of the following kind would be desirable. At present the members of the Court present an individual boy to the school in their turn as a vacancy occurs. Now it is a very invidious thing, in the first place, for the Head Master to refuse this boy on the ground of non-qualification——

920. He is very young, too, is he not?—I forget exactly the lower limit of the age; but he must go to the school before 12.

921. But are not some boys elected, or appointed, rather, by the Court as early as eight or nine?—I cannot trust my memory at the present moment; I do not think in practice many are appointed so young as under 10; but formerly it was the case, I believe.

922. (*Mr. Vaughan.*) If I may trust my recollection in the matter, not long ago there was, I believe, a regulation made that no boy should get an exhibition who comes after 12, so that 12 is virtually a sort of standard age for going into the school?—Yes, that is the upper limit.

923. (*Lord Clarendon.*) I remember Dr. Kynaston talking of nominations being given at eight or nine?—Some have been appointed very young indeed. At the

time I was at the school no boy could apply for an exhibition unless he had entered the school under 10. I myself was not competent to apply for an exhibition, for I entered between 11 and 12, and it was simply in consequence of a recommendation of the late Bishop of Durham, Dr. Maltby, who was then examiner, that one was voted me. As regards the particular point of presentations, as I said just now, they are made by the Court in rotation. The Head Master no doubt is bound to reject a boy if he does not find him competent; but then what constitutes competency? It is an extremely invidious thing for him, under any circumstances, to reject a boy; it is a duty, I think, which one ought not to put upon him.

924. The test of examination, I believe, is extremely low?—Very low indeed.

925. (*Lord Lyttelton.*) Your idea would be to have a much higher examination?—What I would suggest with the view of saving the rights of the Governors, so far as they have rights, would be this: that when any vacancy should occur, the governor, instead of sending one candidate should send up to the number of half a dozen, but that the best of those should be selected by some independent person competent to examine them.

926. On the model of the Civil Service examinations?—Possibly; though that was not my model.

927. (*Lord Clarendon.*) It is upon the system which is adopted at the Foreign Office?—It is the course which I have adopted myself since I became a governor. When parents have applied to me for their sons, and I was satisfied of the respectability of the applicants, I have taken their names down and examined the children myself to find out who was the most promising boy, and to that one I have given my presentation. I cannot expect the governors generally to do that; their habits are not such as to render it possible; but it would not be a bad thing that there should be some functionary appointed who should decide between such candidates, leaving each governor the opportunity of sending up half a dozen.

928. (*Mr. Twisleton.*) How many governors are there?—I think there are 24 or 25. One gets a presentation about twice in three years.

929. So that if each nominated six, there would be a very fine competition?—Vacancies do not all occur together, but when they did occur together the examinations, of course should be simultaneous. My plan would in any case ensure that the entrance to the school should be obtained by boys of something like promise.

930. (*Mr. Vaughan.*) Is it not the case that the Eton system of election to college scholarships by an absolutely open competition, was carried into effect by the personal sacrifice of the privilege of nomination?—I cannot answer that. I am not an Etonian myself. I think it is very likely that it was.

931. (*Mr. Twisleton.*) Would there be an unwillingness on the part of the present governing body of St. Paul's, to surrender in like manner its right of nomination?—I cannot give it as my opinion that they would be disposed to surrender it. I have not the least reason to believe that they would be.

932. Would it not be possible to have the examinations for all the vacancies at one time in the year?—I should think for the greater portion of them it would; but while the number of boys is limited to 153, if a boy leaves casually, you must either keep his place vacant in the school, which I suppose would be considered contrary to the wish of the Founder, or else you must have an examination at once.

933. Are you aware that, both at Winchester and Eton, the examination is once in a year, and the same difficulty about vacancies would arise there?—They have what is called an Indenture, and as the casual vacancies occur they are filled up from the names put upon that indenture at the annual examination. I will not pretend to say that machinery might not be introduced, which would produce that effect.

934. (*Mr. Vaughan.*) To what class of persons are those nominations usually given?—The applicants to me, in five cases out of six, have been London clergymen; sometimes London physicians. Every now and then I have had applications from the country, but very rarely; because now, as probably the Commissioners are aware, there is not the facility for the boys boarding which there used to be.

935. Have you any reason to think that the applications to yourself have had a wider or higher range than the applications which are made to others?—I am perhaps likely to have a more extensive acquaintance throughout the country than many of the governors.

936. And would the principle on which you have generally nominated tend to encourage applications from a wider circle?—My practice is not generally known. I never absolutely pledge myself to adhere to it. For instance, if I had a request made for a presentation for the son of a man of letters who was in straitened circumstances, I should not think myself bound to subject the child to the usual test.

937. Are you aware whether the same class of applications is made to the other members of the Company?—I think so, except that some of them being in business, are likely to have applications from persons with whom they have commercial relations; but I believe you will find, that the bulk of the boys admitted to the school are the sons of the London clergy. When I say London clergy, I include the clergy living within a radius of a few miles from London, because the railways give great facility.

938. Is it or is it not the case that those who are nominated by the Company in general, are personally connected with the members?—That I cannot tell you. I can only say that, from whatever cause, I believe they are not disposed to give up the right of private presentation. Perhaps I may be permitted to resume the answer to the Chairman's question as to the mode in which I should endeavour to produce a greater competition for exhibitions. The first step, by modifying the right of presentation, has been explained. The second step which I would take would be to require a certain qualification for each class in the school. I would not allow a boy of very considerable age to remain in a low class. At one of the examinations (in 1859), I was rather anxious to know from the examiners what the ages of the boys in the different classes were. I got them to give me the highest age in each class, the lowest age, and the age of the boy whose performance was the best.

939. (*Lord Clarendon.*) There being how many classes?—Eight; the first is the lowest.

The witness handed in the following table:

Class.	Number in the Class.	Maximum Age.	Minimum Age.	Age of best Schools.
		Years Mths.	Years Mths.	Years Mths.
I.	22	13 9	9 6	10 6
II.	18	13 11	10 1	13 9
III.	25	14 9	10 9	12 3
IV.	20	15 3	11 6	11 6
V.	14	17 0	13 5	14 2
VI.	10	16 9	13 0	13 6
VII.	24	17 9	13 0	15 4
VIII.	19	18 9	16 6	18 9

In the first class, for instance, there were 22. The age of the best scholar is ten years and a half; but there was a boy in that class inferior to that best scholar, who yet was three years and three months older. It is quite obvious that a mixture of boys of that kind is in a moral point of view very bad indeed. The old boy was certainly doing no good to himself, and probably mischief to others.

940. (*Sir S. Northcote.*) Was the case of the best scholar in class IV. an exceptional case of one very clever boy who had got up?—That I cannot tell you. I merely got the examiners to put down the numbers. I was at that time trying to persuade the Court to adopt a plan of superannuation in the different classes, so as to get rid of the dunces by degrees. You will

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see by the table that there was at the time a great evil from the dunces remaining in the school. I think my plan of a competitive examination for entrance, would sweep a great many of these clear. I should gain two points by that. I should gain in the moral character of each class, and I should ultimately get no boys in the school but such as might, according to fair probability, be supposed to be likely to go through it. It is out of the question, that boys who are found in these lower classes at the age of 14 or 15 could get through the school. They must belong *primâ facie* to that class which, in my opinion, Dean Colet never contemplated giving his funds to educate gratuitously.

941. The superannuation, I suppose, is a certain age at which a boy must arrive in a particular part of the school, or cease to belong to the school?—Yes.

942. Will you first give us your idea about that?—I proposed that no boy should be allowed to remain in the second class after the age of 12; so that if he could not get into the second class by the age of 12, he should leave the school; and that no boy should be allowed to remain in the fourth class after the age of 14, nor in the sixth class after the age of 16. Those are very liberal allowances indeed.

943. (*Lord Lyttelton.*) Have you anything to say about the seventh class?—No; I thought that was unnecessary. I thought if you swept the drones out from the lower part of the school, the upper part would right itself.

944. (*Lord Devon.*) Is there practically any limit to a boy's remaining in the eighth; I observe one is aged 18 years 9 months?—They cannot remain in the school after they are 19.

945. (*Lord Clarendon.*) I suppose that the mode by which a boy passes from one class to another admits of no question. There can be no favouritism or injustice?—No, I think not; because every year there is an examination of the whole school by two scholars of reputation who are unconnected with it, and their report, although probably it would not absolutely override the proceedings of the masters, yet still serves to direct them. It is a continual check upon them, and I do not think there is the slightest reason to consider that the masters do other than their duty.

946. No; but I mean it becomes of consequence if there is to be a superannuation period, for the satisfaction of the parents as well as in justice to the child?—Yes.

947. (*Sir S. Northcote.*) It would place the master in a position of some difficulty; if he did not put a boy up, he would be considered to be ruining that boy's prospects, and therefore he would be subject to some pressure from without?—I should think so. But I have no reason to suppose that there has ever been anything like an undue keeping of boys back.

948. I do not think you quite understand me. Supposing that the master were bound to send away a boy at the age of 14, if he was not able to get into the fifth class, and supposing the effect of sending away a boy at the age of 14 were to deprive him of the advantages of the school, the parent and the patron of the boy would naturally look very sharply into it?—There is no question about that.

949. And as at present the boys are all appointed by private patronage, there would be some one at all events among the governors who would be likely to bring a pressure to bear on the master?—I think so.

950. (*Mr. Twisleton.*) And perhaps on the boy?—Yes.

951. (*Sir S. Northcote.*) That would not signify; that would be a very good thing. But have you taken the other point into your consideration, and do you think it might have a tendency to cripple the master, or in any way to affect his fair dealing with the school?—I think not, because the annual examination is a protection for the master who does his duty, as well as a check on the master who does not do it.

952. How far is it a protection. Would the examiners say, "Here is a boy who is wrongly placed, "who is placed too high"?—If in the annual examination they found that in the class in which a boy was he did very ill, it would prove either that he was very idle, or unfit for the class.

953. Would an examiner, merely examining for one day, like to take the responsibility of saying, "This boy, A.B., is placed in the fourth class, and is "not fit for it"?—I do not think an examiner need at all consider what issue is dependent upon his judgment. What he has to do is to give a judgment on the fact which is before him.

954. What is the nature of the judgment which he now pronounces?—The report of the examiners is extremely detailed. They give a kind of report of almost every boy's performance. If a boy had been moved into a class, and shown himself totally unfit for it, the unfitness is a thing which they would mention in their report, quite irrespective of the boy's antecedents or his destination. Thus you would have evidence that the boy had been improperly pushed up.

955. (*Mr. Twisleton.*) Is there an examination all through the school of all the boys?—Yes; every year.

956. Do you think that a good plan?—It has existed for many years.

957. That is a stimulus to the boys to exert themselves?—I should think it was to some extent.

958. (*Lord Lyttelton.*) Is it followed by prizes and rewards?—Yes.

959. Are all boys placed in order of merit?—I am rather unwilling to make an answer to that question, because I might not make it with perfect accuracy. I think the practice is to place them so, certainly in the upper classes; but I am not sure whether the arrangement is considered as final. The adjudication of the exhibitions certainly is so. What we do in the Court with regard to the exhibitions is this: we read the report of the examiners, and see whom they recommend for exhibitions. If they recommend a boy for an exhibition, and the Head Master on being called in gives a good moral character to the boy, we then give him the exhibition, at least if there is an exhibition to give him, and I never knew one deficient yet.

960. (*Lord Clarendon.*) And yet even with this, only a limited number go to the university?—Yes; but I think if this plan of mine were adopted, you would find a much greater number in the course of a few years.

961. Then having provided in the first place for a better sort of raw material coming in, and in the next place for boys who are not likely to advance being removed, is there any other alteration which you would suggest for the school. Do you think that the number is too limited. I will first ask you why it is limited to 153?—I believe I can give you a very good answer why it was originally limited to that. I have no doubt there was a reference to that narrative in the Scriptures of the miraculous draught of fishes; but in fact Dean Colet's funds were not sufficient to provide for more. The particular number was fixed in his mind by that familiar narration; but something like that number was the greatest which his funds would support.

962. But those funds having now increased, you think you would appropriate them in conformity with the Founder's wishes by increasing the number?—I should say we are decidedly bound to do so. That is my opinion. It is my private opinion only, but I think we are extremely wrong in not doing so.

963. (*Mr. Vaughan.*) The mere extension of the numbers to whom the benefit is to be applied, unless there is some important amendment of the principle on which that application is made, would only tend to increase the evil which you are now speaking of; a large class of persons being forced into a kind of education to which they could do no credit, and in which they could not exist in any comfort?—I think when any proposal has been made to the governors for the extension, it has been in some way combined with the principle of changing the manner of nomination.

I proposed a scheme to the Court myself. There was a committee constituted, of which I was a member, and which committee sat a long time, and a great deal of trouble was taken in overcoming scruples of members. That scheme would have left the Governors with a considerable augmentation of patronage, but it was something new, something strange to them.

964. Has it ever seemed practicable to you, or has it ever been proposed to them in the case of an extension of the benefits of the system, at any rate to make the extended part of it entirely free to open competition?—I have the draft of my scheme with me here, if you would like to hear it read.

965. (*Lord Lyttelton.*) Could you say what is the idea on the part of the majority of the governing body as to what they are to do with these surplus funds, which are now considerable, and will be still more so?—I do not think that the necessity of doing anything with the surplus presses very strongly on their imagination.

966. They merely let them accumulate?—Yes. But I would rather not answer questions as to the views of governors. If you want information from the governors I should like you to send for them officially.

967. I hope we shall have your scheme at full length?—I have it here if you like to see it. The paper which I hold in my hand is one which I drew up myself as a member of the committee which I was speaking of.

968. (*Lord Clarendon.*) Is it the same as that which we have had furnished to us, because we have that in print, and it has been circulated amongst us. Perhaps you can give in the paper?—It is rather different from the report which you have, because at the time I drew it up Haileybury College was in the market, and part of my scheme was to buy that. The college was sold while we were deliberating, and of course we struck that portion out of the report.

969. (*Lord Lyttelton.*) Will you state the substance of the scheme?—We started on the principle that there was an average surplus of 2,500*l.* a year.

970. (*Lord Clarendon.*) Is that the surplus now?—It was the surplus at the time of the recommendation. It is more than that now, I imagine. I will hand the scheme in to the Commission.

The witness handed in the following paper:

OUTLINE of a SCHEME for ENLARGING the UTILITY of ST. PAUL'S SCHOOL.

(1.) IT may be considered as an ascertained point that the surplus revenues of St. Paul's School at the present time are not less than 2,500*l.*, whereof 1,000*l.* arises from money invested in stock, and realisable whenever it may seem fit to the trustees of the charity.

It it also undisputed that in the year 1888 the surplus revenue will be augmented by not less than 2,000*l.* per annum.

(2.) Under these circumstances it is suggested that the present available funds be employed in purchasing a site and establishing a school, which, while not furnishing a greater amount of eleemosynary education than the existing available funds are sufficient to meet, shall be susceptible of enlargement and improvement as often as those funds receive any considerable increase.

(3.) Such a design would be accomplished, if besides the foundationers (for whom a gratuitous education is provided) other boys were admitted whose parents were desirous of sending them, simply for the advantages to be derived from good instruction, and (perhaps also) for the chance of obtaining an exhibition at the University.

The great Public Schools (Eton, Winchester, Charterhouse, Westminster) are obvious examples of an arrangement of this kind. In most of them, the far greater part of the income of every master, and the whole of the income of some, arises from the payments of non-foundationers.

The recent foundations of Marlborough College and Wellington College are likewise analogous. In each of these a certain number of boys (sons of officers or clergymen respectively) are received at certain rates of payment, while the sons of civilians or laymen are admitted on higher terms. It is plain that this arrangement is substantially a distinction between foundationers and non-foundationers; for the difference between the payments of the favoured and the non-favoured classes is neither more nor less in effect than a foundation equal in value to the difference, in favour of the first mentioned.

(4.) In the accomplishment of the proposed design it seems highly expedient to procure (if feasible) a site of sufficient area to permit the school to be expanded to any extent which the growth of its funds would dictate as desirable at any future time.

(5.) The important points above adverted to appear to be secured by the acquisition of the ground belonging to the late East India College at Haileybury, now at the disposal of the Woods and Forests, which it is believed the Government would be disposed to sell at a low price for educational purposes. The College consists of a building well adapted for educational purposes, in the form of a quadrangle, containing a hall, a chapel, a library, five or six good houses adapted for masters, and chambers capable of accommodating 90 or 100 ADULT students. Besides this, there are two other good houses at a short distance, likewise adapted for the reception of masters, and about 50 or 60 acres of land contiguous, part of which was used as a cricket ground by the students of Haileybury College. There is also a very handsome well-built double wall for fives, which can scarcely have cost less than 1,000*l.*

(6.) It is believed that the whole of this property could be purchased, put in order for the reception of masters and students, and occupied for 20,000*l.* Assuming that by the expenditure of this sum, the surplus revenue of St. Paul's School would be diminished by 800*l.* per annum, there would still remain 1,700*l.* per annum available for the maintenance of the fabric and the endowment of the new school. And this might, if necessary, be increased by letting the two outlying houses, and such portion of the land as might not be considered necessary for the welfare of the school. I would then reckon that with this arrangement the disposable revenue would amount to 1,800*l.* a year. Of this I would dispose as follows:

Foundation Masters.

Salary of Head Master	- - -	£400
,, Second master	- - -	300
,, Chaplain	- - - -	100

together with the three best houses, and a portion of that part of the building now appropriated to students' rooms. All these should be kept in substantial repair by the trustees, for which the remaining 1,000*l.* would be available.

(7.) For the salaries above mentioned the foundation masters should be bound to educate freely 40 boys, and if these boys should desire to board, to receive them as boarders in the students' rooms at 50*l.* per annum each. They should be at liberty to receive additional boarders in the students' rooms at 70*l.* per annum, of which sum 20*l.* should be regarded as school fees, and distributed among all existing masters, according to a scale laid down by the Head Master, and approved by the trustees.

(8.) As the number of boys increased, new masters should be APPOINTED by the HEAD MASTER, who should be placed in the remaining houses, but receive no other payment from the trustees. They should be allowed to receive boarders in their own houses, at any rate the Head Master might think fit, but a certain portion should always be regarded as school fees, and distributed among *the whole of the masters.*

By this arrangement the non-foundation masters would be remunerated mainly by boarders, but also in part by their share of the school fees distributed among the whole educational staff.

In the case of all non-foundationers, an entrance fee should be paid by each boy to the Head Master.

(9.) When the funds of the school had increased in 1888, the number of foundation boys should be increased gradually. For every one, 20*l.* per annum should be paid as school fees, and they should have a claim to be boarded in the students' rooms at 50*l.* per annum so soon as a vacancy occurred. When the whole of the students' rooms were filled by foundationers, the number of the free boys would be (say) 140.

The *salaries* of the foundationers' masters would be then—

Head Master - - -	£1,400
Second do. - - -	1,050
Chaplain - - -	350

I should allot a large portion of the students' rooms to the Head Master, but not allow him to receive non-foundationers in his own house. The practical working of the plan would be that as the school grew he would make some one of the new masters, appointed by himself, head of his boarders, allowing him a suitable salary.

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(10.) I have very little doubt that by the time the funds of St. Paul's School received their first increase (in 1888) there would not be less than 300 or 400 boys in the school, if the first appointment of masters was a judicious one.

(11.) It is obvious that if at any future time the trustees should think it desirable to merge the town establishment in the country one, they would have not only enormous funds, to rebuild the whole of the latter in a magnificent style, but a fine site of sufficient magnitude to enlarge it on any scale.

In the meantime (which I trust the committee will keep in mind) the above proposition allows the maintenance of the existing order of things—be it bad or good—on the existing site—be that site approved or disapproved. No strong feelings on the part of any section of the trustees are disregarded. The above scheme may be regarded as simply provisional, although capable of the highest development.

(12.) It must not be forgotten that the scheme is as yet only to be judged as a *rough outline*. If on general principles it be approved, details shall be given and confirmatory evidence of the reasonableness of the expectations adduced. The amount of payments, too, must be regarded as an open question. The sums set down are intended merely as a first suggestion.

The essential part of the scheme is that the Head Master shall be allowed free play to build on the foundation, and to reap the pecuniary advantage resulting from being seen to build well.

By the means thus suggested, and with all these funds coming in, I consider that the new school would soon be in a very efficient state, quite as efficient as St. Paul's is now; so that in fact we should have as good a school as St. Paul's in the country maintained solely out of the surplus.

971. (*Mr. Twisleton.*) The plan of the Founder was that they should be boys of London, was it not?—I think that is only an inference from the fact of his founding a school in London. Dean Colet in his statutes does not say so.

972. (*Lord Clarendon.*) Your intention with respect to it would not be to destroy the school in London?—No, that would go on as it is now.

973. This is merely another school?—This would be another school, maintained out of the crumbs which fall from the table of the school in London.

974. (*Lord Lyttelton.*) Is it not the fact that there will be in the course of a few years a much greater surplus?—In 1888 it is considered that there will be at least 2,000*l.* a year more.

975. What would you propose to do with that?—My idea was that if my plan should be carried out, when 1888 came the surplus should go to the new school and that it should be largely increased. The paper I have handed in contains my deliberate views of what might be done, and I have no objection to its being printed.

976. (*Lord Clarendon.*) Probably that will give it the best chance of being carried into effect?—I may say that I consulted different friends of mine with reference to the plan, among others Dr. Vaughan, formerly of Harrow, and that he thought well of it. He says that he entirely approves of the principle of it. He has had experience of schools of this description; partly foundation schools and partly free schools. My idea of getting a mixed body was not without a view to greater competition.

977. (*Lord Lyttelton.*) Are you aware of any opinion among old Paulines of distinction on the question of moving the school out of London or to some other part of London, or of grafting upon it an additional school according to your plan?—Yes; advice was asked I think of the present Lord Chief Baron.

978. And of others?—They gave their opinion, if I am not mistaken, against moving the school.

979. All of them, I believe, were rather in favour of moving it to some other part of London?—Yes; they gave that opinion under the impression that Dean Colet had intended it for the citizens of London especially, which I consider is a mistake.

980. (*Mr. Twisleton.*) Without reference to his intention, is it not the case that the removal of it into the country would change the character of the school?—No doubt it would.

981. And does it not, if properly managed, fill up a desideratum in the metropolis?—I think so.

982. (*Lord Lyttelton.*) You do not propose to move it?—My plan merely proposes to create a school in the country with the surplus.

983. (*Mr. Twisleton.*) Would it be possible to enlarge the school in London?—Do you mean on the present site?

984. Yes?—I think not materially. I can give you accurate information on that point, because I was on a committee when we took that matter into special consideration. We came to the conclusion that under no circumstances could we alter the building so as to take in more than about 280 or 300 boys in all, and that would be at the cost of turning the whole of the masters out of their houses and converting the entire building into schoolrooms. We thought we could do this—it would be at considerable cost no doubt. We also thought we could, without turning out the existing masters, find room for about 40 or 50 more boys: that would be at some expense; but to increase the numbers up to 300 we found could not be done without turning out the resident masters.

985. Do you know whether there would be any really great difficulty in obtaining a good locality in London where 300 boys might be well received?—I should think the cost of ground would render it an impossibility. The one great inducement with those who were anxious to move our school into the country was that the site is so extremely valuable. I am told we could sell it for 60,000*l.*

986. Might you not gain a site in a better situation for that money?—If you are to have a school in London at all I do not see that there is any objection to the present site.

987. Except that there is not room even for 300 boys, is there?—There could not be room made for more than about 40 more without very great expense indeed.

988. But in reference to the character of the school; what would be the objection to maintaining the present character of the school; what would be the objection to purchasing with the 60,000*l.* a different site, where you might have sufficient room for 300 boys?—You would probably have to give 60,000*l.* for your site, and then there would be the building to erect.

989. (*Mr. Thompson.*) And if the site was not much larger it would not be a great advantage?—I should imagine that in any part of London you would have to give such an enormous sum for a site, that all your money would be spent in purchasing it.

990. (*Mr. Vaughan.*) With reference to the original character of the school being altered by removal from London, I will just quote what the founder says as to the boys he wishes to be taught in the school. He says, "There shall be taught in the said "school children of all nations and countries in-"differently to the number of 153"?—Yes; he does.

991. (*Lord Lyttelton.*) It was rather presumed on the part of those persons to whom you referred, that placing it in London implied that they were to be mainly London boys?—Yes. It is extraordinary how, as times change, people change their opinions about others' intentions. I have had letters from clergymen requesting presentations from me, and specifying the ground for their application to be, that they believed the Founder intended the children of the clergy to be especially favoured, forgetting that the school was founded in days when all the clergy were unmarried.

992. (*Lord Clarendon.*) Supposing that such a country school could be added to Dean Colet's foundation, have you ever considered what would be its effect on the metropolitan establishment; whether it would draw off the best boys from there, or whether the present school would remain in its present state, and would be altogether a different class of boys from those going to the other school?—That objection has been made before now.

993. It was not an objection on my part, merely an inquiry?—It has been made as an objection by others,

and the proposed new school has been called a rival of St. Paul's. I cannot myself understand how one good school can (in an evil sense) be called a rival of another. It is possible that many persons might prefer to send their sons to the country school. I should myself, for one. I have five sons, but I have not sent any to St. Paul's, nor do I intend to do so; because I believe the influences of the playground life are morally so very valuable, that no other advantages compensate for the want of them; but, otherwise, the pecuniary advantages of St. Paul's are very great.

994. You say that you do not quite see that there would be a rivalry between the two schools. I understood there would be two branches of the same school; one of which would be so much more favoured than the other, both by its locality and by its playground, consequently by its social system, that you think the rural school would be superior, and might attract a different class of boys; for instance, you would send your own sons there, but not to the London school?—That would not be on account of the different social rank of the boys.

995. I do not mean as to the social rank but the social system; the different school associations that would arise from the locality?—I believe that there being no boarders at St. Paul's the advantages of it are almost entirely confined to professional men living in London. The number of these would not be diminished. It is a great advantage for them to have their sons receive a good education; and if they are clever boys and get on, to obtain the means of a university education, and at the same time to live at home.

996. (*Mr. Vaughan.*) But even with regard to those who now take advantage of the school in London, does it necessarily follow that those professional gentlemen who now send their children to St. Paul's, if they could send their children to a St. Paul's in the country with corresponding advantages to those which they now have at St. Paul's, would necessarily dislike it?—It is not everybody who takes the same view as to the importance of the out-school education; what I call the playground life. The same class of persons who send their sons to King's College—and a very large number no doubt there are, for I think the education at King's College is more extensive than at St. Paul's—would be always anxious to get their sons to a London school.

997. It would not be safe to assume that it is the locality in London that is necessarily the temptation to send their sons to St. Paul's, rather than pecuniary advantage, whatever it may be?—Yes; but you see that under my plan they would have to pay for the boarding of a boy at the country school, whereas at the London school he lives at home, and costs nothing for board.

998. But suppose that the board were given them at cost price?—That I do not propose.

999. Supposing that the board were given them at the cost price in the country, there would be nothing lost to the boys in that way?—That is not a part of my scheme. I should always object to that. I do not think it at all a desirable thing.

1000. Will you explain why it would not be advantageous to give the boarding at cost price, because the same reasons may apply to other schools as well?—The reason I say it is this, that I think sufficient eleemosynary benefit is conferred when gratuitous education is given. I think if you were to give board for nothing, you would run great risk of introducing a large number of boys who were really sent to the school simply for the purpose of saving their fathers the payment of their butcher's and baker's bills.

1001. That is not what I meant by cost price. I meant they should pay the actual price that their board and lodging actually cost. It is a general principle of public schools that the charge for board and lodging includes a profit, which in effect constitutes a part of the remuneration for teaching. It is merely another way of giving a stipend to the master. As there can be no reason for this in the case of a school like St. Paul's, does it strike you that, in the first place, there would be any objection to arranging the system so that the boys should pay for all that they really cost in the way of living, and that all beyond that should be provided for them, as they now have it, free of any charge?—It is a question which I have not considered, and I would rather not give an off-hand opinion upon it; but I misunderstood your question when I made the first answer. I only deprecate gratuitous board and lodging.

1002. (*Mr. Twisleton.*) That would be gratuitous lodging though not gratuitous board?—Yes.

(*Mr. Vaughan.*) If necessary they might pay the interest on the building, but it might not be necessary. My expression included "lodging."

1003. (*Lord Lyttelton.*) Does it not seem probable that there would be a large number of persons in London who would like a good day school of established reputation near their own homes?—I do not think there is the slightest chance of any diminution in the applications for admission to the school.

1004. (*Mr. Thompson.*) Nor of any deterioration of the boys?—No; I cannot see the slightest ground for apprehending the one or the other.

1005. (*Sir S. Northcote.*) You would have plenty of applicants for double the number of nominations?—Yes; and if the method of admission were thrown more open, I have no doubt the applications would increase.

1006. (*Mr. Twisleton.*) Is it not the case that some parents prefer a system by which their sons may go to school during the day, and be with them during the evening?—I have no doubt great numbers do. I do not mean to say that there is not a good deal to be urged for their preference, but I do not share it. With boys of some peculiarities of character I have no doubt it is very desirable.

1007. (*Mr. Vaughan.*) I suppose it is not to be assumed absolutely that the persons who take the benefit of it, under the present circumstances, really consider that an essential part?—I do not think it enters much into their consideration. They get a good education, and prospective advantages for nothing. That is the main thing.

1008. (*Mr. Twisleton.*) I suppose the economical advantages are predominant in their minds?—I have no doubt they are, considering the circumstances of the London clergy generally.

1009. (*Mr. Vaughan.*) But as the school is arranged at present in London, are there not certain difficulties, even on the present site of the school, which already make themselves felt, in combining the home system with the system of school instruction with regard to the boarding of the boys in the daytime?—You mean as to what becomes of them between schools.

1010. Yes, and as to their obtaining their meals at that time?—Yes; I have myself, at the Court, always endeavoured to keep clear of that subject. I have always said let us have nothing to do with it. We are taking a responsibility of impossible fulfilment upon ourselves if we lay down any regulations of the kind. You cannot exercise any real superintendence over boys unless you have them in your house.

1011. You are obliged, in fact, to leave the parents to contend with that difficulty, whatever it is?—Yes; they enter upon it with their eyes open.

1012. Do you know whether it is what they feel to be a difficulty?—I cannot speak from experience as to whether they have found it a difficulty or not. I have understood that at one time, Dr. Kynaston used to receive some of the boys into his house to dine there. I see no reason why any master should not be allowed to do it if he thinks proper, and I am not quite sure that the undermasters are not permitted to do it. At any rate I should conceive that such an arrangement could be easily made if the parents wished.

1013. (*Lord Clarendon.*) You think, although the masters might not take upon themselves this responsibility, they might facilitate any measure which the parents desired?—I see no objection to that, as a private arrangement.

1014. Do you not think the more you prevent these boys running about London for an hour or an hour and a half, the better it would be?—As a go-

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vernor of the school, I should never, in the least degree, seek to impose any duties on the masters in that respect.

1015. Do you not think some boarding house or other might be provided, to which the boys might be expected to go?—The houses in that neighbourhood are almost all houses of business. It would be a most difficult thing to find any house.

1016. They play really through prison bars, and all the passers-by may look at them?—The area in question was not intended as a playground, but simply as a means of passing from one house to another. It is merely accidental that it is made use of to play in. It was not constructed with that intention.

1017. (*Lord Lyttelton.*) Would the whole number of 153 have their dinner near the school?—The sons of the city clergy would live in that immediate neighbourhood, and they would go home.

1018. A great many do not, we have been told. I do not see how so large a number is to be provided for. However, the governors do not consider they have anything to do with it?—I believe not.

1019. (*Lord Devon.*) There is no connexion whatever with the cathedral, is there?—No, there is not, not the least. Dean Colet had a singular dislike of the clergy, and of chapters especially, in his day. If you will read the letters of the time, you will find what an exceeding dislike he had of them.

1020. (*Lord Clarendon.*) Supposing your propositions were ultimately to meet with adoption, still there must be a great deal of time passed before the Court would first agree to entertain them, and next to carry them into effect. In the meanwhile is there anything you can suggest for improving the system of instruction and education there. The boys are there, I suppose, on an average about six hours a day; I do not think it comes to more than that?—I should think rather less.

1021. It is from nine to four, out of which they are away an hour. We may call it six hours. Do you think that those six hours are employed in the best way that they could be, for it appears at present there is very little preparation out of school, and therefore all that the boy gets is imparted to him in the school?—There used to be a great deal of preparation out of school.

1022. I do not think we have gathered that there is a great deal now?—I should hesitate to offer any recommendation in matters of detail, because I think these things ought by rights to be left to the Head Master, as a general principle. No school is in a healthy condition except the Head Master has the entire regulation of the details, and also the appointment and dismissal of the under masters. That is what I should strongly recommend, so as to make the Head Master responsible for everything, and to fetter him in nothing; because power and responsibility must always go together.

1023. It is just the reverse at St. Paul's, is it not?—It is.

1024. I would ask, knowing the education that is imparted at St. Paul's, whether you are satisfied with it. I will tell you why; the question has been brought very strongly under our consideration, because we have had both Rugby boys and Pauline boys here, and very good specimens of both; but the difference in the work which one has got through at Rugby and the other at St. Paul's, is very striking, and must make a most important difference in their positions at the university and in their prospects afterwards. What I would ask you is, knowing what is done at St. Paul's, whether you are satisfied with it?—I think the school would be in a more satisfactory state if there was more competition.

1025. You would do that by increasing the numbers?—Yes, in the way I have mentioned to you.

1026. Your mode of increasing the numbers contemplates another establishment?—Not the first part of it, the preliminary examination to admission, and the superannuation in the various classes; and I believe that those two agencies by themselves would produce a very much greater competition in the upper part of the school after five or six years.

1027. Would you increase the number of boys now at the school?—I would not until the system was altered.

1028. (*Mr Thompson.*) We have had it in evidence that very little work is done except the mere routine schoolwork. Perhaps you will inform us whether that was the case in your time?—A great deal was then done out of school.

1029. We have had it also in evidence that boys who go up from St. Paul's have usually read not more than three Greek plays, and other things in proportion. Would you say that the head boys who went from St. Paul's in your time had read more than that?—A great deal more than that.

1030. In fact they were rather better informed than worse informed in classical literature than the corresponding boys of other schools?—I should say so; you are aware probably that the captains of St. Paul's for several years in succession got fellowships at Trinity College, and that some of them were university scholars.

1031. (*Sir S. Northcote.*) Do you think that was owing to parental influence at all, or to the influence of the working of the school?—I think it was almost entirely owing to the tact and skill of the Head Master.

1032. In the case of boys living at home, must not parental influence have a much greater direct effect than it has in the case of boys who go to board at schools?—I can hardly answer the question from my own experience. When I was at St. Paul's, I was one of about 30 boarders in Dr. Sleath's house, and my schoolboy experience is derived from them.

1033. (*Mr. Vaughan.*) At the time that these distinguished scholars which you are speaking of were found in the school, was not there a very large element of those who boarded at the school?—I do not think all those distinguished scholars were boarders; one of them certainly was not, the present Bishop of Manchester; he lived at home with his father, who was, I think, secretary to the Royal Society, and librarian at Somerset House.

1034. Do you know enough of the history of public schools of recent years to be aware whether at that time the present high strain of competition which has been brought on at the public schools in general did or did not exist?— At St. Paul's in my time there was a great deal of emulation amongst the higher boys.

1035. I was rather speaking of the other public schools?—I should describe the difference between the present period and a quarter of a century or thirty years ago, very much in this way: I should say there was as much competition then as now, but there was not so much private tuition, not so much training. I think in my younger days we worked quite as hard against one another as young men do now, but it was not the usual thing to have so much extraneous aid. I myself never had a private tutor in classics. A much better scholar than myself, who was first in my year, never had a private tutor. He had, however, been brought up from his childhood amongst scholars, but I think Bishop Selwyn, who was the second in my year, was the first Cambridge undergraduate of any reputation as a scholar who took a private tutor in classics.

1036. Does not St. Paul's at the present moment exist under a peculiar disadvantage in this point of view, that in most of the great schools there has been a system of competition for scholarships, exhibitions, and other endowments, and introduced since the old days, which is acting very much to raise the scholarship of the schools; whereas the system at St. Paul's has remained perfectly stationary and excites little or no competition?—That is very much as I should describe it; that owing to the mode of presentation to the school there is insufficient competition for the altered circumstances. I think that with the funds there are, we might, under proper management, have as many as 15 or 16 pass every year to the university instead of five or six. Of course when 15 or 16 come to compete with one another, the obtaining an exhibition becomes a matter of some credit.

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1037. (*Lord Lyttelton.*) The boarding system came to an end with Dr. Sleath, did it not?—I think that for a time Dr. Kynaston had boarders; but for some reason or other it was arranged that he should not continue to take them.

1038. Do you think the boarding system can be kept up?—It is impossible to revive it. In the days when I boarded there, London was so different from what it is now, that I remember playing cricket in fields on the site of streets through which I drove to-day in coming here; likewise the river in those days was not filled with steamers, and the boys could row on it.

1039. Do you mean that the boarding system cannot be revived because of the impossibility of having games?—That is one great reason; but London is totally different from what it was.

1040. (*Sir S. Northcote.*) Do you think that under present regulations a day-school system could ever be equal to a boarding system in training the boys?—No, I think not; but some persons take a different view from myself.

1041. Does it not seem to stand to reason that much more must depend on the influence of parents in the case of a day school?—I should think so.

1042. Should you say generally that parents are sufficiently alive to the necessity of making their boys work?—I think the parent is not the person to chastise his child in a case for which a child requires chastisement.

1043. Nor can a parent, under ordinary circumstances, judge so well of what a boy ought to be doing as if he had the means of comparing him with others?—No doubt; and besides that, he is rather too intimately concerned; he is too biassed.

1044. (*Lord Clarendon.*) I do not know whether there is anything more which you would wish to suggest for the honour and advantage of the school?—I think a great deal of benefit would be done to the school by adopting those suggestions which I have made to you; and I should welcome the expression of the Commissioners' favourable opinion on the subject.

1045. (*Lord Lyttelton.*) There is one question on the general subject which I should wish to ask you, about the teaching of geography; I mean modern geography. In what way would you advise it to be introduced into the teaching of public schools?—You mean descriptive geography, not mathematical geography, which is, in fact, comprehended in mathematics?

1046. Descriptive and political geography?—Whenever I have taught it to any of my children, I have taught it as I learnt it myself, by reading books in which geographical points suggest themselves. I do not think you can make it expressly a subject of study with advantage. There are some books which should be read, but you can hardly teach them in a school.

1047. Could you teach D'Anville's books, do you think?—I am not sufficiently acquainted with them to say.

1048. (*Sir S. Northcote.*) Do you know the Eton book, Arrowsmith's Description?—I do not.

1049. (*Lord Lyttelton.*) The principle you mean is that of blending it with other subjects?—Yes; this is the natural way; for instance, we most of us know more about the geography of America now than we did before the split between the States.

1050. Do you think it would be learnt with sufficient completeness in that way?—It is the only way in which I ever learnt it.

1051. (*Mr. Vaughan.*) Has not most classical geography been learnt in that way, *i.e.*, by reference to it as an illustration of history?—I think so. There are some books which I suppose advanced students sometimes read, such as Cramer's Italy, and Wordsworth's Greece. But you cannot understand history at all without learning something of geography. No school is properly furnished except there are plenty of maps and things of that kind. At the time I was at St. Paul's, when we read anything, Dr. Sleath used to have the maps produced and make a boy find every place mentioned; and never did we come to the name of any one without being cross-examined about it, and the history connected with it. He attached a great deal of importance to what he called "collateral information," and had a remarkable talent for eliciting it and infusing a taste for its acquisition, by his oral teaching.

1052. (*Lord Lyttelton.*) Assuming the present system to be maintained, and considering the way in which time is allotted at the schools, how do you think modern history could best be introduced without any disturbance?—It is difficult to say. You must remember that the mental power of a boy is a finite quantity. In my opinion, at some schools of reputation, considerable damage has been done by incautiously frittering away education into too many branches.

1053. Still you would not omit modern history altogether?—I do not think I should make it a subject of instruction in school. I think, if I wanted to make boys in a public school learn something of modern history; what I should do would be to give them from time to time a subject connected with some portion of it, and make them write an essay upon it; that would make them get up a particular subject to a certain extent.

1054. (*Mr. Vaughan.*) I should like to have the benefit of your experience on the point you mentioned. You said, at some schools in which the curriculum had been very much extended, you thought the system had been frittered away?—I think mischief has been done in that way to schools of considerable reputation.

1055. To the acquisition of knowledge, and to the mind in general?—I mean that the boys have been hindered from getting their minds under complete weigh in any subject. They have been taught a little of one thing and a little of another, and the consequence is that when they arrive at the university they have come to have really no taste for anything. They regard all study with a perfectly impartial loathing; they have had no chance of imbibing a taste for any one subject.

1056. (*Lord Lyttelton.*) Do you think that the reading or encouragement of modern history could be combined with the study or encouragement of French?—I never considered the two subjects in connexion till the last time my eldest boy came home, when he had a holiday task which was to be an essay on religious intolerance. It was to be written in French, and he was referred to certain books, I think Guizot's History of Civilization, and some others. The plan seemed to me to answer. I read his essay. He was second, and did not get the prize; but it really showed that he had read a good deal, although what was so read would probably not continue long in the memory.

1057. (*Lord Devon.*) At what school was that?—Eton. I thought it was a very good kind of thing to do; nevertheless I do not believe that much acquaintance with modern history will ever be acquired until a boy begins to have a taste for information, and to find that ignorance on this or that subject is disagreeable; then he tries to remedy it. This is the golden opportunity which should be seized; and the best system is that which supplies the greatest facilities for doing this, without deranging the general disciplinary instruction of the school. No education will ever answer which is conducted simply on the principle of pouring different fluids into a pail; and the case is worst of all when, the pail being full, you try to add a little more.

ST. PAUL'S.

ANALYSIS OF THE EVIDENCE.

[*** The Names of the Witnesses are in Alphabetical Order. The Figures refer to the Numbers of the Questions in the Minutes of Evidence.]

BARNARD, Rev. M., M.A. (*See* Evidence of Lane, Rev. C., page 71.)

BLAKESLEY, Rev. J. W., B.D. (*See* Evidence of Lane, Rev. C., page 71.)

Further examined.—Page 101.

Asked, as an old Pauline, whether he can suggest any means by which the utility of the School can be extended, and in what way he considers that the objects of the founder are carried out under the present system, the witness replies that, considering the income of the School, he thinks that by improved rules the objects of the founder might be carried out to a much greater extent than at present; of the 153 boys, six is above the average sent to the University in a year; it was certainly the intention of the founder that the whole of the boys should receive the kind of education which naturally terminates in a University career, at all events the highest education in the country; but the great proportion of the boys do not go to the Universities, but go into some other line than the learned professions; at the foundation the instruction given in the School was probably higher than at any other school in England; the first Master of St. Paul's was the first Englishman that taught Greek; 906–910. About 17 pupils leave the School annually; that is, about 30 per cent. proceed to the University; in his opinion 90 per cent. at least ought to do so; it may be that there is no public School from which so large a proportion go to the University, but of the foundationers in a public School as large a proportion do go to the University, and all the scholars at St. Paul's are foundationers; of those who do go from the School to the Universities a considerable portion are sent there by the artificial stimulus given by the exhibitions; this he regards as an evil, being of opinion that all foundations for the purpose of facilitating University residence ought to be strictly confined, as far as possible, to those boys whose natural talents are such that they will, in the ordinary course of things, do well at the University; is therefore in favour of introducing a higher test of admission; and, with the view of saving the rights of the Governors, suggests that, when any vacancy occurs, the nominating Governor, instead of sending one candidate, should send half a dozen, leaving the selection of the best to some independent person competent to examine them; has already adopted this scheme with regard to his own nominations; and the plan would in any case ensure that the entrance to the School should be obtained by boys of something like promise; 911–933. Would not pledge himself to adhere strictly to this, for if the request for a presentation were made in favour of the son of a man of letters in straitened circumstances, he would not feel bound to subject such child to the usual test; 936. Applicants to him for nominations have been, in five cases out of six, London clergymen and physicians; occasionally the application would come from the country, but rarely, because there were not the facilities which there used to be for boys boarding; 934–937. His second step would be to require a certain qualification for each class in the School; he would not allow a boy of considerable age to remain in a low class; he would get rid of the dunces by degrees; no boy should remain in the second class after the age of 12, in the fourth after 14, or in the sixth after 16; it was unnecessary to provide for the seventh class, for if the drones were swept out from the lower part of the School the upper part would right itself; the limit with regard to the eighth class is no boy can remain after 19; 938–944. There can be no favouritism or injustice in the mode by which a boy passes from one class to another; objections to this part of the scheme considered; nature of the annual examination; the examination followed by the prizes a stimulus to exertion; 945–960. His third step for the improvement of the School would be by extending it; doubtless the original limitation of the boys to 153 arose from the circumstance of Dean Colet's fund being just about sufficient to provide for the number mentioned in the Gospel narrative of the miraculous draught of fishes; now that the funds have increased thinks the authorities

Blakesley, Rev. J. W., B.D.—*cont.*

of the School are bound to increase the number; 961–970. (*Hands in a scheme for the augmentation of the School*, page 105.) By the scheme proposed there would be an additional school in the country maintained out of the surplus funds; 970–973. With the further supply of revenues which will accrue in 1888, his idea was to enlarge the new School; Dr. Vaughan, formerly of Harrow, approves the plan; 974–976. The Lord Chief Baron and other old Paulines of distinction gave their opinion against removing the School from London, but they did so under an impression that Dean Colet intended the School for the citizens of London especially, which is a mistake; 977–979. Such removal would change the character of the School, which at present fills up a desideratum in the metropolis; but his plan does not propose a removal of the present School, only the creation of a new one with the surplus funds; 980–982. The School in London could not be materially increased on its present site; a committee, of which he was a member, took the matter into special consideration, and came to the conclusion that the building might be made to contain 50 more boys without turning out the Masters, that it could not be altered to receive more than 300 boys, and that even this could only be done by converting the Masters' houses into schoolrooms, both schemes involving considerable cost; it would be impossible, owing to the cost, to obtain a good locality in London for a School for 300 boys; one great inducement with those anxious to move the School into the country is that the site is so extremely valuable, it being estimated as worth 60,000*l.*; 983–989. Opinions as to objections raised that his proposed rural School would be a rival to the present urban establishment; would himself object to boarding boys at a school at cost price; thinks sufficient eleemosynary benefit conferred when gratuitous education is given, and that if the boys were boarded for nothing there would be a risk of having boys sent to school to save their parents' butchers' and bakers' bills; 999–1008. Existing difficulties in combining the home system, the school instruction, and the mid-day boarding; 1009–1018. St. Paul's School has no connexion whatever with the cathedral; Dean Colet had a singular dislike of the clergy, and of chapters especially; 1019. Thinks no school is in a healthy condition unless the Head Master has the entire regulation of the details, and also the appointment and dismissal of the Masters, so that he may be responsible for everything; it is just the reverse at St. Paul's; 1020–1023. Thinks the School would be in a more satisfactory condition if there were more competition; his preliminary examination and the superannuation of the various classes would produce a very much greater competition in the upper part of the School after five or six years; in his time a great deal of work was done out of School, the head boys had read a great deal more than three Greek plays, and in fact were better informed in classical literature than boys of other Schools; the captains at St. Paul's for several years in succession got Fellowships at Trinity College, and some of them were University scholars; this, he thinks, was almost entirely owing to the tact and skill of the Head Masters; does not think all those distinguished scholars were boarders; at St. Paul's in his time there was a great deal of emulation among the higher boys; 1024–1034. Public Schools now and 25 years back; St. Paul's at present under peculiar disadvantages; its prospects; 1035–1037. Impossible to revive the boarding system at St. Paul's; in his days the river was not filled with steamers, and the boys could row on it, and he had played at cricket where this morning he rode through streets; 1037–1039. Under present regulations a day-school system can never be equal to a boarding system in training the boys; much more depends on the parents in the day-school system, and the parent cannot act so efficiently or so free from bias as the master; 1040–1043. Thinks geography can hardly be made an express subject of study, or be taught in School; it must be taught by reading books in which geographical points suggest themselves; Dr. Heath used to have maps produced, make the boys find out every place mentioned, and

BLAKESLEY, Rev. J. W., B.D.—*cont.*

cross-examine them about it and its history, as he attached importance to what he called "collateral information;" 1044–1051. Modern history; a too extended curriculum; French; a system may be frittered away; no education will ever answer which is conducted simply on the principle of pouring different fluids into a pail, and the case is worst of all when, the pail being full, you try to add a little more; 1052–1057.

KYNASTON, Rev. H., D.D., page 82.

Is High Master of St. Paul's School, and has been such 24 years, since June 1838; 286–287. The Court of Assistants require the High Master to be a University man; with one exception, in the case of Dr. Bentley's nephew, all the High Masters have been clergymen; 288–290. According to Dean Colet's ordinance, the test of admission of a boy to the School was ability to read and write Latin and English; usually it is understood that a boy shall be able to spell his own language; but with respect to very little boys, writing their names seems to have been the only condition of admission; practical examples adduced; 291–301. The statutes seem to make the Mercer's Company the superintendents of the School in all respects, although they do not actually interfere with the High Master; he would consider any important change should be brought before them; has so acted himself; class rooms, modern languages, and mathematics have been introduced to some extent in his time; the Master, the Warden, and the Court of Assistants have always treated his suggestions or those of the Surveyor Accountant with great liberality; the Master is Surveyor Accountant; he, like the other officers, is elected annually; 302–314. The effect of this; 315–323. A boy's promotion is affected by classical attainments alone; 324–326. The remove day is at the apposition once a year; a clever boy might obtain a second remove in the year; that would depend on classics alone; 327–334. Mathematical teaching has been incorporated upon the old classical teaching; but not to such an extent as in any way to affect a boy's remove; wishes to include as much mathematical teaching as possible, but the chief object of the School is classical learning as a preparation for the University; 335–337. History and geography taught only in connection with the classics; 338, 339. Classics and modern anguages group together; classics and mathematics must be separate; study of French is compulsory; prizes for French; are not given at the apposition; they might be given publicly with advantage; French teachers; the boys get four hours' teaching in French per week, with the exception of those who by permission of their parents devote their whole time to classics and mathematics; a tolerable proficiency in French, as well as in mathematics, is attained in four years; a boy leaving St. Paul's would be able to read with facility a French book not more than ordinarily difficult, although he might not be able to speak French from want of full opportunity of hearing it spoken; there is a French speech at the apposition, and it is done very well; the School has an admirable French library; the library described; the books used in class are usually *morceaux choisis*, generally selections from the French classics, and far preferable to the old Télémaque; the advanced boys read a play of Racine or Molière; probably boys would learn French better in three months on the continent than in the four years at school; mode of conducting the lessons; 340–394. Details as to the library; 467–478. The term Chaplain, applied to the Third Master, is traditional; it is mentioned by Dean Colet and by Erasmus; the Captain reads the Latin prayers written by Erasmus; 395–398. Power, duties, and salaries of the Masters; 399–406. No practical inconvenience arises from their annual appointments; 407–413. Advantages of the School and the residence of the Master being in London; 414–416. At present salaries, a proper supply of properly qualified Masters can be kept up; 417. There are four Classical Masters to 153 boys; they would be much better off with five; an Assistant Master has been appointed at Merchant Taylors' and Christ's Hospital; the Court of Assistants of St. Paul's has not yet entertained the question of additional assistants here; there is too much work on the Head Master; 418–429, and 609, 610. Advantages and disadvantages of having one examiner for classics, mathematics, and French, or a separate examiner for each subject; 430–434. Opinion as to exhibitions; their number and value; limitation as to age on admission; objects to private tuition for exhibitions; if any is given by the parents it is *sub rosa;* the boys are not resident; many of them spend two hours a day in travelling, so would have very little time for private tuition; 435–449. Very few boys reside in the city; they are almost invariably sons of clergymen, barristers, medical men, members of the learned professions; 450–452. They are chiefly west-end boys; some reside at Hampstead, Lewisham, Blackheath, and Kingston; 563–565. Probably not half a dozen out of the 153 are the sons of tradesmen; has no objection to any boy coming to the School if there is a reasonable chance of his going to the University; every year about 25 boys leave the School; of these not more than six go to the University, the rest go into the army or navy, solicitors' offices, or other places of business; 452–456, and 624, 625. Formerly there were 60 or 70 boarders, country boys; 450. There are none now on the premises, though there may be a dozen or so living with a clergyman in Charterhouse Square; 457. The subject pursued; reasons for and against boarders; the dinner hour the great difficulty; provides a dinner, but only about 12 partake of it; 479–497. Charges for this dinner (a solid dinner of roast beef or mutton, with puddings

KYNASTON, Rev. H., D.D.—*cont.*

and tarts or pies liberally served), for five days a week, 15 guineas a year, which is not remunerating unless he could have a large number; subject of boarding houses pursued; 498–507, 510–516, and 521–525. Most of the boys who distinguished themselves in his predecessor's time were boarders; the Bishop of Manchester was a boarder; the boarders had the opportunity of doing out of school a great deal more than the boys have now, a great advantage to a boy working hard with the intention of obtaining a distinction; 615–619. Most of the scholars of St. Pauls in the civil, military, and East India civil service have distinguished themselves; some have gone directly, some have had a little intermediate assistance; details; 459–466. Knows nothing of the funds; has heard they are much beyond what is expended; 435–438. (*Mr. Vaughan:*—Does it not strike you to be anomalous that a School with such vast resources is only a day-school for 150 boys?) Certainly thinks that a great deal more might be done, and that the number of the scholars might be doubled; 508, 509. The nominations are confined practically to those who live in town; they are given away; but Mr. Blakesley has lately introduced a sort of competitive examination the object of which is to let the nomination pass to the best boy; boarding houses would not enable the nominations to be extended into the country; 517–525. Monitors furnished by the eighth class; they maintain order and discipline in the School over boys not immediately under the Masters' eyes, but they have no authority out of School; as far as it goes the system works well; the monitors have no power to inflict punishment by caning or corporal punishment, only by placing the offender in the middle of the room to catch the Master's eye; 526–532. The religious teaching of the School satisfactory; there are scripture lessons and Greek Testament, according to the boy's position in the School; 533–535. No corporal punishment at present allowed beyond caning on the hand, restricted to six blows; caning over the body was formerly used; so was the rod; the discipline of the school has not fallen off in consequence; the honour of the boys is appealed to effectually; during his 24 years there has been only one case in which a boy has been removed, and that was not an actual case of expulsion; the boy had frequently played truant, and was told not to come again, and he did not; there has scarcely ever been a grave moral offence committed by the boys; the power of expulsion is with the Surveyor Accountant and Court of Assistants; 536–544. Never encourages the slightest appearance of fagging; is not against fagging in public Schools altogether, but thinks that in a day-school like this, it is not called for in any way; 545. School routine; boys assemble at 9, prayers at a quarter past, then school work till one, with a quarter's break in the playground, at one they go where they please (except those who dine in the house), and they have two hours work in the afternoon; 546–552. On Wednesdays and Saturdays the boys have half-holidays, and go to Kennington Oval to cricket; they have cricket clubs among themselves, and are liable to fines for absence; but there is no strict monitorial supervision, and the boys might be ranging about the town while the parents imagined they were at cricket; still he knew of no evil arising from the cricket playing; the boys play matches with Merchant Taylors' and King's College frequently; 553–558. No evil arises from the grating in the playground; the boys do not wish it to be closed; 559–562. Regrets that so few children of old Paulines are sent to the School where their fathers were educated; the difficulty of admission is great; gentlemen who possess nominations are beset by applications and give the nominations to their own friends; 566–568. Is his decided opinion that a higher standard of excellence, both as regards Universitiy distinctions and the more important successes of after-life, would be obtained by extending the number of the scholars, which has long seemed to fall short of the lowest number sufficient to sustain effective emulation in a public School; many suggestions and plans for extending the number of scholars have been made, but all have been opposed by the Court of Assistants; he would keep the traditional 153 on the foundation, and let others come in for education on paying a nominal sum, so that the whole School might consist of 350; there would be abundant room if the Masters' houses were done away with, and the playground might be extended along the cloisters and a fives' court built; there is room for an extra 50 at present; 569–578. There are 250 at Merchant Taylors' School, paying 10 guineas a year; and such a charge would be quite sufficient for the enlargement of St. Paul's; the subject considered; 579–586. Has heard the question of the removal of the School mooted, and has deeply considered it; prefers enlarging the School on its present site to putting it elsewhere; if removed it would become a totally different foundation and a boarding school; it is a great blessing to Londoners, for whom Dean Colet intended it, although he added "for all countries under heaven." (*Lord Lyttelton :*—What is the evidence of Dean Colet intending it for Londoners in particular?) His own words, "Londoners in particular." There are schools in the country, and London should have its schools also; remove the present London schools, and others would spring up to supply their places which would probably not be so good as foundation schools; doubtless two hours' travelling a day tires the boys, and that is one of the difficulties of a day-school; a great proportion of the boys decline in health, especially after going to the Universities, and it has been his

ST. PAUL'S.

KYNASTON, Rev. H., D.D.—*cont.*

melancholy experience to see several dwindle in health, and have to either give up their honors or actually break down in life; this is a matter for consideration, and perhaps operates more than anything else as an objection to the site. (*Lord Lyttelton*:—It is quite out of the question to obtain additional ground on this site.) Actually impossible; the ground is becoming more valuable than ever; wherever they can get an inch of ground they build up these great warehouses; it is simply impossible to get any space in London for a playground; 587–596. Returning to the subject, 611, reasserts his preference of the present site, but admits the difficulty as regards the health of the boys; supposing the School could be removed to Regent's Park, the School would be less useful because less central and more private; at present the School is in the centre of the metropolis, accessible from all points of the compass, and with omnibuses and trains in every direction; if the School were to be removed at all, he would prefer its being put right away, down at Haileybury for instance; 612–613. Reverting to questions 291–301 and 517–519, witness expresses a wish to see a greater amount of proficiency in the candidates, especially considering the large advantages and prizes which the School offers; the nominations are generally given to friends with very little knowledge of the boy, and there is no kind of competition; considering the onerous duty of training youth, nominations ought to be restricted to boys who came up to some standard sanctioned by the Court of Assistants far higher than the mere ability to write a few sentences from dictation, a general system of competition something like that adopted by Mr. Blakesley might be established; 597–606. The Company might, however, look at such a scheme as a serious limitation of their privileges; they would probably look upon it as a matter of patronage; most of them have their particular friends, and like to have an opportunity of obliging them; the Court of Assistants rarely send their own children; an exception mentioned in the case of the Rev. Charlton Lane; 607, 608. In his predecessor's time (*see* apposition book) the Paulines beat the boys from other schools, even Rugby, Eton, and Harrow; there was a succession of years in which the Paulines took the University scholarships and all the highest honours; this they have not done since; there was a great concurrence of talent at that time; the School had been in a transition state, there had been less time to do the work; the change from taking boarders, resulting well for boys of moderate attainments, had operated against the chance of their obtaining the highest honours; but whether it had been a step upwards for the School is a question; 614–619. Boys are admitted at St. Paul's at a tender age as compared with other schools; there is a greater proportion of young boys than there ought to be; good boys are taken away very young; the proportion proceeding to the Universities has rather diminished in his time; 620–626. The classical books read at St. Paul's are very much the same as those used in other public schools; Dean Colet was the first to introduce the public school teaching of a limited number of "good and "elene Laten literature"; he added that "the Master should "also be learned in Greke if such may be gotten"; the books are much extended since; the boys are first grounded in Latin; when they reach the third class they learn Greek; details as to Greek and Latin taught at St. Paul's; 627–639. Little of history taught here; 640 and 644. The School may be considered a sort of nursery of grammar; Lilly, the father of all Latin grammarians, the first Master; the first Lord Anglesea (privy councillor to Henry VIII.), the first Lord North, and the first Lord Paget, were of the first flight of Lilly's School; Camden, who was one of the first Greek scholars of his age, was a distinguished scholar; the School was the first school in which systematic classical instruction was given; 641–643. Prizes given in books to the extent of 150*l.* a year; 645. Miscellaneous evidence on repetition, re-translation, construing, and original composition; 646–654. Have no original Greek or Latin composition; this has always been the case since he knew the School; and Lord Devon would probably say the same of Westminster. (*Lord Devon*:—There was no original Greek composition there, and not much Latin 35 years ago). Boys generally make a mess of these original compositions, although they translate well; 655–662, and 668. A debating society is one of the institutions of the School; they meet every week, and (avoiding religious subjects and questions of contemporary politics) discuss chiefly matters of history, for which they read up; 661–667. There are prize speeches twice a year; and generally they are good; old Etonians say they are better done than at Eton, and witness himself thinks they are better done than at Harrow; the boys select their subjects, generally dialogues, often of Aristophanes, and sometimes French recitations; two boys stand up and carry on a dialogue; St. Paul's was the first to introduce these dialogues, and then other schools followed the example. (*Lord Lyttelton*:—That used to be the case at Eton?) Yes; there were scenes from Aristophanes there, but thinks they were introduced here before they were at Eton or Harrow; 669–674. Seldom sets impositions, never long ones, nor to learn by heart; they are always to write; for rare offences the maximum would be 100 lines of Homer; 675–678. No writing Master at St. Paul's; the boys remarkable at the same time for bad writing and correct spelling; boys even at the bottom of the School seldom make a mistake in orthography; 679–682.

LANE, Rev. CHARLTON, M.A., page 71.

(Examined at the same time, BARNARD, Rev. M., M.A.; BLAKESLEY, Rev. J. W., B.D.; and SHUTTLEWORTH, J. S., Esq.)

Is Chairman of the Mercers' Company. Answers were prepared by direction of the Court of Assistants, assisted by Mr. Blakesley, one of the Wardens of the Company, and one of that Court; the Wardens consist of four, including the Master, who is Prime Warden; 2–4. The Company consider the Coletine estates legally theirs, but apply the surplus revenues to the School; 80 years after Dean Colet's death a litigation took place between Dr. Harrison, then the Master of the School, and the Governors, and from the *quasi* decision of the Archbishop of Canterbury and the Dean of Arches it was considered that the estates belonged to the Company; Vice-Chancellor Page Wood has since declined giving an opinion on the point, but decided in favour of the Company on other grounds; a sort of notice has been since received that Baron Rothschild means to appeal in the case; 5–16. By "surplus revenues" means that portion which is not wanted to carry out the specific directions of Dean Colet; explains items in the account; the Company give donations to National Schools in the locality of the estates producing the revenues; in 1860 there was 2,500*l.* above what was required for the School, and this sum was invested in stock; 17–22. The Company consider themselves bound to support a School for 153 boys under the ordinances attached to the Foundation, but they accept the power which Dean Colet conferred upon them of altering the regulations according to the times, and had acted accordingly in their discretion; has not calculated the money extent of their responsibility for the sustentation of the School; 23–25. In the course of years there will be a large increase in the value of the estates; a formal report has been made on the application of the present and prospective revenue of the estates for the benefit of the School; does not imagine there would be any objection to produce the documents; 26–32. Explains the duties of the Surveyor Accountant; appoints the boys, gives directions for repairs, and generally represents the Company in all matters of detail; 33–36. Duties of Surveyor Assistant described; 37–41. Power of modifying the Founder's ordinances acted upon; 42, 43. For upwards of 100 years the Company have taken no fines on renewals of the leases; 44–47. Change of value of the property, in some cases decrease, in others increase, the latter preponderating; is not sufficiently a man of business to say how much; 48–54. (*Mr. Barnard*:— We have let our land on leases, and when they run out the value of the property is likely to increase very considerably; some of the leases will expire very shortly, and we expect to get an increase of 30 per cent. in the rent which now amounts to 1,800*l.*; 54. The Company's present application of the revenues to the School is considered as a gratuitous act on the part of the Company; they consider themselves empowered to lay out the money on exhibitions or anything tending to the advantage of the School, after complying with certain specific regulations of Dean Colet; as a Mercer, cannot read Dean Colet's phrase "land of the School" as indicating that the lands were conferred on the Company for the School; considers the property is merely charged with the maintenance of the School according to Dean Colet's ordinances; 55–63. The charge of about 200*l.* a year for "courts and committees" is a guinea (anciently a half-crown) to each member of the Company for attendance on the committee of the School. (*Mr. Barnard*:—And solely for matters connected with the School; 64–67. Donations and subscriptions explained; ten guineas for afternoon lecturer at Stepney; donation to the widow of a Master; annuities to retired Masters; scholars who distinguish themselves at the Universities; as to the latter item, Mr. Blakesley has laid down a programme of rewards for certain distinctions on which the College is now proceeding. (*Mr. Blakesley*:—I did not originate this plan of giving rewards; my scheme was to limit them. (*Mr. Barnard*:—We have only given to young men who have distinguished themselves; 68–78. Explains charge for accountant, who receives 80*l.* a year; 79, 80. (*Mr. Barnard*:—The beadle and under beadle are ancient officers, and I fancy necessary; 81, 82. From time immemorial the Company, at their official visitation of the School, have always been preceded, as is the usual custom in City companies, by the beadle carrying the mace; 82. Explains items "upholstery" and "repairs." (*Mr. Shuttleworth*:—There was a great deal of painting and doing up last season; 83–86. Explains "book-binding" and "examination papers;" 87, 88. "Proportion of apposition dinner;" 200*l.* put down to the School, the rest of the cost to the Company; 89–93. Explanation of law charges; ordinary law charges about 100*l.* a year; 4,000*l.* costs incurred in the Rothschild suit; 94–96. Further explanation of the accounts; 97–99. Dr. Kynaston's salary as High Master is 900*l.* with residence, repairs free and tax-free, and rents of two houses at Stepney; the Company think the remuneration adequate. (*Mr. Barnard*:—The salary was 600*l.* in Dr. Heath's time, and has gradually increased to 900*l.*; 100–110. Salary raised to compensate for having no boarders; 109. Salaries of the other three Masters, 400*l.*, 350*l.*, and 300*l.*, each with residence for a married man; these Masters do not frequently change; 111–115. High Master formerly took boarders, but discontinued doing so, and his salary was raised in consequence; the other Masters take boarders still; reasons for this state of things; the change not disadvantageous; 116–131. The Court of Assistants have entertained the question of removing the School from Lon-

LANE, Rev. CHARLTON, M.A.—*cont.*

don; and, in the spirit of the instructions of Dean Colet, have sought the aid of "learned and discreet" persons on the subject, namely, the Bishop of Llandaff, the Bishop of Manchester, and Lord Chief Baron Pollock, who were educated at St. Paul's, and also of the Bishop of London, who has himself been a Schoolmaster; all concur that the existing site is a bad one, but at the same time think, as the founder intended the School to be attached to the metropolis, it should not be removed far away; the High Master, however, was averse to the removal, and nothing more has been done; if the Court were disposed to give effect to the opinion they have obtained they would undoubtedly think it incumbent to maintain the character of a London day-school. (*Mr. Blakesley*:—I do not take that view myself. It was not intended to be a London school, but a universal school. Notwithstanding that the boys were to be "of all nations and countries," he believes that the founder contemplated a residence in London. (*Mr. Barnard*:—It is clear that day scholars were contemplated, for the hours of entering and leaving school are set out, and they are not to bring in meat or drink. The subject pursued, 132-144. There is not a foreigner in the school; does not think there is any exclusion of Roman Catholics; but the pupil must be a baptized son of Christian parents; 145–150. Believes that the original charters were destroyed in the fire of London, but that copies are preserved in the Record Office in the Tower; 151–153. The Masters are, as a matter of form, elected annually; the result; 154–163. The number of boys fixed by Dean Colet at 153; counsel have advised that the ordinance might be amended; the number has never been increased; 164–172. The boys are nominated by the Court in rotation; 168–177. The introduction of a competitive examination for admission might probably be advantageous; 177–180. The boys pay nothing for instruction, only for books, and 1*s.* to the porter on admission; 181–185. The Court of Assistants decline all responsibility as to where boys live, dine, or sleep; thinks this disadvantageous to the boys morally; 186–189. A few of the boys dine with the High Master, a few others at the house of a clergyman in the neighbourhood; and over these the Court of Assistants exercise no control. (*Mr. Barnard*:—Seven-eighths of the boys, however, live with their parents. Thinks it most desirable that the High Master should have some control in the matter; 190–201.

LETHBRIDGE, WILLIAM, Esq., M.A., page 79.

Has been Mathematical Master of St. Paul's School since Christmas 1854; there is no other Mathematical Master, but the three Assistant Classical Masters teach mathematics; 202–206. Is a graduate of St. John's College, Cambridge, and the first University man the School has had; his predecessor for 10 or 12 years was not a University man; and previously to that time no mathematics at all were taught; 207–210. Is also a barrister; 247. The whole School, consisting of 153 boys, is divided with respect to mathematics into four divisions, wholly irrespective of the classical arrangements, and he took the first class, in which he taught the first four, the sixth, and the eleventh books of Euclid, with arithmetic, algebra, and trigonometry; only one or two of the boys are capable of going beyond trigonometry; the second division were taught the first two books of Euclid, the elements of algebra, and arithmetic; the third and fourth arithmetic only; 211–217. Was rather recognized as a supplementary Master than as having the status of a resident Master; attends four hours a week; mathematics is obligatory on the whole School, and every boy has to prepare his lesson; there is an annual examination in mathematics, the papers set by Mr. Besant, late a fellow of St. John's College; the study of mathematics affects promotion only in the mathematical class, not in the classical portion of the school; considering the very small amount of time given to mathematics, regards the attainments as fair; suggests that more time should be given to mathematics on the part of those having a taste that way, by abridging a portion of their classics for which they have no taste; believes that by the present objectionable system an inferior classical boy may gain an exhibition over a very superior mathematical boy; 218–239. two prizes are given for proficiency in mathematics, but not publicly and with éclat at the apposition, as is the case with classical prizes; 240–250. As a rule his boys get through the first part of Colenso's algebra, a little plane trigonometry, and portions of Euclid, not conic sections and mechanics; 251–259. The highest degree taken by one of his boys was that of senior optime; there had been wranglers from the School, but not in his time; 260–261. The highest subject that he taught was the differential calculus; three of his boys had been in it; one who had just left went through conic sections, both geometrical and analytical, and read elementary statics, dynamics, and the differential calculus; another of his best pupils obtained a Trinity scholarship purely from his mathematical attainments; the boy obtained second place in the whole examination; still does not think sufficient weight is given in the School to mathematics; two mathematical marks made equal to one classical at the exhibitions would satisfy him, as he preferred that the exhibitions should be mainly classical; his opinions on some of these points given in detail; 262–285.

SHUTTLEWORTH, J. S., Esq., (*see* evidence of LANE, Rev., C., page 71.

SPURLING, J. W., Esq., page 96. ST. PAUL'S.

Was eight years at St. Paul's up to 1859, when he left and went to Trinity College, Cambridge, where he should take his degree in February next; 683–687. While at St. Paul's, his family lived in London; he went to School every day, and remained all day in School, except between 12 o'clock and 1, when he went to an eating-house, at first to dine, afterwards to lunch preparatory to dining at home; some of the boys went to a Dame's house to get something to eat; a few went to Dr. Kynaston's, who supplied a dinner for those who liked it; he generally went to an eating-house or pastry shop; there was nothing organized, no supervision, no inquiry; 688–697. Those who had not returned at five minutes after one would be entered by a monitor or head boy of the class in the "absence list," which would be handed to the Master; 698–703. The whole of the eighth, or highest class, are monitors; two of these specially named for the week would keep order during the temporary absence of the Master, standing in the middle of the room all boys who were noisy or misbehaved in any way, and reporting them to the Master for punishment on his return, they heard no lessons, but simply kept order; the class generally wrote out their lessons in school; supposing the Master absent the first hour, the boys would then write out the lesson they had learned, and which they would have repeated to him if present; the Masters would be rarely absent; 704–714. A similar "absent list" was made every morning; 715, 716. Power of monitors did not extend beyond the schoolroom, except in cases of bullying, which, however, rarely occurred; a monitor seeing a boy go into a low or bad place in the town would have no authority to interfere; the authority of the monitors in the School cheerfully recognized, except on one or two occasions, when there was a little outbreak, but this was rather a fault of particular boys than the system; the authority of the School did not extend to the boys who were boarders near St. Paul's; 717–734. The want of a playground was much felt; Kennington Oval was hired for them for cricket, but that is a long way off, 3½ miles; a playground would have caused more society in the School; the School is a place for instruction; none of the social systems of large schools can exist there; friendships, it is true, are formed there, but they are regulated by the accident of going home the same way or something of that sort; it used to be said at the Universities that the Paulines hung more together than other Schools, but, perhaps, that was because they went up only two or three together, not like a large school which sent up 30 or 40; they were dependent on each other for society more than other Schools; 735–747. Paulines go chiefly to Trinity College, Cambridge, on account of the special exhibitions; 748, 749. More details as to school hours; 750–754. Parents sent no report of the time the sons came home, nor was there any check on what they did after they left school; 755. Very little home preparation, except during about six weeks preceding the examination; an average of little more than an hour a day would cover it; there was no private tuition; the whole work was done in the School, except the one hour at home; they learned one lesson while another was being said by another form; this deprived the boys of some lessons; the only countervailing advantage was that the boys could ask the Master about difficult passages; 756–765. It was rather easy to shirk at St. Paul's; would not say that Paulines entering College have read as much as boys from other public Schools; 766–769. They failed in the Greek syntax; 802-807. Had himself when entering College read 3½ Greek tragedies; had not spent much time in composition, nor acquired a facility in writing Latin and Greek verses, yet he got Lady Campden's exhibition worth 100*l.* a year; 770–775. Even now he had acquired no great facility, not a facility equal to what the best hands from Eton and Harrow obtain; a boy who had been three years in the eighth class at St. Paul's might have read a book and a half of Thucydides; Herodotus was read in the seventh class, about half a book a year; he had himself read about half a speech of Demosthenes; one play of Aristophanes was read in a year; more details as to Greek; 776–788. History and geography taught in illustration of classics; collateral reading in history, such as Grote's *History of Greece*; 790–791. The principal stimulus to study at St. Paul's was advancement in the lower portion of the School, exhibitions in the higher, and in both to stand well in the lists that were published at Whitsuntide and distributed at the apposition; 799–801. The boys are all interested in the apposition; it is reckoned a grand day; 813, 814. The grammar used at St. Paul's is that of King Edward VI.; there are other grammars in the library for occasional reference; 808–812. The St. Paul's boys have compositions of their own to recite at the apposition; they were inferior to the Rugby speeches; 816–818. If the boys had not been separated after school hours they might have read more in the evening; some of the boys studied at home, particularly when an exhibition was near or they were going up for a particular Fellowship at Oxford or Cambridge; 819–823. St. Paul's is not a very hard-working school; and that is a disadvantage at the Universities; 824, 825. French is taught in the School; it is compulsory, except with regard to the last half-year, where a boy who is going to try for a scholarship may, if he has done pretty well in the French department, transfer his time from French to classics; the boys do not look upon French as an important part of school work; 826–831. German is not taught; 832. The projected removal of the School into the country was can-

ST. PAUL'S.

SPURLING, J. W., Esq.—*cont.*

vassed by the boys, and there was great diversity of opinion among them, but the general feeling was rather in favour of the country, on account of the playground; the effect on the boys living with their parents is another question; to remove the School out of London would cut off many of the London boys; some boys fancy they suffer in health from the situation of the School; the illnesses in the School are not numerous or severe; 833–842. The proportion of Paulines at Cambridge who obtain mathematical honours has been lower than usual during the last two or three years; of the three or four who go up in a year, one or two only gain honours; four hours a week are devoted to mathematics at the School; some boys read rather high there, and generally retain at Cambridge their superiority over those who do not read so high; approves of the method of teaching mathematics at St. Paul's; he himself read conic sections; the highest boy reached the differential calculus; 845–870. The prizes and rewards in the School are a sufficient stimulus, except in described cases, and except that a prize might be advantageously given for proficiency arising from private study; a tradition exists in the School as to prizes for "private reading;" 871–877. St. Paul's boys occasionally stand for scholarships at Oxford or Cambridge;

SPURLING, J. W., Esq.—*cont.*

878–883. The punishments at St. Paul's are chiefly degradation in class, standing in the middle of the room, or impositions; caning on the hand is resorted to, but not to a large extent, administered by the Masters in public; perhaps there may be an occasional case of flogging; two were rumoured in his own time, but they were of a mythical character; the canings are chiefly for disorderly conduct; 884–894. While there himself the tone of the School was very strong against lying, cheating, or anything of the sort; if a boy took up a book in a repetition and looked at it the feeling would have been very strong against him; also against a crib for construing; 895–899. The impositions at St. Paul's were not excessive; an imposition might be 50 lines, or to write a lesson once or twice; if written in an illegible hand believes the imposition would have been rejected; if a boy got any one to do an imposition for him at home there would be a considerable chance of detection; 900–904. Paulines may have obtained for Oxford and Cambridge prizes in proportion to the numbers that went up last year; but the fathers being generally men of less means than in the case of some other schools, boys, as a rule, do not go and cannot go, unless they are likely really to do something.

MINUTES OF EVIDENCE.

MERCHANT TAYLORS'.

LIST OF WITNESSES.

Name of Witness.	Date of Examination.	Page
	1862.	
John Ewart, Esq., Master of the Merchant Taylors' Company, and J. W. Thrupp, Esq.	June 28	115–117
W. Chapman, Esq., French Master at Merchant Taylors' School.	„	117–120
Rev. J. A. Hessey, D.C.L., Head Master of Merchant Taylors' School.	„	120–139
W. Baker, Esq. - - - - - -	Dec. 18	140–145
J. R. Thursfield, Esq. - - - - -	„	145–149

Suffolk Lane, City, 28th June 1862.

PRESENT :

EARL OF CLARENDON. | REV. W. H. THOMPSON.
LORD LYTTELTON. | H. HALFORD VAUGHAN, ESQ.

THE EARL OF CLARENDON IN THE CHAIR.

JOHN EWART, Esq., Master of the Company, and JOSEPH WILLIAM THRUPP, Esq., examined.

1. (*Lord Clarendon.*) You are Master of the Merchant Taylors' Company ?—(*Mr. Ewart.*) I am.

2. Will you have the goodness to give us some account of what you consider to be the relation between the school of St. John's College, Oxford, in respect to which the school possesses important privileges ?—Previously to the alteration which has recently been made, there were, I think, 37 fellowships which the boys educated at Merchant Taylors' school were entitled to hold in St. John's College ; since the alteration, which, however, has taken place in consequence of the arrangement made by the Privy Council under the Act of 1861, these fellowships were taken away, and a certain number of them have been made open scholarships, tenable for a short period.

(*Mr. Thrupp.*) 21 scholarships are appropriated to our school at St. John's College, Oxford, and five are open ; there are in addition seven others attached to different schools at Bristol, Coventry, Reading, and some other place.

(*Mr. Ewart.*) The fellowships, now 18 in number, have been thrown open to public competition.

3. (*Lord Lyttelton.*) There are 21 scholarships for Merchant Taylors at St. John's, seven scholarships for other schools, and five are open?—(*Mr. Thrupp.*) The 21 scholarships at St. John's College are provided for out of the funds of the college which was founded by Sir Thomas White, and not out the funds of Merchant Taylors' school.

4. He was the founder ?—No doubt.

5. (*Lord Clarendon to Mr. Ewart.*) The Court of Assistants are patrons and governors of the school? —Yes.

6. All the nominations to the school rest with them ?—Yes, with the members of the Court of Merchant Taylors' Company.

7. Do they nominate in rotation ?—Yes, in rotation.

8. The number of boys in the school I see is to be 250 ?—At the present time there are a few more, but it is considered to be limited to that number It is very seldom that it is confined to that number ; generally we rather exceed it.

9. Of how many members is the Court of Assistants composed ? — Of 40, which includes the Master and Wardens.

10. How many nominations have they in the year. How often does the nomination come round to each ?—Of course that would depend upon the number of boys leaving. About three in two years, I think.

(*Mr. Thrupp.*) Hardly so much as that ; a little more than one a year.

11. (*Lord Lyttelton.*) You mean to say that the Company have absolute control over the school in every sense, even to this extent, that if they chose to shut it up to-morrow, neither the parents of the boys nor any other persons would have the right of action against them ?—Not the slightest.

12. Nor any right to interfere with any alteration which they choose to make in the regulations ?—Not any. It is our own school. If we choose to spend 2,000*l.* a year on it, well and good ; but if we choose to put that money into our own pockets, we may do so.

13. It is, technically speaking, a private school conducted on the same principles as a public one ?—(*Mr. Thrupp.*) It has always been so ; and if you refer to some of the publications issued within the last few years by different societies, you will find it ranked as one of the public schools.

14. Its connexion with St. John's College has given it that character, but that connexion might be abolished to-morrow, if you chose ?—Yes. We might shut up the school altogether if we liked.

15. But so long as the school goes on it is necessarily connected with St. John's College, Oxford ?—Yes. Our present connexion with St. John's College is simply this. We have 21 scholarships, which are to be filled up by election from candidates sent by the school. If we do not produce a sufficient number of good scholars, or if we do not produce any, then they are to be elected from Christ's Hospital. That is the provision. Then, independent of these 21 scholarships, there are various exhibitions ; for instance, there are several law exhibitions under the will of a gentleman of the name of Andrews. They were formerly to Cambridge, but by Lord Eldon's ingenuity they were brought to Oxford, and they are now at St. John's College. There are also some smaller exhibitions which can only be held by a resident at St. John's College.

16. When it is said that the school is not subject to trusts, and that there never was any estate or property belonging to or held in trust for it, is it not the fact that these exhibitions must be held in trust ?—Mere trusts for the boys elected from the school, so that, in fact, the master, warden, and assistants are not trustees for the school, but for the boys who happen to be elected from the school to St. John's College.

17. (*Mr. Thompson.*) Are we to understand that the boys from Merchant Taylors' school to St. John's College have no preference as candidates for fellowships ?—Clearly none. All the fellowships of St. John's College are now open. The ordinance of the Privy Council under the Act of Parliament provides that the fellowships at St. John's College, which are now to be reduced to 18, should be absolutely open.

18. But perhaps the authorities at St. John's College might give a preference, *cæteris paribus*, to the candidates from Merchant Taylors' school ?—No ; the ordinance precludes them from doing that.

MERCHANT TAYLORS'.

J. Ewart, Esq.
J. W. Thrupp, Esq.

28 June 1862.

19. There is to be an examination?—Yes, the electors are to fix the subjects of examination, but the subjects under the ordinance must be those subjects that are taught at the university.

20. These 21 scholarships are very large. I see they are 100*l.* a year, tenable for seven years, contingently on the holders obtaining towards the close of the second year, and also of the third year, from their admission, a certificate of satisfactory industry, proficiency, and good conduct. Suppose a boy gets another scholarship, not at St. John's College, does this one go on?—No; it ceases. These scholarships are to be held for seven years, supposing the certificates you have mentioned to have been obtained.

21. What is the average number of vacancies in a year?—The object of establishing 21 scholarships was, that we might have three each year.

22. You have more, I presume?—We can send more, but the object is, that we shall have a certain number every year.

23. (*Lord Lyttelton.*) Is it a competitive examination?—Strictly competitive for the scholarships. The first election took place this year.

24. It has been acted on?—Yes; and the first boy, whose name is Bond, obtained 665 classical marks; the next boy obtained 436; but the fourth boy obtained 504; showing that the fourth boy was the better.

25. What do you mean by the fourth boy?—The fourth boy in the school.

26. (*Mr. Thompson.*) You have not the list of these elections, have you?—Bond and Nolan obtained the scholarships; we began with only two vacancies.

27. (*Lord Clarendon.*) They were open to the whole school?—Yes.

28. Dear is above Nolan; Yes; but he was so young, he did not go to college. He will go off next year.

29. (*Mr. Vaughan.*) You call Sir Thomas White the founder of the school. In what sense was he the founder, if he has not left any fiduciary property to sustain it?—He appears at that time to have been an active and influential member of the Company. He was not the founder of the school really, but it was founded in his time, and it can be gathered from old letters written in former days, that there was a sort of stipulation between the Company and Sir Thomas White to this effect,—If you will establish a school, I will provide for it at Oxford; and it would appear from the correspondence that that proposition was acceded to.

30. He was not actually the founder of the school, but he may be said to have been the protector of the establishment at Oxford?—Yes; and the way in which he protected it was by giving the boys on the foundation a preference for 37 fellowships.

31. You were asked a question, in reply to which you said if the Company chose they could break up the school to-morrow. What is your relation to the school arising out of the fact that the fellowships at Oxford were given to the school on the condition, as I understand, of the Company supporting it?—It has been the pride of the Company to support the school for a period of 300 years.

32. Do you consider that an equitable obligation to sustain the school arises out of the fact that Sir Thomas White, in consideration that the Company would support the school, founded the fellowships at Oxford for its benefit?—I think that was a very fair subject to urge before the Commissioners in discussing what should be done with the fellowships at that time; but it has been the pride as well as the pleasure of the Company always to support the school.

33. You would also be sensible of a claim arising from the right which the Company has enjoyed to nominate absolutely to the school; because, as I understand, that right of nomination on the part of the Company exists absolutely, without any restriction at all?—You mean the right to nominate the boys to the scholarships?

34. Yes?—No doubt.

35. There is no restriction or qualification of any kind with respect to the exercise of that right?—No.

36. Nothing with regard to religious creed?—No.

37. And no direction as to the principle on which you should nominate?—No; except that the boys nominated should have certain attainments. This appears in detail, as you will find by referring to the answers given to the written questions.

38. (*Lord Clarendon.*) I suppose, in point of fact, they must be Protestants?—Yes; but there are instances of Protestant dissenters.

39. And always have been, perhaps?—Yes, there always have been. There is no distinction in that respect.

40. (*Mr. Vaughan.*) I was asking what are your relations arising out of the original foundation?—We have no relations with respect to the original foundation, because we have no foundation. We can alter any rules which govern the school any day we please.

41. (*Lord Clarendon.*) The Court expend between 2,000*l.* and 3,000*l.* a year on the school?—Yes.

42. That is in payment of the masters and any other expenses, such as prizes, and books, and so on?—There are many things to pay for. We should have no hesitation whatever in showing our accounts, and all the details respecting the expenses of the establishment; and in these expenses you may, perhaps, include the pensions which we give to the retired masters.

43. You do that, do you?—Yes; for instance, Mr. Bellamy, who was master of the school for many years, obtained a pension of 200*l.* a year on retiring, which he retains to this day. Mr. Wilson, who was one of the under masters for many years, enjoyed a pension.

44. (*Mr. Thompson.*) Was he a member of the Company?—No. We have also given a living to Mr. Deane, who was one of the under masters.

45. The Court of Assistants, you say, have recently laid out 20,000*l.* in the purchase of adjacent buildings?—Yes.

46. Is that solely with the view of improving the school?—Yes; for as a matter of investment it would not be advantageous.

47. It is not wanted for any other purpose by the Company?—Not in the slightest degree.

48. Was it done out of funds voted by the Court, or was there any donation for that specific purpose?—There was no donation. It was nothing more than an application of the corporate funds. We have applied for that purpose certain money to make a sinking fund to repay us; and of course, the property itself will bring in an income for four or five years, and perhaps six years. We apply that as a sinking fund.

49. (*Lord Clarendon.*) That is, you apply the money which you derive from the property until the lease expires, in that way?—Yes; the lease will expire in about five years. We have contemplated also the purchase of property south of the present building.

50. Were the present premises in Suffolk Lane originally purchased out of the corporate funds, or was there any donation given towards that purchase?—There is very little to guide us in judging of that; I think we might almost conclude that the school was built out of corporate funds.

51. You have scarcely any ground to go upon with respect to that?—No; there are some slight records that the members of the Court contributed at that time. There was always a sort of good fellowship among the members of the Court, and they used to compete together, and give money for one purpose or another, and when wealthy members of the Court died, it often used to be the case that something was left to the Company.

52. But these premises were bought for school purposes?—Yes, they were actually bought for school purposes and paid for out of the corporate funds; that is, we apprehend, out of funds of which the Cor-

poration had the disposal, aided by contributions from the members of the Company.

53. With respect to the specific objects for which you bought this property to which you have just alluded, at an expense of 20,000*l.*, may I ask whether it is for the purpose of making a playground and class rooms ?—It is generally for the purpose of improving the school premises. There are various floating ideas which, perhaps, individual members of the Court may have with regard to altering the system of education a little. A large portion of the boys leave the school without competing for the exhibitions ; indeed, not one-fourth of them, perhaps, go to the university. The education we provide at the head form is not exactly adapted to those who are merely to be engaged in mercantile or professional pursuits ; and we know that if we alter our system of education, we must enlarge the premises in various ways.

54. In order to separate the two systems ?—Yes.

55. Generally speaking, to what class of society do your boys belong ?—A very large number of them are clergymen's sons, and a large number are the sons of persons belonging to the medical profession and to the law ; and I think, when I have named these three professions, I have referred to the main portion of the school.

56. (*Lord Lyttelton.*) The Head Master mentions that the clergy, physicians, surgeons, barristers, solicitors, and other persons of professional incomes are generally those whose sons come to Merchant Taylors' School ?—Of course, there are a large number of the sons of mercantile men who come there.

57. There is a special endowment for them ?—That is only just established ; we thought it would be useful.

58. The mercantile prize, it is called ?—Yes.

59. (*Mr. Thompson.*) Have you any of the sons of persons who might more properly be called tradesmen ?—Frequently.

60. I mean persons who keep shops in the city ?—Yes ; I might refer to one who has obtained great credit. A youth of the name of —— distinguished himself in the classics and then went to Oxford and got a fellowship there. Then he competed for the civil service and succeeded. He was a youth of gentlemanly manners and bearing, and was very much esteemed in the school. I believe that is not a solitary instance.

61. (*Lord Lyttelton.*) This large number of exhibitions is, in fact, founded out of the fees paid by the boys themselves, so that every individual boy contributes to the advantage of the whole school ?—There is no bargain between us and the boys on the subject ; we may appropriate these admission fees if we like, but it was thought by the Court that it would be a very good opportunity of establishing exhibitions.

62. Does that answer relate to the whole of the exhibitions mentioned in page 3, or only to the two at the bottom ?—Not to the whole of those that are mentioned there, but to the two only. These two Company's exhibitions, as is explained, were established some years since, and the Company have now come to the resolution to establish three more, to make five altogether of that class.

63. (*Mr. Vaughan.*) Do you not find that you have too many exhibitions in proportion to the attainments of the scholars. May it not be the fact that you reward mediocrity by founding so many scholarships at Oxford ?—There are many of these scholars who require to be assisted a little ; it is not like a school where almost the whole of the boys have parents who are wealthy or in independent circumstances.

64. It is for the simple purpose of insuring a continuance of education ?—It is ; but it certainly often happens that a boy of not very first-rate attainments does get an exhibition at Oxford. One of our exhibitions is sometimes combined with a scholarship.

65. Do you happen ever to have calculated how much is paid annually in support of the education of the boys educated in this school after they have left it. That is to say, do you happen to know how much money is expended for the benefit of the boys at the university ?—We know some boys do it for 140*l.*

66. Pardon me. What I want to know is the annual sum that is charged out of your funds, for the benefit of exhibitioners who have been educated at this school, and who have afterwards gone to the universities ?—The total amount ?

67. The total amount ?—I can hardly say what that would amount to. We cannot calculate the exhibitions and scholarships at less than 3,000*l.* a-year.

(*Mr. Vaughan.*) I made it about 3,258*l.*

(*Mr. Thrupp.*) Under the new regulations it is rather better than 3,000*l.* a year.

68. What proportion of that comes from the free gift of the Company ?—I cannot say without referring to the accounts, but the school costs the Company above 2,000*l.* a year, after crediting quarterages and entrance fees. I have before me the account for 1860–61 ; the actual excess of expenditure was 1,837*l.* 5*s.* 11*d.*, and if to this amount be added 500*l.* a year for school premises (a sum much below the value), you will have 2,337*l.* 5*s.* 11*d.* The account for last year is not yet closed, but I expect the expenditure has been much heavier.

69. (*A Commissioner.*) I observe the writing, French, and drawing masters must be Protestants. That would not limit your choice in the case of the writing master, or of the drawing master, but does it not operate as a limitation of your choice in respect to the French master ?—Perhaps it does a little. We were in a difficulty on that subject. Our former French masters were Mr. Delille and Mr. Chapman. When Mr. Delille died, Mr. Chapman wished to succeed him. We had a number of applications, and among them several from gentlemen who were not Protestants ; but we thought it better to test the merits of the under master. We tested him twelve months, and found that he was an excellent teacher. He did exceedingly well, and therefore we appointed him.

70. He is an Englishman ?—His name is an English one, but I understand that he was born in France, and that his father was French. He was tested, on a recent examination at the Clergy Orphan School, of which he has been the teacher many years.

71. (*Mr. Vaughan.*) Allow me to ask you a question with regard to one provision that is peculiar to this school, namely that the boys after obtaining a certain proficiency in mathematics all learn drawing. Did that provision emanate originally from the Company, or was it a suggestion of the Head Master's ?—I am not aware that they are bound to learn drawing.

72. I think it says so here ?—Then it emanated from the Head Master.

73. Do you consider that the French master pronounces French well ?—Yes, it is thought so ; he has been tested, as I said, at other places.

The witnesses withdrew.

W. Chapman, Esq., examined.

W. Chapman, Esq.

74. (*Lord Clarendon.*) I believe you are the head French master at Merchant Taylors' school ?—Yes.

75. How long have you been French master here ?—Nearly 16 years.

76. You were at first assistant master ?—Yes, at first.

77. How long have you been head French master ?—Nearly four years ; in fact, I began the duties precisely four years ago.

78. Will you have the goodness to tell me what classes there are and what number of boys come to you for instruction ?—There are 25 on the head

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form, about 30 or 31 on the 6th form, and then comes the upper 5th form, which consists of about the same number—30.

79. That makes how many in all?—85.

80. They are all taught by you?—Yes, all taught by me.

81. And what time do you devote to them?—One hour every day; that is, each class has two lessons a week, of one hour each.

82. Do those three classes come up together?—No, separately; each class comes to me twice a week; The head class comes on Mondays and Thursdays, the 6th on Tuesdays and Fridays, and the other on Wednesdays and Saturdays.

83. So that the number you teach a day is something short of 30?—Yes, each day about 30.

84. You do not consider those 30 more than you can teach to your satisfaction?—No; although the time is very short; and an hour for each class is very little.

85. Do you consider it sufficient for teaching the pronunciation of the language?—No; considering that I have not only to teach the pronunciation of the language, the conversational part, but likewise the written language, which of course takes up a great deal of time.

86. Do you attempt to teach the language conversationally?—We do so as much as possible by putting questions in French, by making the boys learn dialogues out of school, and by their answering questions put to them on the grammar.

87. Is much prepared for you out of school?—Not much, but every week an exercise is written out of school, and a lesson in conversation is likewise prepared out of school.

88. That is to say, that each class prepares a lesson out of school twice a week?—Yes.

89. Taking the generality of boys, do you find that when they come to you they are quite ignorant of the French language?—When they first enter the school, perhaps out of 20 which may join the lowest class, there are sometimes three or four who have learnt French before. Some, perhaps, have had six months, others 12 months French teaching, either in other schools, or from having learnt at home.

90. But those boys, absolutely ignorant of the language, would they come to you, or to the assistant master?—I am speaking of the assistant master, who receives them first. They always come to me after they have had about two years French training, either in the school or before they have entered it, so that none come to me totally ignorant of French.

91. Do they come in a tolerable state of preparation or proficiency after having had two years instruction?—Very fair, considering the short time they have to attend to their French, which is only two hours a week.

92. What is the average time that a boy remains at Merchant Taylors' school?—Perhaps four years.

93. That would be about the average time you would retain them?—Yes, but some boys on the head form would remain six or seven years. I understood you to say "the average time;" few will leave before they have actually reached the sixth form.

94. So that the generality of the boys will have had about four years' instruction in French?—Yes.

95. Should you say the generality of the boys leaving the school would be able to read French with facility, and to maintain a conversation in that language?—Scarcely.

96. What should you say was the general average number of boys who would be able to do so after having received that amount of instruction?—Twenty out of thirty might be able to read any French book put before them with facility, but the other ten would have some difficulty in understanding it, and I think, that so far as carrying on a conversation is concerned, it would be a much lower average still.

97. Is there any improvement that you have suggested to the Head Master?—There is one improvement that I have suggested for some time, and that is the division of the two classes which come up on Mondays and Thursdays. I have for a long time felt a difficulty in teaching such a large number, not only because it was a large number, but likewise because the boys remained 12 or 18 months in that class, and it was constantly receiving new boys. Probably there would be new boys introduced into it every six months, so that the progress of the older boys was constantly retarded by a new set coming in, which led to the former being put back to a certain extent in order to place them on a level with the boys who had recently joined the class.

98. And has the improvement you suggested been adopted?—No, it has not; because it would necessitate a division of the classes and the attendance of one of the French masters two hours more a week, the question being whether that time could be spared from the classical studies.

99. As yet it has not been considered that that arrangement could be made?—As a matter of fact the arrangement has not been made. I wrote to Dr. Hessey, and gave him to understand it would be very desirable if it could be done.

100. There is an examination in French every year, does that examination take place twice or only once in a year?—Every year.

101. Once a year?—Once a year; at Christmas.

102. The whole school is then examined?—Yes.

103. It is examined by yourself?—Yes; but the first year I was appointed head French master, an examiner was appointed by the Court of the Company.

104. And has the practice of having them examined by a separate examiner ceased?—It has not been acted upon since, but it will be this year.

105. Is your examination a public one?—No, not in the sense of strangers being present.

106. Not a public one?—No; it is an examination by papers and orally in the usual course of things.

107. Are the papers seen by anybody but yourself?—No, they are not, except by the Head Master, if he desires it.

108. It is on your report of the efficiency of the boys that the prizes are awarded?—Yes; they are awarded in French twice a year, that is to say, in June and December.

109. But the examination is conducted by yourself just like the hearing of the classes in school?—Yes, like hearing the lessons there, so far as *vivâ voce* goes; but papers are set to be answered, and the classical masters see that they are done.

110. How are these prizes awarded, and for what? For proficiency in the different branches of French?—Generally for their work during the half year combined with the paper examination which takes place in December. I must tell you that a certain number of marks is given for the manner in which every lesson is said, so that an examination takes place, I may say, every day in every lesson, because every boy may receive perhaps eight or ten marks for the manner in which he says his lessons.

111. And the aggregate of the marks tells in his favour at the end of the year?—At the end of each half year.

112. There is no present intention of introducing German, is there?—If there is, I have not heard of it.

113. (*Lord Lyttelton.*) All the school, both the higher and the lower forms, learn French?—There are three classes that do not learn; the 1st, 2nd, and 3rd forms. It begins with the lower division form.

114. That is to say, the 85 which you have mentioned?—Those are only the boys that are with me.

115. How many are there with the assistant master, about 100?—Yes.

116. That makes 185 boys who learn French out of the 250?—Yes.

117. Do you mean that the rest are not allowed to learn?—They must be on the lower division form before they can begin to learn French.

118. You have an assistant?—Yes.

119. Does not the adoption of that system postpone the age at which the boys begin to learn French in some degree?—Yes.

120. Is it not of great advantage to the scholar that he should begin to learn French as early as possible?—I think it is desirable that they should know something of Latin before they begin to learn French, because it is much easier to teach them French when they have a certain knowledge of the Latin, than it is when they have no such knowledge.

121. With regard to pronunciation, is it not an advantage to begin to learn early?—Most decidedly, with regard to pronunciation, they ought to begin early.

122. I apprehend that a boy, before he begins to learn French, would seldom be older than 13 years of age?—No; we have many that are not more than 10. In the lower division they begin to learn French between 10 and 11; frequently, indeed, I should say the majority of the boys on the lower division are not more than 10 years of age.

123. Supposing those that come under the hands of the French masters stay about four years, are you generally able to teach them to pronounce fairly in that time?—Yes.

124. You do not find much difficulty in that?—There is a difficulty, certainly, but not much.

125. When are they required to speak French? at the time of doing their lessons?—Whenever I speak to them in French they must answer in French.

126. Would that be during the whole of the French lesson?—Not during the whole of the French lesson, because, when they are translating French into English the conversation would be carried on in English; but if I put a question to a boy in French, he must answer in French.

127. During the whole of the lessons?—During every lesson.

128. What is the time that a boy in the upper part of the school would give generally to French?—Two hours with me.

129. Besides the preparation?—Besides the preparation, he would be two hours with me.

130. I suppose another hour in the week would be necessary for his preparation?—Yes; he does not, I think, get more.

131. (*Mr. Thompson.*) Are you master at any other school?—I have been the same number of years at Christ's Hospital. I was for eighteen years at the City of London School, and I have been for the last 22 years connected with the Clergy Orphan School.

132. Have you ceased to attend the City of London School?—Since January 1857, when the new system at Christ's Hospital came into operation.

133. Do you find that this school makes as much progress in French as the others you have named?—I should say the Merchant Taylors' School is more forward than Christ's Hospital.

134. That is to say, they pay more attention to French?—There is more reading and more general knowledge of the language.

135. Do you think that the boys manifest a respect for the study of French?—Decidedly.

136. To what do you attribute that; because it has been a common complaint that at classical schools the boys rather underrate the value of French?—As compared with Christ's Hospital, I think the boys here may be of rather better families. They likewise have an opportunity of going home during the day, and benefiting thereby much more than those who have to board at the school the whole year.

137. They have more time to prepare their lessons?—They prepare their lessons better.

138. With less interruption?—Yes; their mothers and sisters very often attend to the preparation of their lessons, and not only do they do that for them, but they assist them greatly; whereas the boys at Christ's Hospital cannot have that advantage.

139. The biggest boys in the school come to you?—The biggest boys.

140. Do they manifest a fair interest in French?—To a certain extent they do, but I cannot say the whole of them manifest the same interest in French that they do in classics. They pay more attention to classics most decidedly.

141. Do you consider that the cleverest boys are disposed to pooh pooh their French?—No.

142. But still it is not very popular; you have a difficulty about it?—Yes, there is a difficulty, because they consider there is more advantage in attending to classics. There are, they know, great advantages to be derived as far as scholarship is concerned.

143. Perhaps they feel more pride in their classical proficiency?—Yes, I should say that many of them would feel ashamed at making a mistake in Latin, while they would not feel ashamed of making a mistake in French.

144. (*Mr. Vaughan.*) You speak of a difficulty in the way of making a subdivision of the higher classes?—That is with respect to the highest of the classes under my assistant.

145. Do you happen to know whether the mathematical school is entirely separate in its classification from the classical school?—I think it is entirely.

146. That is not the case in the French school?—No, not in the French school, because we take them entirely by the classical arrangements.

147. If the classical arrangements were entirely broken up in the French school and the French school were to have its division simply according to the proficiency of the boys, independently of their classical places, would that be an improvement of the system or not?—It would be an improvement; but we find on the whole that those who have learned Latin to a certain extent are generally the best in French also.

148. Supposing you were suddenly called on to classify your French school, should you find that such a classification, although it would be quite independent, would, in point of fact, be nearly coincident with the classification when taken according to the classical attainments of the boys?—No; there would be many boys to be moved up and many to be moved down.

149. With respect to the teaching of the school or the economy of time, would it not be an improvement?—It would not be an improvement in consequence of the other classes being engaged. It would probably break up the whole school.

150. Do the classical masters teach at the same time?—Yes.

151. Supposing you had the disposal of the time, could they be taught in the afternoon?—They might, but we should require several masters.

152. More masters than you have now?—Yes; to take the charge of the whole school, it would require at least six French masters.

153. There would be no more than there are already learning?—Exactly; but the whole school falling on us, (that is to say, the whole of the boys who do learn falling on us at the same time,) we should require more masters.

154. I am supposing them to learn no greater number of hours than they do at present; but simply that the French school should be entirely independent of the classical school, how would that throw more on the masters?—Supposing I took two classes, that is to say, I take one, and my assistant takes the other, then the other portion of the school would be all split up, and the master would say, we cannot work these classes, they do not accord with our divisions. Therefore there would be objections constantly made, and they would say they must give up the whole school if such an arrangement is to be carried out.

155. Do you prefer the present arrangement to having the school independent with respect to the French?—We are obliged to prefer it because we see the great objections that would necessarily arise from any other arrangement.

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156. You have not a staff of masters sufficient to do it?—No.

157. (*Mr. Thompson.*) Your assistant is of French extraction, or French by birth?—Yes; so am I, although my name is an English one. I was born in France, and my father was French.

158. Is your assistant master of the English language equally with yourself?—I cannot say that he speaks English as well as I do, but I have always been accustomed to speak English from my birth.

159. Does your assistant experience any difficulty in obtaining the respect of the pupils?—It is very difficult to find gentlemen who speak English with sufficient accuracy to teach French with advantage.

160. (*Lord Lyttelton.*) What is meant by the question is, can your assistant maintain the discipline of his class?—Pretty well.

161. (*Mr. Thompson.*) Was your assistant master under Mr. Bellamy?—No, Mr. Bellamy left before French was introduced in the school; I was appointed twelve months after Dr. Hessey was appointed, and French was introduced into the school by Dr. Hessey's representation of its necessity to the Company.

162. Do you think your assistant master has the power of influencing the boys and making them pay attention?—Yes, pretty well.

163. Do you think it possible that Dr. Hessey's influence may not have had some effect in that respect?—Dr. Hessey has always been ready to give us any assistance that we require.

164. To enforce discipline?—Yes.

165. I want to ascertain the cause of the superiority which you stated exists in French in this school compared with the other City schools; is there any particular cause to which you can attribute that superiority?—I was only comparing it with Christ's Hospital, because there I find boys very deficient in French, and I attribute it to the fact of their being boarders in the school and to their not having the same opportunities of going home and preparing their lessons there, which I think is a very great advantage.

166. Do you think that that is the sole cause?—I also attribute it to their being of rather better families than the other school.

167. But with respect to those public schools which we have examined,—those schools to which boys belonging to better families are sent, the masters complained generally of the difficulty of teaching French?—The children of farmers, gardeners, and so forth, I should consider would have less power of receiving knowledge than the sons of gentlemen generally.

168. But there are many sons of gentlemen at Christ's Hospital?—There are some, certainly, but still there is a greater mixture, much greater than there is here.

169. Is it not the fact that Christ's Hospital has always distinguished itself at the university as much as this school?—No, I think not so much as this school.

170. (*Mr. Vaughan.*) Is there any system of promotion in your class by which the boy rises according to proficiency?—Not at all. The promotion is from one class to another, and therefore it entirely depends upon proficiency in the classics. They are not promoted to a higher because they might happen to be the first boys in my class.

171–2. I mean with respect to the position in which the boys are before you; is their position in each class before you determined by their position in the classical school or by their proficiency in French. Have you a classification of your own in your own class, and do the boys stand in that class according to their proficiency in French?—Yes; for instance, the first boy in the upper fifth class sits at my right hand.

173. And he is not the first boy in the classical class?—No; he had a prize, for instance, on the 11th June, but he was not in consequence of that promoted to a higher class.

174. So that you have a limited principle of emulation acting in your own class?—Certainly.

175. (*Lord Lyttelton.*) Are the prizes considerable?—Yes, very considerable.

176. Are there many prizes?—The prizes are distributed once a year; but they are awarded twice in the year.

177. Are they in money?—Not in the French class.

178. They are in books?—Yes; I do not think there are any money prizes except Dr. Hessey's Hebrew prize of three guineas; there are medal prizes, and book prizes; scholarships, and exhibitions may be called prizes, and these of course, are given in money.

179. In the French class, I mean?—Not in French.

180. The French prizes are simply books?—Yes.

181. They are objects of ambition with the boys?—Certainly; we always find when a boy gets first in the class he is very anxious to keep his place. There is a constant emulation, and it is only the lower boys in the form, who find they cannot move up to the top, who are, perhaps, rather indifferent, though that does not extend to all.

182. Are you content with the present system as to the time at which the boys begin to learn French, and do not wish to alter it?—I do not think it desirable to begin before.

183. I understand that you would be glad of more time, but in other respects you are content with the system as it exists at present?—Yes.

184. (*Lord Clarendon.*) Do you set punishments, Mr. Chapman?—Very seldom.

185. Still it is an attribute of your office?—Yes.

186. Impositions, I suppose?—Yes, 100 or 200 lines.

187. You do not inflict corporal punishment?—Never. When necessary, I report a boy to the Head Master.

The witness withdrew.

Rev. J. A. Hessey.

The Rev. James Augustus Hessey, D.C.L., examined.

188. (*Lord Clarendon.*) I believe you are Head Master of Merchant Taylors' School?—Yes.

189. How long have you been Head Master?—Seventeen years; I was elected on the 23rd July 1845.

190. You were educated here, I believe?—I was, and went from hence as a probationary fellow to St. John's College, Oxford, in 1832. I was admitted a fellow in 1835.

191. You had not been assistant master before you became Head Master?—No; I was resident at Oxford.

192. You were appointed, I suppose, by what you would designate the Court?—The Master, Wardens, and Court of Assistants of the Company.

193. I think you consider that Merchant Taylors' School is not a foundation?—In one sense of the word I do not consider it a foundation; that is to say, there are not any fixed revenues or monies upon which the school is based; there is no trust possessed by Merchant Taylors' Company for the administration of which the Commission can call the Company to account.

194. The school has been founded now just 300 years?—Yes; it was founded in 1561.

195. That was before Sir Thomas White founded St. John's College?—No, after; Sir Thomas White founded St. John's College in 1555. But this school was founded in 1561, and a very short time after the school was founded Sir Thomas White re-distributed,

I suppose, the endowment of St. John's College and gave us 37 fellowships out of the 50 which he established.

196. And these 37 fellowships the school has continued to enjoy ever since?—Until this very last June. We have just entered on the new system, which commenced on the 11th of June this year.

197. The new system that was created by ordinance of the Privy Council?—Yes; created by their alteration of the recommendations of the Commissioners.

198. The Oxford Commissioners?—The Oxford University Commissioners.

199. What was the proposed scheme of the Oxford University Commissioners? — Merchant Taylors' School had originally 37 fellowships. Each fellow was on probation for three years, and then became a fellow for life. The remaining 13 fellowships belonged to the heirs of the founder, or to other schools, and were for life also. The Commissioners proposed to reduce the number of life fellowships to 18, and to establish 33 terminable scholarships. Of these terminable scholarships, Merchant Taylors' was to have 21, to be held for seven years; and to nine of the fellowships, only those who had held Merchant Taylors' scholarships were to be eligible.

200. What was to become of the remaining nine fellowships and 12 scholarships?—The nine fellowships and five of the scholarships were to be perfectly open. Seven scholarships were to belong to certain other schools.

201. (*Lord Lyttelton.*) But that was not what was ultimately done?—That was not what was actually done, but it was what the Commissioners recommended.

202. Did the Commissioners recommend a similar course in the case of any other school?—Yes; in the case of Winchester. The Winchester fellowships at New College were to be divided into two classes. To 15, those only who had been scholars at Winchester, or had been 12 terms at New College, were to be eligible; 15 others were to be perfectly open. This plan was adopted.

203. The scheme with reference to the appropriating certain fellowships to the school was modified by the Privy Council?—Yes, to the extent of making all the fellowships open.

204. Do you know what led to the modification of the Privy Council: Was it owing to any representation on the part of the authorities at St. John's College?—No, I do not think it was. Nobody knew what led to it. Originally, the Company and the College together had almost agreed that they would accept the scheme of the Oxford University Commissioners, but there was a difficulty on the part of the Commissioners. The College said, I think, that they wished to have 10 appropriated fellowships, and 8 open. This the Commissioners would not agree to. Then the College desired to have the disposal of any fragments of scholarships vacated by scholars before their seven years were completed. This the Company would not agree to, and the Commissioners took the Company's view. The result was, that the scheme was rejected by the College on these two grounds. The Commission expired, and the matter came before the Privy Council. We had every reason to believe that the Commissioners' scheme would have been confirmed by the Privy Council, but to our astonishment when the decision came out, we found we were deprived of all the fellowships. I believe we should not have agreed to accept 21 scholarships in lieu of 37 fellowships, if we had known that we were to have no fellowships at all.

205. (*Mr. Thompson.*) Is there any document in which the Privy Council state their reasons for changing the original scheme?—No, none whatever, and nobody can tell why it was done; and it does seem rather hard upon Merchant Taylors' school, that while Winchester, which does not want the fellowships so much as we do, was allowed to have fellowships appropriated to them to the extent of 15 in New College, this is denied to Merchant Taylors'.

206. Can you tell us in what manner you think the modification of the scheme of the Commissioners by the Privy Council will operate on Merchant Taylors' school?—I think that taking away the fellowships altogether from the school, and substituting the endowment they have given to us, will be on the whole injurious to the school; there is a respectability which attaches to a connexion with a college, and which is advantageous, more or less. We have now no longer that recognized position in St. John's College which we formerly had. We have lost that altogether in consequence of having had no fellowships appropriated to us.

207. (*Lord Lyttelton.*) But you have scholarships?—Yes, we have scholarships, but they are temporary in their tenure, whereas the fellowships which formerly belonged to us were life fellowships, and they afforded a contingent title to the thirty college livings. No doubt there were certain disadvantages in consequence of the probationary fellowships with which our boys went up to college becoming fellowships almost as a matter of course; but the real evil was that there were too many who came from the same school, and that the men would remain mere schoolboys, and not mix sufficiently with men from other schools. Well, how does the matter stand now? We have lost the respectability which a foundation gives, and we still retain the disadvantage of a great number of boys coming from the same school. There will be now 21 scholarships at St. John's College, all of which will be filled by boys coming from Merchant Taylors' school; therefore the Privy Council has left us the very thing that was injurious, namely, the school-boy feature, and taken away that which rendered us really respectable, and gave us rank, namely, permanent fellowships.

208. That was done by the Privy Council?—Yes, by the Privy Council. That is one point. Another is this; it will very much depend on how St. John's College is conducted, that is to say, on the tutors being vigilant, on their being exceedingly active, on their taking up the men and giving them every possible advantage, whether our men will ever get fellowships at St. John's College at all. The fellowships will be thrown open to all the world, and men coming from elsewhere, and educated, let us say, at Balliol, which is the best college in Oxford, may enter into a competition with them at St. John's College for the fellowships. Those fellowships have heretofore been the result of education communicated in the school; now, if gained, they must be the result of education given in the college.

209. (*Mr. Vaughan.*) As I understand, you would consider it better if the scholarships were converted into school exhibitions of the same value which you might carry to any college in either University?—No doubt of it. I consider that we have now anything but the best sort of endowment. If a boy had an exhibition of 100*l.* a year, he might take it anywhere—increase his income by a scholarship at some other college, and gain both for himself and for his school the credit of having obtained an open scholarship. But by going to St. John's College he cannot get any more than a single advantage, for if he obtains anything else by competition he must give up his scholarship. I think it would have been far better for the school if the endowments had been absolutely released from St. John's College, and we had had 21 exhibitions lasting 7 years, which we might take anywhere. But we could not get anybody to see that, I assure you. People were so anxious to abolish life fellowships for school boys, that they would not see that by the probation being extended to five years, and by due strictness in admitting to full fellowships, many of the objections might be done away. In fact they would listen to nothing but a scheme for scholarships and nine appropriated fellowships, and when this scheme fell through, we got the scholarships only. Permit me, however, to

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add, that I am far from wishing to sever the school from connexion with St. John's. I did all I could to preserve that connexion by the modification of the old system which I have just mentioned. And the college itself desired that modification and that only. All I mean is, that the sort of connexion now brought about is not so good as the existence of so many unfettered exhibitions of equal value with the scholarships.

210. (*Mr. Thompson.*) Had you any opportunity of stating these views to the Privy Council?—No, I had no opportunity of doing so; but we certainly did not suppose the Privy Council would have mulcted us so severely.

211. (*Mr. Vaughan.*) Practically, could you carry out your suggestions by making the President and Fellows of the college perpetual trustees of the school. It must have assumed that shape, must it not, supposing you were to have carried out such an arrangement. It could not have been effected in any other way; because you could not have detached the property from the college. You must have made the college authorities virtually trustees for the school?—Yes, but such a scheme never came on the tapis at all. If we had had our due, it would have alienated $\frac{37}{50}$ of the property of the college.

212. (*Lord Clarendon.*) Did the Merchant Taylors' Company appear by counsel before the Privy Council?—I did not appear myself. I think the Company did.

213. (*Lord Lyttelton.*) Formerly you had 37 fellowships and no scholarships?—37 fellowships, which were called probationary fellowships, up to the end of the third year. In fact, all were at first probationary fellows. But there was very seldom any one who was turned out at the end of the third year.

214. Under what circumstances could they be turned out?—Only for misconducting themselves.

215. Had they any further examination to undergo?—They had a further examination, but not a very severe one.

216. And this is all that was left of the original endowment—the 37 fellowships?—It is.

217. You say you have just had the first examination under this new system?—Yes.

218. This month?—Yes.

219. Could you judge from that whether it excited much interest in the school and amongst the parents and friends of the boys in the school?—Yes, as far as that point goes, I have no objection to it in the world. What we did this time was this, we presented to the college a certain number of candidates from whom they and the Company were to choose. There were two scholarships vacant then, because the number of scholarships is contingent on the number of the old Merchant Taylors' fellowships falling vacant, until we get the whole scheme into operation.

220. How many of the boys competed for these two vacancies?—I sent in the papers of 11 boys, but in point of fact only wished three, the first, second, and fourth monitors to be considered candidates, because the others were so very young. Last year my whole table of monitors and two of the next rank, the prompters, left the school. Four probationary fellows were elected to St. John's College, and of the others leaving school, three obtained open scholarships at Oxford, two were provided for at that university by Dr. Andrew's exhibition, and one at Cambridge, by Mr. Parkin's exhibition, to which he added an open scholarship gained by competition. They were very young this year, but I sent off two very good boys. I was glad to introduce for the first time the element of competition, and the result was that not the first and second but the first and fourth monitors were elected.

221. Was there not an examination formerly?—Yes, but there was not any competition, their places being fixed for at least a couple of years before.

222. There was an examination only up to a certain point?—Yes,

223. Their places being previously fixed?—Yes, by successive competitions and examinations.

224. Then practically on this occasion the competition was limited to three, from whom two were to be chosen?—Practically so, but the others were perfectly ready to go as far as their acquirements were concerned. I withdrew the third monitor for these reasons, it was his own and his father's wish that he should stay, and it was my own opinion that it would be better if he had another year at school, he being only 17 years and one month old.

225. Was this third one better than the rest?—The third monitor whom I withdrew was not better than the first, but he was better than numbers two and four.

(*Mr. Vaughan.*) In fact, you were rather afraid of his succeeding, if he went to the examination.

226. (*Lord Lyttelton.*) The fact is, he did not compete?—I sent his papers in, and the college examiners were much pleased with them.

227. (*Mr. Vaughan.*) I want to know how these fellowships at St. John's College were assigned between 1555 and 1562?—The founder nominated the fellows himself during his lifetime.

228. Is it by his will, then, that they fell to the school in the manner they did?—I suppose it is by charter and statute which are authorized by Royal authority.

229. Was it after his death; did it take effect after his death?—I think in 1571, that is, about a year after his death, boys were first elected from the school.

230. Before that they were nominated?—Before that they were of his own nomination.

231. (*Lord Clarendon.*) You say that the statutes of the school consisted of 45 rules which have been modified; that a great many of these have become obsolete, partly in consequence of the change of manners and of the value of money, partly because the circumstances to which they applied no longer exist, and partly because new circumstances have caused the necessity for new regulations. May I ask, are these rules given to you on your appointment as master?—I can hardly say they are those rules which are given to me. I am, of course, acquainted with them; but rules *are* given to me which have reference to my own immediate duties.

232. Then generally these old regulations are not compulsory upon you?—They are regulations with respect to the way in which the boys were to be admitted, as to the hours, and so on, from time to time. The original 45 rules, as I can show you, are a most impracticable collection of regulations as applied to the present day.

233. (*Lord Lyttelton.*) They are not binding?—No; they were mere orders of the Court, who have either repealed them or allowed them to fall into desuetude.

234. (*Lord Clarendon.*) You say the school has no visitor except the examiners appointed by the Court; these examiners, I apprehend, are merely for the purpose of conducting the examination; they are not visitors of the school in the ordinary sense in which the word "visitor" is used?—No; but they report to the Company what the condition of the school is.

235. The general condition?—Yes.

236. It is not merely with reference to any special subject of examination that they report?—No. They report on no special subject, but generally whether the boys are well taught; whether the system generally is good.

237. (*Lord Lyttelton.*) They do not report, for instance, as to the state of the building?—No.

238. Do the Company appoint examiners every year?—We have had the same examiners for some years. One of them has just resigned, Mr. Maine, who has recently been appointed to India; he was one, and Archdeacon Browne is the other. The Rev. C. Matheson acted in Mr. Maine's place this June.

239. How are the examiners appointed?—They are proposed in the Court by some influential person there, and elected by the general court.

240. As examiners for one year?—No, as permanent examiners.

241. (*Mr. Thompson.*) They are paid, I presume?—Yes.

242. (*Mr. Vaughan.*) Until the Company rescind the appointment, or they resign?—Until the Company rescind their order, or accept their resignation.

243. Practically, it is an appointment for life?—It is an appointment for life.

244. Is that a beneficial arrangement?—I do not see any objection to it. Very competent men are appointed.

245. In course of time does not the system of education and the state of scholarship alter so much that it would be sometimes undesirable that the same gentleman should be nominated examiner for a period of 20 years?—Perhaps it would, but I have not lived out that 20 years yet, and the examiners are still perfectly efficient. Archdeacon Browne is professor of King's College, and Mr. Maine is a well-known scholar.

246. (*Lord Lyttelton.*) Is Archdeacon Browne still at King's College?—Still there, I believe.

247. (*Lord Clarendon.*) There is a question which I wish to put to you about emoluments; what are the form masters' fees, do the boys pay a fee on rising in the school?—When a boy gets into a new form he pays a form entrance fee of 5*s*.

248. (*Lord Lyttelton.*) Taking into consideration the whole of the expenses of every kind, the education of boys can hardly cost more than 15*l*. a year each?—I do not think it can cost that.

249. (*Mr. Thompson.*) I thought the entrance fees went to form a fund?—You mean the fee paid on entering the school. This is 3*l*.; of it, 2*l*. 10*s*. goes to an exhibition fund, 5*s*. goes to the Head Master, and 5*s*. to the master of the form on which the boy is placed.

250. The fees which you have put down here do not include all the expenses of the boys?—I do not think there is anything else, except for books.

251. Are there not some expenses relating to the boarding houses?—Those we do not take official cognizance of. There are boys who, perhaps, take their dinners at masters' or dames' houses, and boys who actually board altogether, but to them we shall come bye-and-bye.

252. That applies to about 80 boys, does it not?—I should think about that number of boys are actual boarders.

253. (*Lord Clarendon.*) It appears there are 260 boys in the school; I suppose, generally speaking, that would be about your number?—Yes.

254. 250 is the right number?—250 is the number which the Court professes to have in the school at one time.

255. What leads to that increase, because you sometimes have 260 and sometimes 262, is it that the Court appoints one here and there extra?—No, it is not quite that. Every quarter we calculate that there will be so many vacancies, but our calculations cannot be exact, because we base them on an average of those who have left in previous years. When we say there will be room for 20 it may be that there will only be room for 17, and thus the number is increased by three, because only 17 boys may leave the school instead of 20.

256. It appears there are four mathematical masters?—There are four mathematical masters.

257. How many classical masters are there?—There is the Head Master, the Head Master's assistant, and four under masters in the classical school.

258. So that you would have six?—Yes, six classical masters.

259. For 260 boys?—Yes.

260. Do you consider that that number of masters is sufficient for effectually and satisfactorily teaching those boys?—I believe we should have room for another master or two with great advantage.

261. What do you consider, from your experience, to be the proper number of boys for any one master to teach effectually?—I do not think that one master ought to have more than 40 to 42 boys.

262. (*Lord Lyttelton.*) You have rather more here?—Yes; but I think from 40 to 42 is the utmost that one master ought to have.

263. (*Lord Clarendon.*) Do you think that you could do justice to 42 boys in one class?—I should divide them into two classes or forms, as we call them, and take them at different times. It would not be hard if we had a sufficient number of class rooms; but the fact is, that the crying difficulty of the school is, the want of class rooms. I am obliged to have two masters in the large school, and sometimes three at a time, each master having two forms. Of course, there is much more noise and a greater loss of energy and time than there would be if we had a greater number of class rooms, and more than there ought to be in any school.

264. (*Mr. Vaughan.*) Does not so much depend on the individual qualities of the master, that one master can teach a much larger class more efficiently than another?—Yes; I certainly think there is a good deal in that.

265. By devoting greater attention to the boys and making better arrangements with regard to their tasks?—Yes, but the best master is liable to be distracted by having other masters in the same room with him, however large it may be.

266. I was speaking of the number of pupils in a class, and I wish to ask whether it does not depend rather on the power of the individual master what number can be taught at one time?—I do not think that any master ought to have so many as 60 under his charge, although I believe some have, and of course, they must be divided into two forms.

267. (*Lord Lyttelton.*) If you take the total number of forms and divide them into two or more classes, though that may be a convenient arrangement, still it leaves the fact that there is an insufficient number of masters for the education of the whole number in the school?—Yes; in my own form I have only 24 boys, but until the Company allowed me to appoint an assistant, I had two forms, the head form and the sixth form. I found the greatest difficulty in teaching them, for I was obliged either to leave one of the forms in the school, which was an annoyance to the other masters, or to bring them both into my room and keep one in absolute silence while I taught the other; therefore I prevailed on the Company to give me an assistant.

268. Where did you get an apartment for him?—That one you went into down stairs, which was formerly my boarders' room.

269. Still there are only six masters, including yourself?—Only six.

270. Have you brought the question of the insufficiency in point of number of the masters at Merchant Taylors' school before the notice of the Company?—I brought the question before them, and they appointed me an assistant. They know my feeling on the general subject; but I am prevented bringing any further proposal before them, because of the grand difficulty of providing class rooms.

271. Do you think the Court would grant you the additional aid of a master if you had room?—No doubt of it.

272. The character of the instruction at this school is classical?—That is its general character. It is to all intents and purposes a classical school.

273. That was the original intention of the founders?—Certainly.

274. And improvements and extensions of the system of education have been made to meet the necessities of the times at different periods?—On the first institution of the school, it is stated, in the quaint language of the times, that the Head Master was to be "learned in good, clean Latin literature, and also in Greek, if such could be gotten." The

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first master was Mulcaster, an eminent Oriental scholar. He introduced the study of Hebrew, and Bishop Andrewes was one of his first scholars. One of the qualifications of the Head Master has always been, that he should be able to teach Hebrew.

275. Do you think the authorities attach much importance to the teaching of Hebrew ?—The authorities attach considerable importance to it, especially as it is considered that many of the boys are intended to take Holy Orders. We have taught Hebrew with some success, and have obtained a great number of Hebrew scholarships at Oxford.

276. You would be sorry to lose it ?—Yes.

277. (*Mr. Thompson.*) They have turned the study of Hebrew out of Westminster school altogether, have they not ?—So I have understood.

278. (*Lord Clarendon.*) But here they continue to instruct the boys in it ?—Yes ; there is a medal established for its encouragement, and I give myself an annual prize of three guineas, which is limited to boys not in their last year. Thus we keep it up, and raise up fresh generations of Hebrew scholars.

279. Have you been able to trace the proficiency of any person in Hebrew in after life to the instruction that the pupils obtained in this school ; that is to say, do clergymen trace the advantages they may have in after life to the knowledge which they obtained in this school from the teaching of Hebrew ?—Yes ; and the way in which we teach Hebrew fixes itself in the learner's mind. We teach it through the medium of Latin, and although the Latin is bad enough, it very often happens that clergymen tell us that they recollect the Hebrew from its connexion with Latin. The result is they never forget it. The grammar we teach it from is called Bythner's Hebrew grammar.

280. (*Mr. Thompson.*) What is the date of it ?—About from 1637 to 1650.

281. Is it earlier than Buxtorf's?—That was in 1609.

282. (*Lord Clarendon.*) Are any of the mathematical masters classical masters also ?—All the four are classical masters as well as mathematical.

283. So that they teach both ?—They teach both.

284. Classics and mathematics ?—And mathematics.

285. There are only six masters in the whole school ?—If you take the classics and mathematics there are only six, but there are on the list of masters writing, drawing, and French masters.

286. I am talking of the classics; for these 260 boys there are in all six masters ?—Yes, but they teach mathematics in the afternoon.

287. (*Lord Lyttelton.*) If we compare it with Eton, where we have found that there is only one master to 40 boys, there is very much less here in respect to classics ?—Yes ; but it is quite an accidental circumstance that the classical masters are mathematical masters also. There is nothing that compels the Court to insist upon that arrangement.

288. They do it advisedly ?—Yes.

289. Without any increase of salary ?—No ; there are salaries given quite independently for classics and mathematics, as you may see on referring to the table.

290. They are paid separately ?—Yes, for instance, the first under master is paid by the Company 150*l.* ; he receives in quarterages from 55 boys at 15*s.* per quarter, 165*l.*, and in form entrance fees about 12*l.*, making altogether 327*l.* ; to which is to be added his salary as first mathematical master, 200*l.* ; so that altogether the salary of the first under master is 527*l.*

291. The fact is they are given a certain salary and they are required to teach the classics and mathematics for that salary ?—It comes to that, though the salaries are paid separately. A man might resign his mathematical and yet retain his classical duties ; that shows that they are perfectly distinct. The fourth classical under master is an exception. He teaches both classics and mathematics for one salary.

292. If the Company chose to limit the duties of the master they could ?—Yes.

293. (*Lord Clarendon.*) He would have to resign a portion of his salary ?—Yes.

294. What did you say was the salary of the first under master ?—527*l.* a-year.

295. Do you consider you could get a first-rate man for that salary ?—I consider I have got a very first-rate man for that salary. He was a second wrangler.

296. What is his name ?—The Rev. J. A. L. Airey.

297. Do you ever experience any difficulty in getting distinguished men who would fulfil your wishes with respect to teaching, and with regard to their own attainments ?—No, I do not think we do find any difficulty in obtaining fit men for teaching ; take the man I have mentioned for instance ; but I am not quite sure it is the best plan to have the same men to teach both classics and mathematics. I entertain little doubt about it, except with respect to the first under master. I think it desirable to have a man of some standing who has worked his way up the school and is thus able to exercise perfect authority in the afternoons when I am not necessarily present. Boys are accustomed to him in the classical school, and more readily obey him in the mathematical school.

298. Do the under masters remain any length of time ?—Yes.

299. (*Lord Lyttelton.*) Is the present first under master a married man ?—Yes.

300. But he has no official house ?—No.

301. Do you find the boys who come out of Mr. Airey's class sufficiently well prepared for the highest form ?—They do not go immediately to the highest form, but to the sixth form, which is under my assistant. Before they come to me they are very fairly prepared.

302. Is Mr. Airey distinguished in classics ?—He was not in the classical tripos at Cambridge, but he was distinguished at Christ's Hospital where he was educated, and from which he obtained an exhibition.

303. Would you say it is easy to get gentlemen of high attainments for that remuneration ?—I do not think we find any difficulty. I do not think 527*l.* a year a small sum to be given as a salary to the first under master ; besides which he is able to take boarders.

304. Has he many boarders ?—Not many.

305. He might have more ?—Yes, if he had room in his house, which he has not.

306. (*Lord Clarendon.*) How many has he ?—Ten or 12.

307. Do they live in his house ?—Yes.

308. Do you happen to know what he charges?—I think 60*l.* a year.

309. (*Mr. Thompson.*) Does he live in the city ?—Yes ; at Amen Corner, in one of the residentiary houses of the Canons of St. Paul's, at the west end of Paternoster Row.

310. (*Lord Clarendon.*) You do think that undertaking both the classical and mathematical tuition of the boys taxes the powers and energies of those gentlemen too much ?—I do not think it taxes the under masters, who have no responsibility beyond that of the hour, so much as it would the Head Master, who is responsible for the whole establishment. I could not stand it myself, for whatever goes wrong, (if the masters and the boys do not work well,) I have the discredit of the bad working. I could not stand it with the anxieties of the whole establishment, but I do not think it is necessarily too much for men who have only to come here and do the work of the hour, and go away again.

311. (*Mr. Thompson.*) You have no private tuition ?—No, not as a recognised thing.

312. (*Lord Lyttelton.*) You said you were not necessarily present in the afternoon ?—I go out of school at a quarter to one. but I am to be seen in this library from a quarter to one till three. There I am occupied in looking over exercises, or transacting other school business, such as seeing parents or

friends, or persons enquiring about the school, or in examining boys for entrance. Sometimes I take a form and examine it; but I am not necessarily present in school. I go in occasionally to see how the writing department goes on, and very often for little matters of discipline.

313. (*Mr. Vaughan.*) What time is given to the Hebrew you spoke of?—It is difficult to say precisely when we take Hebrew; occasionally we take it on Monday mornings, but I think the larger portion of the work is done in the evenings; and when the sixth form are learning the Hebrew grammar for the first time, their part, or first morning lesson is Hebrew.

314. Should you say that the teaching of the Hebrew has any effect in limiting the instruction in other branches of learning?—No. I do not press boys in Hebrew much, I only insist on their knowing the grammar. I do not press them to read a great deal of Hebrew, because unless they read it steadily it would be of little good. Those who try for the medal and Head Master's prize, really read a great deal of the books of Genesis and Exodus, a great portion of the book of Psalms, passages from Kings, and passages from some of the Prophets, but I do not press the head form to work much at Hebrew out of the school.

315. Does the arrangement we have heard of in regard to the classical masters teaching mathematics limit the amount of classical teaching in point of time?—It must in point of time, because all the afternoon is devoted to mathematics, or writing and arithmetic, and drawing.

316. Is it a consequence of that do you think that the boys in this school get rather less classical teaching than at any other public schools?—Well, I am not quite sure that we have not given a little too much to mathematics of late years. We gave up an afternoon which was devoted to classics, and at the same time shortened the hours in the morning. There used to be four hours in the morning which were shortened to three and a half, and I am not quite sure that it would not be an advantage to have the one afternoon given back to classics.

317. Do you think that mathematics have gained what classics have lost?—I do not think there has been any great alteration in the mathematics since that time. I think two hours of mathematics work very fairly.

318. How long do you consider a boy is occupied in mathematics in the course of a week?—Ten hours a week, but from this one hour per week is to be subtracted for drawing.

319. Is not that a large proportion compared with the time which is given to mathematics in other public schools?—I think it is a large proportion as compared with that which is given in other schools.

320. (*Lord Lyttelton.*) How many hours for classics are there?—Twenty-one, from which two hours per week are taken for French.

321. How much time is occupied by drawing?—Every boy in the forms which are taught drawing has a lesson of an hour's duration once a week.

322. (*Mr. Vaughan.*) Did that arrangement about the drawing emanate from yourself, the principle I mean that all boys in the school should learn drawing after the attainment of a certain amount of proficiency in mathematics?—Yes, I did not know in what other time to teach it.

323. I mean that all the boys should learn drawing. May I ask you what was your view when you made that general arrangement, that every boy in the school should learn to draw after a certain time occupied in mathematics?—My view was that they should have advantages in competing for Woolwich and other places in which drawing is one of the matters of competition.

324. Do you think it gives them any advantage in respect of their general education; I mean, for instance, beside the power and pleasure given by the art, does learning to draw give the pupils greater distinctness of idea in general, making them acquire definite images of outward things, and producing a general precision of mind?—I cannot say that I have traced its operation in that way, but everything that makes a boy accurate in observation is valuable, and benefits him by producing greater accuracy and precision of ideas in his mind.

325. You have not observed that it had the effect of giving greater precision in the minds of boys to the images which are presented to them by the classics?—I have not observed that effect.

326. (*Lord Lyttelton.*) You do not connect it at all with their classical studies?—I do not.

327. (*Lord Clarendon.*) Do you think that drawing is popular here, and that the boys arrive at considerable proficiency in it?—I do not think it is an unpopular study at all; I have had some very fair specimens of drawing produced. I may mention that a boy is required to produce one specimen of drawing at least during the half year, and I think that some of those drawings show that the boys have taken a good deal of interest in the matter. It is not very fatiguing work, and it relieves their minds from other studies.

[*Several of the drawings were produced by Dr. Hessey and inspected by the Commissioners.*]

328. (*Mr. Vaughan.*) Those drawings you have now produced, I presume, are not selected?—No, they are the drawings which were shown at the end of this half year.

329. Has it ever occurred to you that, considering they all possess that talent, in the examination of the higher classes, boys might be required to produce a drawing descriptive of anything they may be called on to understand in their study of the classics instead of describing it in language?—No. I cannot say that I have ever desired them to sketch historical scenes.

330. I meant from the poets also; from Homer, for instance?—I have not tried them in that way, but I think that the general taste of the boys has improved.

331. (*Lord Clarendon.*) Drawing is obligatory, is it not?—Yes.

332. On the whole school?—Yes, after a certain period.

333. (*Lord Lyttelton.*) How many learn drawing?—The number of boys learning drawing at present is 53.

334. It is only taught after they have passed a certain mathematical standard?—Yes; when they get up to the fourth class in mathematics.

335. (*Mr Vaughan.*) I suppose it is, in point of fact, a mode of study that is a relief to their minds?—I think it is. They would certainly much rather have an hour of drawing than a mathematical hour.

336. I suppose they are very glad to do it after a mathematical hour?—Yes.

337. There is power to suspend any boy for misconduct. What does that mean?—Suspending any boy for misconduct is rather difficult to define without stating the practice. Suppose, for instance, a boy has misconducted himself, I say to him, "Now "I feel great doubt as to receiving you back into the "school, but I will see your father, and tell him "what you have done, and perhaps I shall advise him "to remove you." My advice generally carries the day, but I should not send for his father and give him that extreme advice unless it was a very heinous matter. I have advised parents to remove their children whom I have not had to report to the Master and Wardens at all.

338. (*Lord Lyttelton.*) You have only done it once, I believe?—There have been cases where I have said to the father of the boy, "Evidently this is not the "place for him, and I think you had better remove "him;" but I have only had occasion to dismiss one boy, that was in the highest part of the school. I did not report it to the Master and Wardens, but I said to the parents, in effect, "This boy has thoroughly "disgraced himself, and I shall report him. I cannot

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"give a satisfactory account of his conduct, there-"fore you had better remove him."

339. You say you have to lay out money allowed by the Company for the use of the library; that is this library?—Yes.

340. Do the boys use it much?—If they ask me for a book of any kind I am very glad to lend it.

341. Have they a catalogue of the books?—No; but they are perfectly on familiar terms with me, and if they want a book they feel no hesitation in asking leave to borrow it.

342. They do use it freely?—Yes.

343. (*Mr. Thompson.*) Was the library formed for the use of the school?—No, for the masters. The undermasters lived here as bachelors in chambers down below, where the writing schools now are; they lived there from 1561 till about 1800. Kidd, so well known at Cambridge as Porson's friend, lived there, and entertained Porson at his chambers.

344. (*Lord Clarendon.*) Is it the duty of the Head Master to maintain discipline in those parts of the school which are not superintended by university men?—I certainly consider it to be so.

345. If the assistant masters are university men, do you confide the maintenance of discipline entirely to them?—I do not feel it my duty to interfere so much. Of course you are aware that the great difficulty is to make the boys respect masters who are not university men. Practically, masters who are foreigners, and who are not thoroughly acquainted with the English language, and likely by occasional mistakes to excite the risibility of the boys, are the masters whom they most fail to respect. It is also very difficult indeed to make boys respect writing masters, and, of course, I am applied to occasionally to enforce discipline. My plan is this: I tell them if they wish to misbehave themselves to come and misbehave themselves before me. They know that I notice much more severely any misconduct in the writing school or the French school than any misconduct upstairs; and they always get into more trouble for misbehaviour down there than they would in the upper school.

346. I see there are two forms, named respectively the Head form and the Sixth. How comes there to be a Head form beyond the Sixth?—Because originally there were six forms in the school; of these the highest was called the Sixth. Afterwards, the number of forms was increased to eight; the highest was still called the Sixth, but the Fourth form was divided into two, the Fourth and the Fourth Division, and the First into two also, the First and the Petty or Anonymous form. About 17 years ago an additional master was put in at the bottom of the school, and we wished to keep the old nomenclature as much as possible. The Sixth form was divided into two. The boys in the then highest form did not like to take the name of Fifth form boys, and I allowed them to keep the name of Sixth form boys, and called the highest form the Head. Some alterations were made, then or soon after, lower down in the school. The Fifth form was subdivided into the upper and lower Fifth; the Division into the upper and lower Division; and the Petty form was abolished.

347. (*Mr. Vaughan.*) Your classification is extremely simple; the nomenclature is not the same as in other public schools, and soon gets exhausted?—Yes.

348. (*Lord Clarendon.*) With respect to the French, drawing, writing, and arithmetic masters, you require that they should be Protestants?—Yes.

349. You would not take a Roman Catholic master under any circumstances, I suppose; is that considered an important rule?—It is not the rule, but the practice in Merchant Taylors' Company;—I know it is their practice, for this reason,—the French master was originally allowed to nominate his assistant, and when the first appointment had to be made, he nominated a gentleman who was a Roman Catholic. The Court did not wish to have that gentleman appointed, and they said, "No, it is very undesirable." There was a great deal of noise made at the time with respect to a French Roman Catholic teacher perverting, as it was rumoured, a boy at some other public school; and therefore the Merchant Taylors' Company would not permit a Roman Catholic teacher to be appointed.

350. (*Mr. Thompson.*) Was it not the fact that there was a Roman Catholic seminary in the neighbourhood of the school you refer to, and that one of the priests perverted a weak-minded boy?—That may be so.

351. (*Mr. Vaughan.*) You say, in the written answer, that one of the duties of the Head Master is to superintend the removal of the boys at the half-yearly remove; that means the promotion, does it not, from one form to another?—Yes.

352. Does the Head Master decide on the promotion of a boy from one form to another?—Yes, he has the absolute power of determining who shall move.

353. Is it in his hands entirely?—Yes.

354. Does he do it by examination?—Every form is examined both on paper and *vivâ voce*, and the results of the examination are compared with the average places of the boys. The Head Master himself with the assistance of the master of the form, examines the boys and the exercises written, and he determines how low the remove shall go and where it shall stop.

355. Does he change the places of the boys in order of merit or is that left to the master of the form?—The Head Master and the master of the form confer together.

356. Is the general examination of the whole school which the Head Master holds once a year independent of the removes which you are speaking of?—No, it is connected with the removes.

357. He then not only determines the number to be moved, but assigns their places by personal examination?—Yes; by personal examination.

358. He examines them in the work of the form?—Yes; the work of the form, and the books read during the half year.

359. One of the removes?—This is one of them; but at Christmas, when the examiners take the *vivâ voce* of the school, the Head Master looks over their report, glances at the exercises himself, and sees the average places of the boys, without having personally examined them *vivâ voce;* he does all that in connexion with the form master.

360. The Head Master then decides where the remove shall be given?—Yes; he does not decide at random, but after considering and consulting with the master of the form.

361. (*Lord Lyttelton.*) I do not understand allowance in lieu of a house. Is not this house part of the property of the Company?—Yes; my stipend was so much per annum with a house to live in.

362. And that is the estimate of the value of the house?—Yes.

363. It is not actually a charge to the Company?—No, I charge nothing whatever; but I was entitled to live in the house, and they allowed me 200*l.* a year in lieu of it.

364. (*Mr. Thompson.*) Do you reside at any great distance?—In Mecklenburgh Square.

365. Is the Head Master's late house made any use of?—Not so much as it used to be.

366. Can no portions of it be used as class rooms?—The rooms are all too low, too small, and too dark.

367. (*Lord Clarendon.*) Do they not use the rooms above this library?—They are not good as class rooms, they want pulling down and re-building.

368. The quarterly payments are 2*l.* 10*s.*, that comprehends everything; it is the whole *curriculum?*—Yes; except 5*s.* paid for entering each form, and of course the boy pays for all his books.

369. (*Mr. Vaughan.*) The general policy of your system here seems to be, to require all the boys to do the same work at the same time?—Yes, it is so.

370. Drawing, French, mathematics, and classics, all take up at the same time, and drop at the same time. Do you find on the whole, that that encou-

rages their progress?—I think you will find that is mentioned further on, and perhaps you will ask me the question when we come to that point.

371. I am now asking generally whether you find that the boys are so far alike, that they will all bear being compelled to learn the same thing at the same time with advantage to themselves?—Up to a certain point they may, but certain boys waste a great deal of time, having no talent for mathematics, and they are a great nuisance to the mathematical teacher. I should like to employ them in learning German, which would keep them at work, and take them out of the mathematical school, but I have no class rooms available.

372. (*Lord Lyttelton.*) To whom are the quarterages paid?—They are paid to the masters in the school, and they are transmitted by them to me, after what is due to themselves has been deducted. I take what is due to me, and what is due to the Company I pay over to their clerk.

373. You make the division before it is paid to the Company?—Yes. Each under master receives the quarterage from his own boys, and sends up the proportion to me.

374. With respect to that which you pay over to the Company, I presume that the Company do what they please with it?—Yes.

375. You will see the total from quarterages amounts to 2,600*l.* Is that so? The Company receives 5*l.* from each boy, the Head Master receives 2*l.* from each of 260 boys, and 3*l.* from each of 40 boys. The first, second, third, and fourth under masters, receive respectively 3*l.* from 55 boys each, so that each has to keep so much for himself, and to pay the remainder over to the Company?—Yes.

376. (*Lord Clarendon.*) There are no boarding-houses formally recognized by the school, and very few of the parents of the boys actually reside within the city?—Those boarding-houses do not in any way come under the notice of the Company. Indeed, they are not supposed to exist; therefore, they are not under my direct superintendence or government.

377. So that in fact the Company does not concern itself with the boys when they have once left the school premises; they do not take any further notice of them?—No, no further notice of them.

378. If you heard of anything going on irregularly in any boarding-house would you report it to the Company or to the parents?—If I could not stop it myself I should probably report it to the parents.

379. Those unrecognized boarding-houses are, in point of fact, simply houses in which parents choose to board their sons, quite unconnected with the school?—Yes.

380. You say the Head Master is, more or less, acquainted with the system pursued in those houses, consequently, I suppose, you take an interest in them?—Yes, I take an interest in them; that is to say, I can see whether the boys in a certain house are well taken care of. I can see whether they are frequently absent, and I can tell pretty well from the absences whether the boarding-house is well conducted.

381. You say "Parts and exercises are prepared "in the boarding-houses, which are considered as "the boys' home for the time, but only such parts or "exercises as boys living at home would be required "to prepare." With reference to such matters as the preparation of lines from Horace, Virgil, or Æschylus, and so on, do the boarding-house keepers help the boys to prepare their lessons?—They sometimes do help the younger, but the older boys, generally speaking, are quite as able as the boarding-house keepers themselves, who are not necessarily educated men. Sometimes the boys reside with an under master, and the under master may help them; but that practice is not encouraged, because we consider that boys will never walk alone if they are taught to walk with the help of crutches.

382. You are not favourable to private tuition?—I think it is the bane of public schools.

383. You do not, however, forbid it?—No, I do not actually forbid it; but I do not encourage it, except for a certain class of boys.

384. (*Lord Clarendon.*) Have you had any practical knowledge of private tuition that induces you to express so strong an opinion adverse to it?—I recollect that boys who were contemporary with me, and who had private tutors, did nothing whatever. They depended upon the private tutor, and I and acquaintances of my own depended upon our own work. Those who were continually dry-nursed did very badly, while we did very well. At the same time I should recommend a private tutor occasionally, but only occasionally. When a boy, for instance, has entered the school in a form rather too high for his acquirements, in such a case I should recommend a private tutor for a little while.

385. (*Lord Lyttelton*). Until you get him up to the standard?—Yes. I do not recommend a private tutor for a boy who wishes to obtain a University scholarship. Our practice is not to have them trained by private tutors for the purpose of getting scholarships, and I always try to inculcate that if they will only do the work set them they will always be able to go up and get scholarships for themselves.

386. (*Mr. Thompson.*) Do you find that they often succeed in getting open scholarships?—Yes, very often, as the published lists will show.

387. (*Lord Lyttelton.*) I believe very few of the parents of the boys reside in the city. Do you attribute that merely to the general circumstance that much fewer people live in the city now than formerly?—I think it shows that the class of boys we have here is rather a high one, that is to say, that it is the poorer persons only who reside in the city; those in a small way of business. Those who reside out of the city are men of business, who are in a much better position. I believe it is the fact, that as soon as a man can he goes to reside out of the city altogether.

388. (*Lord Clarendon.*) You say that the charges for boarding at the first and second under masters' houses are 60 guineas per annum. How many weeks in the course of a year are they boarded?—The whole time the boys are at school during the year, I think I have said elsewhere, is thirty-nine weeks a year.

389. And they sleep there?—Yes.

390. Have you heard what are considered to be the profits of the persons who keep those boarding-houses?—No, I have not. I can hardly tell you. In London there are many drawbacks to making much profit, such as the expense of provisions, and so on. House rent is also much higher than in the country, and it is very difficult indeed to get a house at a reasonable rent in the city.

391. (*Mr. Vaughan.*) You speak of a variety of charges. You say that the first and second under masters charge 60 guineas per annum, and that there is a less charge for another class of boarding-house?—Yes.

392. Is the accommodation different?—I believe not very materially.

393. Do you know what the lowest charge is?—I should think that the lowest would be about 35*l.*

394. Then the charge ranges from 35*l.* to 60 guineas?—Yes.

395. Are they of a different class in society who keep boarding-houses at 35*l.*?—One of them is a clergyman, but he charges as high as 50 or 60 guineas a year. Another also is a very respectable person.

396. What is the reason that there is such a very great difference in the number of boys at each boarding-house. I see that one of them has 25, while another has only four?—In the house where there are 25, there is a great deal of room, which is not the case in some of the others. The first under master, for instance, has only room for about 12 boarders, and the second under master for six. They are positively unable to take any more.

397. (*Mr. Thompson.*) Where are those other boarding-houses situated?—One is in Suffolk Lane, opposite the gate of the school.

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398. All of them are in the neighbourhood of the school?—Yes; one is near Southwark Bridge, standing at the back of a disused churchyard.

399. Is there any difficulty in filling these houses?—None at all.

400. (*Lord Clarendon.*) In some instances, I presume, the parents live at a considerable distance from the school?—Yes. But sometimes young boys whose parents live not a great way off, at Kennington, or a short distance upon the rail, are sent for a year to a boarding house. The parents consider it too much for the nerves of young boys to travel by rail twice a day.

401. (*Lord Lyttelton.*) Have many of the parents been educated at the school themselves?—Yes, very many.

402. (*Lord Clarendon.*) In answer 31 you say that you consider that about 52 presentations are issued every year?—Yes, I think so.

403. The Court consists of about 40 persons?—Yes; everybody has a nomination every year, and a certain portion of the Court, perhaps 10, have a nomination twice over.

404. (*Mr. Vaughan.*) What is the nature of the accommodation given to the boys at the boarding-houses?—They have all of them separate beds, and I think their table presents a very fair dietary indeed. I arrive at that conclusion, from what I have heard from the boys themselves, and from their parents.

405. With regard to the room in which they live, is that a separate room or a common room?—They have a large common room in which they do their work. I do not think they have separate studies. I believe, however, that the older boys have a common room distinct from that of the younger boys.

406. The Company as well as yourself disclaim all responsibility in connexion with the bording-houses?—Certainly.

407. Do you think that that is altogether right?—Not altogether; I think I should have a direct authority over the boarding-houses.

408. (*Mr. Thompson.*) You would have no objection to exercise such an authority?—No; but I have not found it positively inconvenient as things go, because the people who keep the boarding-houses have been tolerably amenable to any suggestions I might make to them. At the same time I think it desirable that the Head Master should have some definite and direct authority over the places where the boarders reside.

409. (*Lord Clarendon.*) What do the boys do for a meal between the morning and afternoon school?—I presume you draw that from the question in reference to the lunch. I say, "Boys at the boarding-"houses of course get their mid-day meal at those "houses; and various boys who come from a distance "dine at the boarding-house as day boarders; several "who are the sons of merchants, &c., lunch at their "fathers' offices in the city. The portress of the "school is allowed to keep a sort of pastrycook's shop "on the premises, which is open at certain times. "The Head Master discourages the resort of boys to "eating houses, and always recommends the parents "to make some arrangement for the middle of the "day at the time of their entrance." This is a subject of some difficulty. In the middle of the day the boys either go to the boarding-house where they get their dinner or lunch, or they must go to eating houses, or to the pastrycook's. I do not know any other resource that they can betake themselves to; and of course, one is not altogether satisfied with the way in which they spend their time. There are inconveniences in the matter.

410. For how long a time is the boy out?—Only an hour.

411. He may go out by way of getting his lunch, and he may be away for an hour?—Yes, that is to say, he is not bound to stay in during that time. He is dismissed at a quarter to one o'clock, and is not wanted again until a quarter to two. The Company and I feel that it would be more desirable to have the boys kept within the school precincts if we had the means of providing them luncheons upon the premises. That is one of the things to which we look forward when we obtain additional accommodation.

412. How long are the boys kept in school in the afternoon?—Two hours; from a quarter to two o'clock until a quarter to four.

413. What time do they begin in the morning?—At a quarter past nine o'clock; they go on till a quarter to one, and then they are dismissed for an hour. They come back at a quarter to two, and stay till a quarter to four.

414. (*A Commissioner.*) At King's College there is accommodation for the boys in getting lunch, and they are not allowed, without special leave, to leave the college?—That is what I should like to have here if I had only a play-ground large enough, and had the necessary accommodation.

415. (*Mr. Vaughan.*) With regard to boys in the boarding-houses, can you state to what authority the boys are amenable, when in the boarding-houses, where the boarding-house is not one of the master's houses?—They are amenable to the keeper of the boarding-house.

416. Is that the only control over them?—That is the only actual sensible check upon them, but there is an insensible check; they know that if they misconduct themselves grossly, it is likely to come to my ears. The only sensible check is the management of the masters of the boarding-houses.

417. Do you think they exercise a practical authority?—I think that it varies a good deal according to the person who keeps the boarding-house; and I do not think that it is always exercised in the way I should like, and that is one reason why I think it is desirable that no one should be allowed to receive boys coming to Merchant Taylors' school unless they have received a licence from the Head Master.

418. (*Lord Clarendon.*) Are the boys allowed to go to the boarding-houses or elsewhere after their luncheons?—Those who dine at the boarding-houses go home to their luncheons, or if they do not it is sure to come to my ears. The boarding-house keeper would make a report to me. Only a few days ago a boarding-house keeper came to tell me that a boy had not gone to his house as arranged by his parents.

419. (*Lord Lyttelton.*) Then you do consider that the boys are amenable to you for their conduct out of school?—To a certain extent.

420. It is not easy for you to define the extent?—It is not defined.

421. What you think desirable is, that you should have an opportunity of exercising discipline over a boy at any period?—Exactly.

422. You say that you have a few boys below the age of 10; is that customary?—We do not admit them until they are nine.

423. You have not above four or five below 10?—I dare say not. That is about the usual state of things.

424. (*Lord Clarendon.*) What qualifications are necessary upon presentation?—A certain amount of Latin grammar, the ability to answer certain questions in ordinary parts of Scripture history and Church Catechism: the boy should also know a little of arithmetic, and be able to write.

425. (*Lord Lyttelton.*) He must fairly understand the Church Catechism?—Tolerably well.

426. (*Lord Clarendon.*) Are they examined by you before they are admitted?—Yes.

427. Do you consider that the present system of admission is the most desirable that could be adopted?—I do not think that it is the most desirable, because, in the first place, I find that many parents have no means of access to the members of the Court of the Merchant Taylors' Company; and though I have heard of their wish to place their boys in the school, they fail at last to obtain a nomination; and by that means I believe the school has frequently lost most desirable boys. That is one point. Another point upon which I do not think the present system perfectly good is

that the vacancies come into the hands of the parents frequently before they expect them. For instance, A. goes to a member of the Company and says, "Will "you give me a presentation?" The member of the Company thus solicited says, "I will." B., C., and D., all ask the same man for a presentation, and he says to B., "If A. does not take it you shall have it." He says to C., "If A. and B. do not take it, I will give it "to you;" and to D. "You shall have it if A., B., and "C. do not get it; or, at any rate, you shall have the "next which I have to give away." Now it frequently happens that C. or D. under such circumstances have not expected to get the presentation at this particular time, and yet that from some unforeseen circumstances they do get it; the consequence is that in that case the boy comes very badly prepared. I think a much more desirable plan than that might be adopted. The Company would only have to let it be published that at a certain time nominations would be in the gift of the members of the Court, and that from those nominated a certain number of boys would be selected. In that case 40 boys might be nominated, of whom 20 only would be chosen after examination. It would be a most important improvement; indeed, if twice as many boys were nominated as could possibly be chosen, we should have the best 20 taken out of 40. Another great improvement would be for the Company to establish certain scholarships in the school, to be held by boys desirous to enter, and which should be given away to those boys whose performances had been the best upon the entrance examination. One scholarship, for instance, might be given to the best boy for the first form, another to the best for the second, and so on. I am persuaded that by that means we should obtain a much higher class of boys. At present the nominations come very much at haphazard, and frequently they are given to people who do not expect them, the consequence being that we do not always get the boys we want, and that we lose boys whom it would be desirable to have.

428. In fact, what you want is something like the system adopted in the public offices where a nomination is given to a boy in order to enable him to compete with others?—Exactly; but at the same time we want something like scholarships as well, which should be better and more in value than the boy pays in the way of schooling. At present 10*l.* is the boy's mere fees in schooling, and it costs him perhaps 15*l.* including books; but if we had scholarships of 25*l.* a year we should attract boys to compete for them, and it would in point of fact be a great *bonus* to them.

429. (*Mr. Vaughan.*) Have you ever suggested that to the Merchant Taylors' Company?—I have not suggested it to them formally, but the plan has frequently been a subject of conversation in interviews with individual members of the Court.

430. (*Lord Clarendon.*) You say, "In order to "enter, a boy must be able to read and write pretty "well, and have learned the Accidence in King "Edward the Sixth's Latin Grammar. It is also "expected that he be acquainted with the leading "facts of the early Scripture History, and with the "Church Catechism." Do you consider that King Edward the Sixth's Latin Grammar is the best you could adopt?—It is on the whole.

431. (*Mr. Thompson.*) Whose is it?—It is Wordsworth's revised Eton Grammar. No doubt it is unsatisfactory to some extent, but it is used in a great many schools now; in Winchester, Eton, and others.

432. Do you like it better than the old Eton Grammar?—Yes; because the notes are more scholarlike.

433. Do you still repeat the *Propria quæ maribus*?—Yes.

(*Mr. Thompson.*) I am very glad that you have not abolished that.

434. (*Lord Clarendon.*) You say in No. 4, "Prac- "tically no boys are placed on their admission on the "head or sixth forms, which are limited in numbers." I suppose the boys obtain admission into those forms as vacancies take place?—Yes, as a rule they are limited to 24, but I do not invariably restrict myself to that number. I sometimes have 23 and sometimes 25, but I should not exceed or fall short of that number very much.

435. With regard to No. 7, do you find that writing from dictation is attended with good results?—Yes, it is attended with very good results. Indeed you would be quite surprised if you were to look at the list and were to see the number of marks obtained in writing from dictation by quite young boys. All those boys whose names appear in every class of dictation are boys who have not made a single mistake in their first exercise. It was only by examining them afterwards and giving them additional exercises, that we were able to decide as to which was entitled to the prize. That is a very large number.

436. (*Mr. Thompson.*) Do they punctuate as well as spell?—If they are told to do so, they do. It is very seldom that we find an instance of false spelling when we get up to the top of the school.

437. I believe the Civil Service Commissioners have found that a very great drawback?—I understand that they have. But we begin early. The boys in the writing school are young boys. Few of them are above 12.

438. (*Lord Clarendon.*) You have not the least doubt that writing from dictation is a very good thing?—I instituted it myself, and it has answered remarkably well.

439. By whom is it carried on?—By the writing masters.

440. (*Lord Lyttelton.*) You say "The Head Master "does not introduce a new study, such as writing "and arithmetic, or mathematics, or French, or "drawing, for which an addition to the staff would "be required, without consulting the Court of the "Company, and obtaining their deliberate sanction." Can you define how far you would go, without consulting the Court of the Company?—I think I can pretty well. I should not introduce writing without getting the Court's approval, but I introduced writing from dictation on my own responsibility.

441. How would it be with regard to altering the books of the school?—That is a matter that rests entirely with me. I should not be able to get on at all, if I had to apply to the Company for their sanction for every book I thought it desirable to introduce.

442. Have you authority if you choose to exercise it?—Of course.

443. Are you in the habit of consulting the under masters with respect to anything?—Yes, I consult them, but I do not call them together as a body, and put questions to them whether such and such things should be done. I ask them in a friendly way, either individually or together, as the case may be, "What do you think ought to be done in such a case." I am very glad to receive suggestions from them, but I do not feel myself bound to abandon my own course, if their suggestions are opposed to my own views.

444. Then in point of fact you have complete power?—Yes.

445. (*Lord Clarendon.*) You have no periodical meetings?—No.

446. (*Lord Lyttelton.*) You do not act in conjunction with the other masters as a body?—No.

447. Do you ever meet them all together?—I do not think that I should call together the writing master, the French master, and the drawing master for any purpose, but they are more or less in communication with me at all times.

448. (*Lord Clarendon.*) You say in No. 9, "The "basis of the school is a classical and literary basis. "When a boy enters he is placed in a classical form "according to his age and acquirements, and this "determines his rank in the school. He rises from

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" one form to another by the proficiency and industry " which he displays during the time he has been in " his form, (facts ascertainable by daily marks which " are averaged), and by the way in which he acquits " himself both on paper and in *vivâ voce* at the half-" yearly examinations. The subjects on which his " education is based are divinity and Scripture his-" tory, classics, including of course composition, an-" cient geography and history, and to a certain ex-" tent, modern geography and history." What is " the extent to which modern geography and history are taught?—Certain boys in the lower part of the school receive instructions from Olding Butler's atlas and maps, and are asked questions with regard to places of modern repute. Again, they read English history, the Christian Knowledge Society's small English history, the one Bishop Trower published. The under masters have days for geography.

449. (*Lord Lyttelton.*) Have you exhibitions and scholarships for these subjects?—No; but in the Head form there is a prize given for modern English history.

450. (*Lord Clarendon.*) You say, "It should, " however, be remarked that cases of determined " idleness or inattention to work in other depart-" ments, especially a department falling under the " same faculty that acquirement of classical language " does, (French, for instance,) is liable to be punished " by suspension of a classical remove," how is that?—It is reported to me that a boy is persistently idle in his French studies; I tell him that he has been reported to me, and that, in consequence, I shall not remove him, but that if I find, in a week or two, his conduct has become better, I may then remove him to a higher form.

451. But would not idleness in French operate upon a boy in a classical form?—Yes, in the way that I have mentioned; but we are not often obliged to suspend a remove.

452. You have a system here which we have not met with elsewhere; it is, that when a boy does not obtain a prize he is mentioned honourably; how is that?—Yes, you will see in the list certain names placed in italics.

453. And you find that that works well?—Very beneficially indeed; the boys are very anxious to have their names honourably mentioned.

454. (*Mr. Thompson.*) They call it an "accessit" in some schools?—Something like that. You will see there is a case in the lower fifth form. In this paper containing the account of places, No. 1 gets a prize, the names of the next two are inserted in italics; the names of No. 4 and No. 5 are not; but the name of the next boy, No. 6, is; his averages throughout the year were exceedingly good, and although he was obliged to be away from the whole of the examination in consequence of illness, we did not forget him, but marked him as having done well.

455. (*Lord Clarendon.*) I see that French was only introduced in 1846?—Yes; half a year after I came here.

456. Then, does the plan which you adopted and which you mention in the printed paper still continue, namely, "The two French masters attend every morn-" ing from a quarter to 12 to a quarter to one, and " receive classes made up of the classical forms twice " a week"?—Yes.

457. I suppose that you cannot spare any more time for French than you do?—I could not possibly spare more time.

458. I am afraid then, that your instruction in French does not produce a very high amount of proficiency. I presume that the boys do not leave the school knowing much about French?—Not a very great deal; but they get a fair grammatical knowledge of French, and some of them even obtain a fair pronunciation. I think it will be found that they have, what I may call, broken the ice, and that is something. In former days, when I was at school, we did not learn French at all.

459. Is there an increasing taste for French among the boys, an increasing desire to learn that language?—I think there is.

460. They treat it with less contempt than they did?—Yes, very much. As I have already mentioned, the grand difficulty is to make boys respect a French master; my plan was to employ the master myself first, in order to try whether he would do, and then I obtained the Company's consent to his appointment. The gentleman I selected did very well, and the parents were glad to have their sons instructed in French, though a fee was paid for it. After this experiment I requested the Company to appoint the master who had so approved himself, and to include French in the regular school course. They did so, and French is now taught without any extra fee. The original French master was Mr. Delille. He is now dead.

461. You think the plan you have adopted is susceptible of various improvements, but, that these must depend on more class-room accommodation. You say that " the plan has, on the whole, answered pretty " well, though it is susceptible of various improve-" ments. An obvious one would be the separation, " for the purposes of French, of the lower fifth, and " the fourth forms, and the attendance of one of the " French masters at another hour to teach only one " of them at a time; but this cannot be brought " about until we have more class-rooms?"—Yes.

462. Would that improvement involve more time being given to French?—No, certainly not; only the expenditure of a little more money on the part of the Company, who would be required to remunerate the French master for being here a couple of hours longer; but I have no doubt that, if necessary, it would be forthcoming.

463. Do you think that the study of French contributes to the rise of the boys in the school?—I have no doubt that indirectly it does; that is to say, that as a consequence of the study a boy increases his linguistic power, and illustrates his Latin scholarship. But it does not directly promote his rise in the school.

464. Do not the aggregate of French marks tell for anything in the way of school advancement?—I cannot say that it does. The boys get prizes for French, and they obtain credit for diligence, but progress in French does not directly contribute to their rise in the school.

465. The examinations take place twice a year?—Yes.

466. Are the examinations conducted by the master himself who awards the prizes?—The process is this. The French master transmits to me a certain French paper, and I get the classical masters to superintend the answering of that paper; in that way I ensure faithfulness in answering the questions. The papers are then given up, and they are compared with the result of the average marks in French which the boys have obtained in the half-year.

467. By a special French examiner, or by the French master?—Sometimes by a special French examiner, but ordinarily by the French master. I may mention that it is now arranged that once in the year a special French examiner will be always appointed.

468. Do you think that the result of that examination, although the papers are superintended by the classical master, is a sufficient test?—I think it is, for the classical master's office is not to examine the answers, but simply to see that the boys are writing them independently. As I have said, the answers are looked over by the French master or by a special French examiner. I have no reason whatever to be dissatisfied with the examinations.

469. (*Mr. Vaughan.*) I wish to put a question to you in reference to your answers upon page 13. Do you inform us anywhere what hours are spent in the afternoon in class?—I think I do. If you will look at the Head Master's account, you will see,

on Monday and every day, "1¾ to 3¾ mathematics; prayers at opening and close."

470. I see most of these returns go down only to 12¾ o'clock?—That is simply because the masters have omitted to put in the statement.

471. With the exception of yourself, I think there is hardly one of the masters who has given the statement?—It is an omission; it ought to have been given; in fact, you will see the defect remedied in the "Summary of Lessons," where it is said that 10 hours per week (in the afternoons) is given to mathematics.

472. Is that stated anywhere generally?—Yes, in a note to page 49. "Boys of the four higher classes "of mathematics have one hour of drawing per "week, taken out of the mathematical time."

473. What hours do they take for drawing?—There are four classes taught drawing, and one hour on Tuesday afternoon and Friday afternoon is devoted by the classes in turn to drawing. The head class takes the first hour on Tuesday afternoon, and the class next to the head class takes the second hour. Then, on Friday afternoon the third class takes the first hour, and the fourth class the second.

474. Then there are two hours on two days a week for drawing. What hours are the boys engaged in mathematics?—Each class that learns drawing ought to be at mathematics ten hours a week, but it loses one hour a week for the purpose of learning drawing. Of the four higher classes in mathematics, the boys subtract one hour out of the 10, and employ it in drawing.

475. Then the boys are in class two hours in the afternoon?—Yes; the drawing master attends two hours in the afternoon, and once a week the boys have an hour's drawing.

476. Does the work of the school cease at 3¾ in the afternoon?—Yes.

477. (*Lord Lyttelton.*) Is the classical work exactly the same in duration each day in the week?—No; because French has to be taken out of it on certain days in the week.

478. What is the ordinary number of hours a boy spends in school?—Three and a half in the morning, and two in the afternoon.

479. That is five and a half. Have they a good deal of work to prepare at home?—They have a part to learn, and their exercises to do.

480. Does not the amount of work vary?—Yes; according to the position of a boy in the school, his ability, and the progress he has made. I say sometimes to a boy, "I am afraid you did this hastily," and yet he will tell me he spent all the evening in doing it.

481. Has it ever occurred to you to consider whether the rule which prevails, by which they do not learn French until they have reached a certain height in the school, is the best system?—I will not say that it is the best, absolutely. In fact Mr. Delille, the former French master, was anxious that the boys should be taught French while young, and while the organs of the mouth were sufficiently supple; that was his own phrase; but I found the boys instructed so very little in Latin before they came to us that I could not afford the time, and I told Mr. Delille so.

482. It was a mere balance of convenience. For the purpose of learning grammar it was necessary that the boys should make some progress, but in other respects it was better that the boys should learn French at an early age. Your opinion is, that the balance of convenience is in favour of your present system?—Yes.

483. (*Mr. Vaughan.*) Do you think it absolutely necessary that the language should be taught, I mean the grammar and the meaning of the language, at the same time as the pronunciation. Might there not be a class in pronunciation before they proceeded to learn the language?—It might be possible, but I think it would be very undesirable. They might just as well be learning the vocabulary and the language itself as be learning the pronunciation. They might be learning both *pari passu*. At present a boy enters the school at a very early age, and has a great deal to learn, and that is the reason we do not put him into French at once.

484. I only threw out that suggestion in order to meet an original difficulty. There is sometimes great difficulty in obtaining a proper pronunciation of French unless a boy is taught very early?—Yes.

485. (*Mr. Thompson.*) Would this be a help, namely, if we modified our pronunciation of Latin and Greek so as to resemble the pronunciation of the continent, especially with regard to the vowels; would not that help in suppling the boys' organs and accustoming them to give the words a different sound to that which they have been used to?—It would assist them; but I think it would be perfectly hopeless to attempt to remodel the English pronunciation in Greek and Latin. It was tried, I believe, by Dr. Russell in the Charter House school, but it did not answer. Of course I tell the boys in the Head form what I believe to be an approximation to the true ancient pronunciation of Latin, but I do not adopt it in practice.

486. (*Lord Lyttelton.*) It is difficult to make yourself understood by a continental scholar although you may speak Latin well?—It is not impossible, because I understand his difficulty, although he does not understand mine. I have talked Latin with continental scholars, not in my own way, but in theirs.

487. (*Lord Clarendon.*) What you mean to say is, that if you speak in your own way they will never understand you?—Yes, that is so.

488. (*Mr. Thompson.*) I believe they generally think grace in a college hall is some kind of old English, they never dream it is Latin.

489. (*Lord Clarendon.*) At page 14, you say, "There are also two points in which a boy's profi-"ciency or lack of proficiency in the afternoon school "affects his classical position. 1. Before he can "become a candidate for the prompters' bench, he "must pass such an examination in arithmetic as is "required for responsions at Oxford." What is the meaning of the word "prompter." You use the words "prompter" and "monitor"?—The monitors are the first rank out of the 24 of the head form, the prompters are the second rank, and the upper sixth form the third rank. Formerly, on the occasion of the public speeches, the monitors sat in a row in front of the audience with their prompters behind them, and that is what the prompters owed their names to. But our speeches are not conducted thus in the present day.

490. Then the prompters are abolished?—No; they still exist, but they do not prompt the head boys in that way. I remember the public speeches in 1823. It had a most absurd effect to see the eight monitors sitting in the middle of the school, with eight prompters behind them, each with a copy of his monitor's speech.

491. Do you encourage mathematics?—Yes, we do. The Parkin exhibition is now limited to mathematics, and the Company have established a second mathematical exhibition. The holder of the Parkin exhibition is bound to go to Cambridge. He used to be limited to Pembroke College, but that limitation is now removed. In the case of the second mathematical exhibition, the holder may go to either Oxford or Cambridge.

492. (*Mr. Thompson.*) I see your mathematical reading is very high. Do you think the boys get through the things you mention here very well; for instance, I see you have Snowball's Spherical Trigonometry and three sections of Newton's Principia?—I think they do.

493. Are there a considerable number of the boys who go through that course?—Only two in the head class.

494. (*Lord Clarendon.*) I see that you are willing to introduce German as soon as you can?—I should have no objection to introduce it, but at

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present I cannot find time. Even if I had time, it would then only be introduced to employ those boys who will not work at mathematics. I am persuaded that there are boys in the highest part of the school who are injuring themselves, because they waste two hours in the afternoon in a course of study which they have no taste for. By that means they not only injure themselves but their master also, inasmuch as they are kept at a study which they positively dislike. What I should like to do would be to take them out of that and say, "You will not work at this, but I "will give you some German; you have a capacity "for languages, and you can learn German if you "like." I should therefore call on them to use their linguistic quality as much as possible.

495. (*Mr. Thompson.*) Do you teach Hebrew?—Yes.

496. Do you pronounce it in the same way that they do on the continent?—As nearly as I can; but the continental pronunciation varies very much.

497. I once learned a little Hebrew from a German Jew, who pronounced it as he would German, giving all the gutturals?—We had a very bad pronunciation when I was a boy, and I determined to take what I believe is the ordinary one adopted now.

498. (*Lord Lyttelton.*) Having to choose between the two, are you quite clear that French is more important to learn than German?—I think so in the case of men who have to mix with the world. If, however, I had more class rooms I might allow the boys to make their choice.

499. (*Lord Clarendon.*) I suppose German would be undertaken when a certain amount of proficiency in French had been attained?—That might do very well.

500. You say, in page 15, "English literature, "history and geography, ancient and modern, are "encouraged in the head and sixth forms by translations into English prose and verse, by essays on "various subjects, by comments and illustrations "supplied by the masters, by recommendation of "lines of study, by requirement of knowledge of "persons, events, and places mentioned in the books "read, by questions in the examination papers, by "the proposal every year of a special portion of "English history to be brought up at June, and by "the fact that one of the four chief prizes is devoted "mainly to history." What do you translate into English prose and verse?—Sometimes Latin and sometimes Greek.

501. Have you English essays?—Yes; I gave them one this week. I read them out as the subject of an essay "the biography of Saul, with notices of "the commencement of the final struggle between "Saul's family and David's." I may mention as other specimens, "the life of Horace and his friends," or "a dialogue among the literary men of the Augustan "period," or something of that sort.

502. Do you consider that among certain boys fair progress is made in Hebrew?—I think so.

503. Do you teach it yourself?—Yes.

504. You say, in page 16, "At present, though "we have quite as much time for arithmetic, &c., "as is wanted, each master has more boys than "he can teach satisfactorily." Has that opinion been brought very decidedly by you before the Court of the Company?—I do not know that I have represented to them distinctly that the masters have too many boys; but if not, I have been prevented by the consideration of the want of class rooms. It was through my pressing the subject upon the Company that they divided the room used as a writing school into two. Really the obstacle to all improvement has been the want of rooms.

505. You cannot keep the boys beyond a certain time?—No; but the Company has purchased a large amount of premises, which I hope will be devoted to school purposes. More rooms would allow of more classes being held simultaneously.

506. In No. 12, page 16, you say "The examiners also try the boys *vivâ voce*"?—Yes; every boy is examined *vivâ voce*. The boys are called in their several forms into the room where an examiner is sitting. There are two examiners here at the same time, but in separate rooms. When I examine by myself I examine *vivâ voce*. I make memoranda of the way in which the boys answer the questions put to them, and of my general impression as to the result of the *vivâ voce* examination.

507. In page 17, you say "From the same papers "also the examiners adjudge at June the four chief "classical prizes of the school, viz., for general "Greek literature, for general Latin literature, for "Latin verse specially, for history. The Head "Master does not interfere with their decision, "except under the circumstances stated above." What is the exact meaning of "general Latin "literature"?—The reason I have used the phrase is this, that I have a special prize for Latin verse. The expression means everything in Latin literature, except Latin verse.

508. Then I presume the same remark applies to the phrase "general Greek literature"?—Hardly so properly, because there is only one Greek prize; the phrase has a wider meaning in Greek therefore than in Latin.

509. (*Lord Lyttelton.*) Are the examinations all in books that the boys have read?—Every half year the boys are examined in books that they have been doing during the half year. If you look at this table it will show you exactly what the boys were examined in from June 1861 to December 1861, column 3, table C. In the head form, the boys were examined at Christmas in Aristophane's Acharnians, Cicero, Juvenal, Horace, various Hebrew psalms, and so on.

510. That is the regular school examination; but with regard to the exhibitions, of which there is a list on page 18, are there any in which the subjects on which they are examined are subjects in reference to which they have had no special preparation before?—No.

511. You do not adopt that system?—No; I will not guarantee that we never set a passage that has not been read before, for sometimes I have prepared such a paper; but not often; my experience is, that unless the boys feel sure they will be examined on the work for the half year, they will not care about reading a book after I have dismissed them from the class room.

512. (*Lord Clarendon.*) I see that the Head Master selects the books to be used, and the Court publishes a list of them. Do you mean by that that the list is only published in their annual reports?—The list is in the blue book, of which a new edition is put forth by the Court from time to time.

513. At page 2 in Mr. Ewart's answer it is said, "The Head master has no power to make any "material change in (and in that sense modify) the "system or course of instruction. The Head Master "selects the books to be used, and a list of them is "published by the Court"?—That merely means that the Court pays for the printing of the book of the school, in which the list is contained.

514. (*Lord Lyttelton.*) Are all these exhibitions and scholarships given on examination?—The scholarships are given to the best boys who appear as candidates. The scholarships are to St. John's. There are two mathematical exhibitions yearly, which are given to the best and the second best mathematicians, and the other exhibitions are given to the superannuated deserving boys in the head form.

515. (*Mr. Vaughan.*) What is the meaning of the expression that at the time of the election they must be members of the table or the bench?—It means that they must be in one of the two head ranks in the head form, either the monitors' table or the prompters' bench.

516. (*Lord Lyttelton.*) With regard to the 21 scholarships at St. John's, you say, "The candidates

" are to be examined in such subjects, and in such " manner as the electors shall appoint, and those " candidates will be elected who, after such exami- " nation, appear to the electors to be of the greatest " merit, and most fit to be scholars of St. John's " College." Does that give a free choice to the electors ?—I think it does.

517. There are two bodies of electors, the Master, Wardens and Court of Assistants of the Merchant Taylors' Company, and the president (or vice-president) and two of the fellows of St. John's annually appointed for the purpose of the election. The only question is, how far you can bring these two boards into accord as to the subjects on which the boys are to be examined ?—The experiment has only been tried once, viz., this June, and the election went off very harmoniously indeed.

518. What notice was given of the subjects ?—The way in which I arranged the matter this half year was to conduct the examination as usual, the subjects being the books of the half year.

519. That is what may continue to be the case ?—I hope and believe it will. I can tell you how the election was managed, if you think it desirable that I should give you an account of that.

520. Has the new system of electing scholars to St. John's College, Oxford, under the ordinance of the University Commissioners, as amended by the Privy Council, come actually into operation?—It came into operation on the 11th of June, this year, 1862.

521. Will you describe the manner in which the vacant scholarships were filled up on this occasion ?—An examination on paper of the whole of the head form commenced on Saturday, May 24th, and continued, with the exception of Ascension day, until the morning of the next Friday. Passages were set for Latin hexameters, elegiacs, and lyrics, and a subject for a Latin epigram ; passages also for Greek prose and Greek verse, questions in Latin and Greek grammar and philology, and in ancient and modern history, and in divinity ; and extracts were given from Æschylus, Homer's Odyssey, Demosthenes, Tacitus, Virgil, and Persius to be rendered into English.

As soon as these papers were written I forwarded them to the school examiners, as the advisers of the Company, for them to form their opinion upon them, and also to decide the regular school prizes from them.

On receiving the papers back again, I sent to St. John's College the papers of eleven boys, viz., of the eight monitors and of three others who had expressed a wish to be put forward, with particulars of age, time of entrance in the school, &c., but without any notice that such and such boys were candidates, beyond the remark, that some were obviously too young to go to the University with advantage at present.

The papers having been thus perused both by the school examiners and by those appointed by St. John's College, the next step was to hold a *vivâ voce* examination.

On June 10th, the Court of the Company, accompanied by the Venerable Archdeacon Browne and the Reverend Charles Matheson as the school examiners, and myself, as the Head Master of the school, met the President and two Fellows of St. John's in the library or chapel of the school for this purpose.

As the Head Master of the school, I stated what I had done in the matter, how many boys' papers I had sent to the college, and why I had sent them, those of the monitors because of their rank in the school, those of the other boys because of their own wish. I stated also that they were not all of them candidates because their papers were sent in, and in particular, that at the wish of the parent of the boy and his own, and because I judged myself that a year more at school would be much to his advantage, I excepted on behalf of the Company, the third monitor from candidature. After some discussion, quite of a friendly character, in which the school examiners and the representatives of St. John's College took part, it was agreed that it would be sufficient to call in the first, second, and fourth monitors for *vivâ voce* examination for the two scholarships vacant. These three boys were called in successively and examined *vivâ voce* by the two Fellows of St. John's on the part of the College, and by the two school examiners on the part of the Court. The assembly then broke up.

The final step was the election.

On June 11th, the Court, accompanied as before, and the aforesaid representatives of St. John's College, again met in the library or chapel of the school. The clerk of the Company read such extracts from the ordinance of the Privy Council as appeared to bear upon the business in hand. The Master of the Company then addressed the school examiners, requesting to know which of the candidates they recommended the Court to elect as scholars to Saint John's College, Oxford. Those gentlemen replied, the first monitor and the fourth monitor. The master then asked me, as the Head Master of the school, what I had to say to this recommendation so far as the intellectual qualification of the candidates were concerned. My reply was, that I entirely acquiesced in its justice. The Master then asked, whether supposing the two candidates named to be thus intellectually qualified, I could give a satisfactory account of their moral character and general conduct. To this I replied in the affirmative. The Master further asked whether they were under nineteen years of age, and had been at least two years in the school, according to the requirements of the ordinance. I answered again in the affirmative. On this the Master addressed the Court, —" The school examiners having recommended the " first and fourth monitors, and the Head Master " having answered the questions which I have put " to him respecting them, is it your pleasure to elect " the first and fourth monitors scholars of St. John's " College ?" This was carried in the affirmative. The Master then addressed the President and Fellows formally announcing to them the decision of the Court, and requesting to know whether they concurred with the Court. On this the President replied, that the College also considered the first and fourth monitors to be most fit to be elected scholars of St. John's College. Perfect unanimity being thus shown to exist between the two joint electing bodies, indentures were produced by the clerk of the Company, and signed by the Master, Wardens, and Court of Assistants on the one part, and by the President and two Fellows of St. John's on the other part, attesting what had taken place and recording the election. The assembly then adjourned to the great school room for the speeches, after which the successful candidates were called into the library or chapel, and the result of the election was announced to them by the Master of the Company and the President of St. John's.

522. Were all the three candidates disqualified by age from staying at school until June 1863?—The first monitor could have staid at school another year, the second and fourth monitors would have been superannuated for candidature after this present June.

523. Then the two best candidates of the three were elected, without reference to their respective ages ?—Just so.

524. Was any preferment or exhibition given to the second monitor, who, as it appears, could not remain any longer at school ?—Yes ; an exhibition of 50*l.* per annum at St. John's College, Oxford, tenable for eight years, founded by Dr. Stuart.

525. Were any other preferments or exhibitions awarded this June to superannuated boys ? — Yes, two mathematical exhibitions, tenable for four years, in value 50*l.* and 40*l.* per annum, respectively, to boys going to Cambridge, and therefore not candidates for the Oxford scholarships.

526. What rank was held by these boys in the

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school ?—They were the sixth and the second prompters, *i.e.*, the 14th and the 10th boys in the school.

527. What other boys left in the head form this June ?—The fifth prompter, who is going to study for the Indian Civil Service, and two boys of the upper sixth, one of them to enter as a commoner at Trinity College, Oxford, the other, to commence the study of the law.

528. What is the upper sixth ?—It is the third rank of the head form, which consists of eight monitors, eight prompters, and about eight or nine more boys, who are called the upper sixth.

529. It is under an order of the Privy Council that the electors have to appoint the subjects ?—Yes.

530. That is an order by which you are bound ?—Yes.

531. There are a great many exhibitions and scholarships on pages 18 and 19 ; I wish to know if all of them are given for competition, I do not mean to say an unlimited competition, but do all of them imply some amount of comparative attainment and skill ?—Yes.

532. All of them ?—Yes ; the little exhibitions are given by the Company after the boys have left the school ; they would not be given unless upon a certificate from me that they had acquitted themselves satisfactorily.

533. (*Lord Clarendon.*) I see "The scholarships "are to be tenable for seven years contingently on "the holders obtaining towards the close of the "second year, and also of the third year from their "admission, a certificate of satisfactory industry, "proficiency, and good conduct." Here are four exhibitions of 50*l.* per annum each to any college in Cambridge ; can any scholar hold two of these exhibitions ?—No ; those are the Parkin exhibitions, one of which is given every year to the best mathematician about to leave for Cambridge, and is tenable for four years ; there is nothing, however, to prevent the Company from giving one in addition out of their funds to any one who has distinguished himself either at Oxford or at Cambridge.

534. As a bonus ?—Yes, as a bonus.

535. And not as a regularly acknowledged exhibition ?—No ; at the present moment there are two young men at Oxford, very deserving indeed, who have scholarships of 40*l.* a year, lasting for four years, given to them because they got open scholarships for themselves. The Company said, "By getting "those open scholarships you have saved the school "endowment, and have done much credit to the "school ; and therefore we will give you something "in addition to what you have got for yourselves."

536. (*Lord Lyttelton.*) What do you call the little exhibitions ?—There are five exhibitions of 25*l.* per annum, and some smaller still, *see* Nos. 11 to 14.

537. Then again there are two exhibitions in No. 6. "Two exhibitions of 50*l.* per annum, at any college "at Oxford or Cambridge founded by the Company "in 1844 and 1846, tenable for five years during "residence. These are filled up by the Court as "vacancies occur, regard being always paid to the "character, ability, and conduct of the candidates at "school and at the university also, if they have "already proceeded thither" ?—Those exhibitions are not given to boys leaving school, but to boys after they have left school who have distinguished themselves at the university and who have got scholarships for themselves. You will find in page 20, the following passage in reference to special exhibitions :—"Besides "the above the Court has on various occasions "granted special exhibitions to deserving candidates "at the university, who have gained scholarships by "their own efforts, but need further assistance. "There at present two of these of 40*l.* each, for four "years during residence, granted in 1859. The "Court also frequently votes gifts of books, &c., to "scholars who have done well at the university."

538. It seems these exhibitions are filled up by the Court, but the Court can scarcely have any knowledge of its own ?—The Court generally refer to me, and if there is any deserving case I bring it under their notice. Of course the Court have no means of knowing of themselves, I bring the particulars of the case before them.

539. What is the average number of competitors for these exhibitions ?—I can hardly say they are by competition, but the Court considers my statement of the particulars of each case, and awards the exhibition to the most deserving of the applicants.

540. I see there are some tercentenary scholarships ; how many candidates appear for these ?—We had eight this year and nine the year before. The value of the scholarship is 30*l.* a year for two years ; in fact, it is a bonus of 60*l.*, to help a boy at the outset, and to help him to a tutor in his moderations at Oxford, or in his degree at Cambridge.

541. (*Mr. Vaughan.*) You have a large amount of scholarships and exhibitions. Do you know what is the number of the head form who leave the school without gaining any exhibition or scholarship ?—It is exceedingly small. Of the two head ranks very few indeed leave without getting something from the school, or something for themselves.

542. Those who are capable of going to Oxford or Cambridge generally succeed at school ?—Yes.

543. Being at Oxford or Cambridge furnishes the presumption, then, that they have got something from school ?—Yes, I should say so.

544. (*Lord Lyttelton.*) The total number of exhibitions and prizes is ample for the number in school ?—I think so ; I do not want more ; but whether I should not like free exhibitions instead of the scholarships is another question.

545. (*Mr. Vaughan.*) Are you satisfied with the number of prizes for composition ?—Yes, I have quite enough. I always say to the boys, "I do not care "what you do in the shape of work provided you do "something. You may be distinguished in French, "and I shall be pleased with you. You may be distinguished in mathematics or classics, and I shall "be pleased with you. All I want is, that you should "do something."

546. What is understood by "conduct" as the cause of a prize. Surely that is rather a peculiar institution ?—The name is not peculiar; but there is some difficulty in determining it ; at least under the circumstances of Merchant Taylors' School. The boys are not sufficiently with me at the school for me to judge of their conduct, as I should if they lived with me in my own house. I refer to their conduct in the bed rooms, in the play-ground, in the cricket field, and so on. Therefore I decide the question by the number of prizes a boy has obtained, provided I have found him also to be a boy of general willingness, obedience, gentlemanly behaviour, and good moral deportment.

547. You have also prizes for writing ?—Yes.

548. Have you any specimens ?—Yes ; but not at hand.

549. Do you find that these prizes do a great deal of good ?—Yes.

550. Have you prizes for different kinds of hands in different parts of the school ; for text-hand in one part of the school, and for running-hand in another ?—We have four classes in writing, and a prize is given to each class, but I do not think that prizes are given in the way you describe.

551. (*Mr. Thompson.*) You do not go very high in the school for these prizes ?—Not very high.

552. (*Lord Clarendon.*) In competition for the chief prizes, has the whole of the ground traversed by the competitors been already gone over at school, or must the competitors study at home to any extent: Take, for instance, the Hebrew and the History Prizes ?—In Hebrew, a great deal must have been done at home by the four or five candidates for the medal, or the four or five candidates for the Head Master's prize ; but the general school-work enabled the rest of the head form to answer their

grammar questions fairly. As to modern history, I have no time in school to go through the portion selected, the life of Charles I., for instance, or the period of the Commonwealth. This, therefore, must be prepared at home.

553. And your examination not only includes history, geography, chronology, divinity, classics, French, and mathematics, but English history?—Yes.

554. (*Lord Lyttelton.*) Sir James Tyler gives a prize of books for English history between the accession of Henry the Eighth and George the First?—That is a new prize.

555. (*Lord Clarendon.*) Then you have also a prize which is called the mercantile prize. That is new, is it not?—That has not been awarded as yet; it is quite new.

556. If you cannot get time for German, how is that you can get time for book-keeping, which I see is mentioned under the mercantile prize?—That prize will only be competed for by a few boys, who will have found time to study at home. Of course we cannot teach book-keeping here, but nevertheless the prize will do a great deal of good to some few who will work for it.

557. (*Lord Lyttelton.*) You say, in No. 17, page 23, "The Head Master is frequently requested by a "parent to recommend some tutor to prepare his boy "for the entrance examination. It also often happens "that after a boy has entered, and has even been "some time in the school, he requires temporary help. "The Head Master, in this case, recommends some "discreet elder boy who is willing to undertake the "charge. This, however, is obviously exceptional." Are you acquainted with the boy-tutor system at Winchester?—Yes.

558. As far as that system goes, is it the same, namely, that one of the elder boys should stand in the relation of patron to another boy?—I believe at Winchester the boy tutor defends his client on the play-ground as well.

559. He gives him general protection on the play-ground. You say that the system here is "obviously "exceptional." How far does it go?—I do not suppose that there are more than three or four.

560. Has it always prevailed?—Yes it has, to a certain extent.

561. But does that individual relation between one boy and another prevail here?—It only lasts a short time. If a parent comes to me, and says, "My "boy is somewhat backward in his Latin prose, will "you recommend a boy who will take charge of him "for a small fee," I do so.

562. Then there is a fee?—Yes.

563. What is the amount?—It is quite small.

564. Is that sort of charge willingly undertaken?—I frequently find the monitor or prompter is willing to undertake it, but for his own sake I do not allow it to go on long, inasmuch as he has quite enough to do for himself. It generally takes place in boarding-houses. If a boy is not opulent, and has books which he wishes to purchase, he will gladly avail himself of this small fee.

565. Does it lead to a friendship between the tutor and the boy?—I do not find that it does; it scarcely lasts long enough.

566. (*Lord Clarendon.*) Do you require the fee to be paid by the parent to you, or do you leave him to settle it with the monitor?—I generally settle it, and prescribe the amount.

567. (*Lord Lyttelton.*) In No. 19, page 23, you say, "I conceive that the instruction given by the "masters in the course of the ordinary work is quite "sufficient, without supplementary aid, to prepare a "boy of good ability and industry for a successful "career at the universities. Every year boys leave "the table or bench, and after a week come back with "an open scholarship gained at Oxford or Cambridge. "With very little aid, and frequently without any "aid or interval, boys have been successful in com-"petitive examinations in connexion with the civil and "military service, and until it was suppressed in trial "for Haileybury. Boys have not gone up directly "from school, for the East India Civil Service exami-"nations, but seven have gone up for it successfully "after being a year or two longer at Oxford, and "one for a civil appointment at Ceylon." The appointment in Ceylon was a Colonial Office examination, I suppose?—Yes.

568. (*Mr. Vaughan.*) I see you have a very good list of honours; are there any verse prizes in the list?—I do not think there are of late years, but proficiency in verse composition has contributed very much to the great success that our men have had in the moderation schools at Oxford.

569. (*Mr. Thompson.*) Have you any connexion as a school with St. John's, Cambridge?—No; but I recommend it strongly to my boys. With the exception of Balliol College, Oxford, I know no College where they take greater interest in their students than they do at St. John's, Cambridge.

570. (*Lord Clarendon.*) In No. 23, page 30, you say, "It must be remembered that Merchant Taylors' "is not a school in which boys live together in large "masses as inmates of recognized boarding-houses, "therefore, beyond a well regulated course of religious "teaching, graduated according to a boy's position in "the school, it is not possible to have an organized "system of training directly religious." I quite understand from the nature of Merchant Taylors' school that there can be no systematic course of religious training, but prayers, I believe, are read every day before school begins, and also when the work is over, and always upon Monday mornings some portion of your time is devoted to a certain amount of religious instruction, including the Catechism?—Yes, there is a regular graduated course, including the Catechism, the Old and New Testament history, the text of the Greek Testament, the Gospel, Acts, and some of the Epistles. In the head form this culminates in Hebrew, and in essays and biographies connected with Scripture subjects.

571. And the Head Master always undertakes the preparation of the boys for confirmation?—Yes.

572. Is it a rule that they are to receive the Holy Communion for the first time at Gray's Inn chapel?—No, but I am the preacher of Gray's Inn, and I recommend them, if possible, to come there on the first occasion of receiving it. This they do most willingly. It sometimes indeed happens that they have an earlier opportunity of receiving it with their own families. To this I never offer any objection.

573. It is quite voluntary, then, where they go?—Yes; there is no compulsion whatever.

574. (*Lord Lyttelton.*) In a general way, you see nothing of them on Sundays?—No.

575. But it has been the custom that, for their first communion, instead of going home, they come to the church or chapel where you officiate?—Yes; before I was preacher at Gray's Inn chapel, they used to come to St. Mary Abchurch, in Cannon Street, and I made a point of officiating on those occasions. I always prepare them for the Communion after confirmation, and I do not encourage them to go to the Communion for the first time until I have so prepared them.

576. And the parents are always willing that they should follow your course?—Yes.

577. You say it would be desirable to have a chapel for morning and afternoon prayers, and for occasional addresses to the boys. Has it ever been suggested to the Court to have a chapel?—No; because it would be thoroughly hopeless, until the Court had purchased more property.

578. You have no religious service on Sunday?—No. If any liberal member of the Court were to build a chapel, I should be very glad to have it.

579. (*Mr. Thompson.*) Do the boys come to Gray's Inn on other occasions?—No; they are generally

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out of town, except those who are boarders, and I prefer that they should go where the head of their house takes them.

580. (*Lord Clarendon.*) Nos. 25 and 26 relate to punishments. Do the under masters use the cane?—Yes.

581. Where; on the hand?—On the hand or on the back.

582. But they do not flog?—Not in the strict sense of the word.

583. Do they set impositions?—Yes.

584. Do you not consider that this is very injurious to the handwriting of the boys. Is it not an anti-writing master process?—If it occurred to a very great extent it would be; but I do not think the impositions are long enough or frequent enough to injure the handwriting.

585. What is your maximum?—Sometimes 50; sometimes 100 lines. More than a 100 lines is a mark of grave displeasure.

586. Is any attention paid to the manner in which the boys write those impositions?—Not much. All we wish is that a boy should feel that he has misbehaved himself. If it is obviously very carelessly done I take notice of it. For instance, if in the imposition, I found that a boy had been writing the same line over and over again, I should repeat the imposition; but we do not take these impositions as a test of the quality of the boy's handwriting.

587. (*Lord Clarendon.*) You say "According to "the gravity of the case or the age of the offender "the Head Master admonishes the boy privately, or "notices his offence by public rebuke, or inflicts the "punishment of flogging in the presence of the form "on which the boy is, or advises the parents to "remove him from the school." Do you often have recourse to a public rebuke?—Sometimes I do, but not often. There have been cases in which a boy rather high up in the school has deserved a public rebuke and has received it.

588. What is a public rebuke?—The school is silent while I tell him my mind in reference to his particular offence.

589. (*Lord Lyttelton.*) Is the whole school present?—Yes.

590. I presume it does not happen often?—No.

591. Can you say that a public rebuke is viewed as a considerable disgrace, and is much dreaded by the boys?—I think it is. A public rebuke by the Head Master produces a considerable effect upon the school, and I may tell you that the boys are very unwilling to have themselves brought up to me; not that I am severe in my way of punishing them, but that they do not like to fall under my censure or displeasure.

592. (*Lord Clarendon.*) When you are obliged to flog, is it a private flogging or in the presence of the form?—I generally bring the boy into my room or into a class room, and I ensure the presence of the form to which he belongs. The flogging takes place in that way.

593. (*Lord Lyttelton.*) It hardly ever happens?—No.

594. Not once in three years?—I do not think it does.

595. (*Mr. Thompson.*) Not once in three years. That is very rare?—I doubt whether it takes place oftener.

596. (*Lord Clarendon.*) You say, "as a rule, the "Head Master seldom inflicts corporal punishment "himself; in fact, it is considered to be a special "disgrace to be brought up to him for that purpose." Who does it, if you do not?—The masters of the separate forms. They use the cane; but any case of flogging is reserved for me. In the sixth form it is very seldom that I have to punish a boy corporally.

597. Is not the sixth form exempt from flogging?—No, not by any regulation; but even caning is in their case very rarely resorted to; and as to flogging, I have never administered it to a boy in the sixth form. In the sixth form, the boys are very anxious indeed to behave themselves sufficiently well to escape being reported to me as bad.

598. (*Mr. Thompson.*) Have you kept up the same system of punishments as existed formerly?—I think that generally the punishments are slighter in point of severity, and rarer, and that they are administered with greater discretion of late years than they used to be. I think I may say that of the whole school.

599. What has been the result. Has it been beneficial or otherwise?—Very beneficial indeed.

600. What do you think is the effect of over severity?—I think it very bad. I certainly find that the boys have much greater confidence in persons who are not severe.

601. Then I take it that punishment defeats its own end when it becomes too frequent?—Yes, when it is too frequent and when it is indiscriminate.

602. (*Lord Clarendon.*) Do you think that the moral tone of the school has been improved by the punishments being less frequent and severe?—Yes, very much indeed.

603. (*Mr. Vaughan.*) Let me ask you a question about the use of the cane. Is its use general in the school, or only in the lower forms?—The cane is used by the four under masters in the classical school; my assistant does not carry a cane in his hand, but he might if he liked.

604. Do they have a cane in the hand when they hear the lessons, and strike the boy at the time?—They have a cane with them. The punishment generally takes place at the time the lessons are being heard; at the time the offence is given.

605. Are there any limitations as to the mode in which the cane may be used?—No; it is simply left to the judgment of the under masters.

606. Have you ever had occasion to think that from the fact of its being used the moment the offence was given it might have been used in a state of excitement, and that if some time had elapsed the punishment would have been less?—I do not think that has been the case of late years.

607. Caning is an old punishment, a traditional punishment in the school?—Yes.

608. Is it used for idleness?—Yes, for idleness, inattention, talking, very gross and careless mistakes at lesson, and misconduct generally.

609. Have you ever had any complaints from the parents with regard to the use of the cane?—No serious complaint of late years. I am speaking of the last 12 years.

610. Where may they strike; upon the head?—No, not upon the head; upon the back or upon the hand.

611. (*Lord Lyttelton.*) Is it used by one or other of the masters every day, or once or twice a day?—Every day, I dare say. I have a cane myself, but the chief purpose for which I use it is to knock on the desk in order to enforce silence. When I have to cane a boy I am obliged to borrow a cane, my own having generally become too ragged for the purpose by contact with the desk.

612. (*Mr. Vaughan.*) Have you any form that is privileged from corporal punishment?—No form is entitled by any regulation to think so, but if I could not manage my head form without resorting to corporal punishment, I should consider that I did not understand the mere elements of a Head Master's duty.

613. (*Lord Lyttelton.*) You have boys in the school from 16 to 19 years of age?—Yes, but one has immense influence over a boy from 16 to 19 years of age without resorting to flogging or caning.

614. (*Lord Clarendon.*) You say, "In the sixth "form corporal punishments are also very rare, only "frequent enough to remind the boys that they may "take place. If the Head Master's assistant finds a "boy persistently idle he reports him to me, but I "seldom find it necessary to do more than admonish.

" In fact, I have constantly had in view the implan-
" tation of self-respect and honour, and high moral
" and religious principle in the head and sixth forms,
" which may enable them to set a good tone to the
" rest of the school." That is your system?—Yes.

615. Do you find that the boys respond to such appeals?—Yes.

616. And that the system is successful?—Yes, perfectly successful.

617. And that you govern them better by those moral means than you could by any other?—Yes; that sort of tone permeates the whole school. When a boy goes to the sixth form I call him to me, and say to him, " You are now coming under me; I trust
" that you will be honest, and a truth teller. I have
" no interest whatever, except in your progress. Let
" us be on good and honourable terms with each
" other," and the boys perfectly understand me. In illustration of the honesty and good tone which prevails among the boys, especially those who are in the highest forms, I may state that they never take advantage of an oversight on the part of the master in reading them a passage for translation which has been done before. I had at the last examination to make three cancels of papers, because some boys stated that they had done one, and some another, and some another. Now that is a much better tone than existed when I was a boy. Of course there is a black sheep occasionally. A boy will tell a falsehood now and then; but I would rather be occasionally deceived than lead the school to understand that I thought I had a set of deceivers about me. I treat them always as perfectly honest.

618. Would the public opinion of a boy's contemporaries in the school be strongly marked against him if he wilfully attempted to deceive you?—I believe it would; in fact, I know that it would be strongly marked.

619. In Numbers 27 and 28, page 31, you say, " The monitors also hear the parts, and look over
" some of the exercises of the lowest rank of the
" head form in the presence of the Head Master, one
" boy being assigned to each monitor. Mistakes are
" marked in the exercises, and summed up as the end.
" To the summation is appended the monitor's opinion
" of the exercises with his signature. This custom has
" been very long established in the school, and is
" productive of the greatest benefit to the monitors.
" It makes them critical, obliges them to look into
" many minute points, and thus improves their own
" scholarship; and I find that they generally mark
" exactly the same sort of inaccuracies and inelegan-
" cies which I should have marked myself. They
" are of course prepared for the task, for the ex-
" ercises which they examine are translations of the
" very passages of which they have themselves just
" brought up translations of their own to me. And
" they act under a sense of responsibility, for I look
" over the exercises myself directly afterwards, and
" I call them up to justify any criticism I disapprove,
" or to account for their omission to mark this or that
" mistake. This prevents the boys of the upper
" sixth form from experiencing any disadvantage, for
" I also call up the owner of the exercise and confirm,
" or reverse, or qualify the monitor's remarks, and
" make further suggestions myself." I find from this that the monitors look over some of the exercises?—Yes. The monitors look over certain exercises and mark any passage which they consider objectionable. When a monitor has examined an exercise he puts his name to the bottom of it. I then glance over it and call the boy up, when I perhaps say to him, " Bond has looked over your exercise,
" Smith, and I agree with his criticism. I should
" have marked the same things myself." Or I call up the monitor and say, " Do you mean to
" tell me that you find fault with this particular
" passage?" He does not like to be found out in marking a fault where there was none, and this makes him more careful in future. Or perhaps I say, " How
" is this? You have allowed this mistake to pass."

620. Do you make these remarks in public?—I make them before the form at my desk; they can hear them if they like.

621. Do you think that the scholarship of the upper boys is improved by this system of looking over the exercises of other boys?—Yes, very much; it makes them more critical.

622. (*Lord Lyttelton.*) And do they do it willingly?—Yes, and as a duty attached to their position. As soon as a monitor has said his own part, he takes his seat at the table under me, and calls up the boy allotted to him to say his part and have his exercise looked over.

623. Is this a system which you have personally introduced, or is it an ancient system, which has prevailed here?—It prevailed even further before I came. I have limited it for this reason; that it went down too low, and extended to the prompters as well as to the monitors; that was necessary because my predecessor had too many boys. It has become an institution now. I consider that it is fraught with many advantages to the boys, as I look the exercises over myself also, and give the younger boy his chance by correcting the monitor when he is wrong. I am sure that it does good to both parties.

624. (*Lord Clarendon.*) Do the monitors sometimes take a form?—Occasionally when a master is absent.

625. And with what success?—They hear the boys very nicely indeed; if I see any boy not attending, I walk down to the form, and insist upon proper attention. I find no difficulty whatever in the matter.

626. (*Lord Lyttelton.*) When you say that "the
" monitors are responsible for any mischief or mis-
" conduct in the school-rooms or cloisters before or
" after school, and if they cannot prevent it, are
" bound faithfully to represent it to the Head
" Master," what course are they supposed to take, seeing that they have no power of punishment; are they bound to attempt to stop it, in the first instance, by speaking to the boys, and if the misconduct is continued, do they then report it?—I should not sanction their caning the boys, or anything of that sort, nor is it supposed that they do administer punishment; but of course if a boy is impertinent, and deserves a thrashing, he gets it; if the monitors did not keep order, I should not allow them to be there.

627. (*Mr. Vaughan.*) In fact, all the authority which is exercised over the boys is exercised by you or by the other masters?—Yes.

628. I suppose that the difference in your monitorial condition, as compared with that of other schools, is partly due to the fact of the boys being less collected here, being only here for a certain part of the day, and not having a play-ground also on the spot?—I quite agree, that if there were a larger play-ground, the monitors would necessarily have greater powers.

629. (*Lord Lyttelton.*) Do you think it desirable to entrust actual coercive powers of discipline to the boys?—I feel very great doubt in saying that I do approve of it; I am afraid that it is more frequently abused than not.

630. Have you had any experience in that respect?—Yes; because we used to be here in the breakfast hour when I was a boy, and I do not think that upon the whole it worked well.

631. Fagging is another practice which does not exist here?—No; it does not.

632. (*Lord Clarendon.*) There is no fagging at all here?—No.

633. (*Mr. Vaughan.*) With regard to No. 33, page 32, you have only one half-holiday in the week?—No.

634. Do you think that that leads to overwork on the part of the boys. Do you think that the boys are

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overworked in consequence of only having one half-holiday in the week?—I do not think that an additional half-holiday would at all hurt the boys; I can speak quite independently upon the question, because I am not necessarily in school in the afternoon myself. I do not think that the boys would be any the worse for an additional half-holiday, or that it would in any degree impede their studies.

635. Do you think that the average hours of work upon other days are less than in other schools?—Yes; I should say that they are somewhat less, but then it should be taken into consideration that many of the boys have to come from a considerable distance.

636. Do you think that having lighter work equalized throughout the week is better than the system of half-holidays?—If you were to give me my choice for the boys, I would sooner take another hour or so in the course of the week, and give them an additional half-holiday.

637. How do you do with regard to the exercises?—I think it is the general system to have the exercises set in such a manner that the boys may have their half-holidays clear. I very rarely set an exercise on an occasional holiday or half-holiday.

638. What time then do they take for doing their compositions?—They do them at night.

639. Do they do them at home?—Yes. On Saturday what I generally set them is something that is not unfit employment for part of Sunday.

640. (*Lord Clarendon.*) I see that the Court gives 20 guineas a year towards renting a suitable ground for cricket; where is that?—At Kennington Oval, at present.

641. (*Lord Lyttelton.*) But that is a long way off?—It is certainly not suitable so far as regards the distance, but we cannot get a ground nearer.

642. (*Lord Clarendon.*) Do the boys go there?—Yes; I have no doubt that they are out there this afternoon.

643. (*Lord Lyttelton.*) When do they go out?—They will be there next Thursday, I have no doubt.

644. (*Lord Clarendon.*) I see you sometimes have football clubs in addition to cricket; is that at the same place?—I think the boys go out to Victoria Park, or where they can, in the winter, for football.

645. Rowing, I suppose, is no longer in vogue?—No.

646. The river is too much crowded?—Yes; I believe that is the reason.

647. I see, in answer 43, page 32, you say, "That "book traces our scholars from the earliest days of "the school, not merely through their university "life, but through their after life generally;" how do you manage that?—I think the book itself will explain; it has not been drawn up for this occasion.

648. Can you add anything to what you said here about moving the school into the country. You say that its removal might be advantageous to some extent, but that, on the other hand, it would totally destroy the objects of the school in its present locality?—I think it would entirely destroy them. For instance, many of the persons who send their boys here could not afford to pay 120*l.* or 130*l.* a year, and they must do that if we took the school even to such a distance as Harrow.

649. Are there many persons who desire the removal of the school?—The newspapers talk of it occasionally; but I think very few of the people who send their sons here wish the school removed.

650. Do the members of the Court who have presentations desire its removal?—No.

651. And the parents do not complain?—They complain that the school is confined, and they want the class rooms improved, and the playground extended; but they have never advised the removal of the school.

652. (*Lord Lyttelton.*) I believe the school is always full?—Yes.

653. That is almost a sufficient answer to the other questions?—I think so.

654. Do you think you have fully described the people who mainly use the school. Have you not a good many of the mercantile class. You have described those whose sons generally come to Merchant Taylors' school as clergy, physicians, surgeons, barristers, solicitors, and others of limited or life incomes. Have you not also a good many of the sons of mercantile men?—Oh, yes; but they are mentioned under the class included in those of limited and life incomes.

655. Do you have many children of tradesmen?—Of tradesmen who do not live in the city. There is an important distinction to be drawn between those who are obliged to live on the premises where they carry on their business operations and those who are in a sufficiently good position to live out of the city.

656. You mean, then, tradesmen of a higher class?—Yes; those mentioned under the words limited and life incomes include several of the higher class of tradesmen.

657. (*Mr. Vaughan.*) I believe it is a matter of fact that boys come here rather younger than they do at other schools?—Perhaps they do; but it is only within the last 10 years that we have limited their age to nine.

658. In looking over the table, I thought I found the case of a boy who came here below seven years of age?—Yes; a boy of the name of Sharpe, who came here when only six years old.

659. (*Lord Lyttelton.*) I thought no boy was admitted before nine?—Not now; but it is only within the last 10 years that we have passed that rule.

660. (*Mr. Vaughan.*) Have you had any opportunity of forming a judgment whether you can educate the boys better when they come very early, at seven or eight years of age, or when they come at about 11 or 12?—I cannot lay down a general rule, that depends so much upon the previous training of the boy.

661. Do you think that your system is one that admits of beginning education as early as seven years of age?—No.

662. You think nine years old quite early enough?—Quite early enough.

663. That is the age you now admit?—Yes; between nine and ten generally. We do not wish to go earlier than that, but boys enter much older, and even up to 13 and 14 years.

664. Have you a good many who come here between the ages of nine and ten?—Yes.

665. Do they generally come at that time quite ignorant of Latin?—No, they must know a little before they are admitted.

666. You require them to know the accidence?—Yes.

667. Do they know much more?—Not when they come at that age.

668. Do you cultivate English prose a good deal here?—As much as I can.

669. (*Lord Lyttelton.*) There are about 10 English essays, I see in the course of the year?—That is in the sixth form, but in the head form there are many more. Besides, there are translations, analyses, writing down notes from dictation, and answering questions on paper.

670. (*Mr. Vaughan.*) Do you think you can ensure the satisfactory cultivation of much original English prose among so many boys so far as concerns the matter of it?—I do not set a great deal of original matter.

671. You carry it down four forms, which is rather more than is common, is it not?—With regard

to anything original we do not carry it down below the head and sixth forms.

672. (*Lord Lyttelton.*) You wish the boys to remain here, at any rate, for four years?—Yes, that is the least time that I wish a boy to be under our charge.

673. What age do you expect him to be before he leaves?—I expect him to remain, at any rate, until he is 15.

674. Do the great majority of the boys remain as long as that?—They generally remain from three and a half to four years.

675. (*Mr. Vaughan.*) Have you much translation of Latin and Greek into English prose?—A very fair amount.

676. In choosing passages for translation, do you choose them for their difficulty chiefly, or from their aptitude to be rendered into good English prose?—I take the passage as it comes, not from its difficulty; it is quite accidental. But it is a different thing when I select a passage to be turned into Latin or Greek verse; I then consider carefully whether the passage is capable of being rendered nicely.

677. I perceive in some of the forms that there is a variety in the exercises you seem to insist upon. You take alternately an exercise from the exercise book and then from a well-known English author?—Are you speaking in reference to the sixth form?

678. No, a little lower down than that?—We have two sorts of exercises, one from Arnold's Latin prose, and one from some English author, and the reason of that is, that Arnold's Latin book is so very unsatisfactory.

679. Do boys do the exercises from an English author with more spirit?—Arnold's book is very inefficient. It gives you simply fragments of sentences, with very little arrangement. In a continuous passage from an English author you generally get a much better translation.

680. Is it a tradition of the school, or is it your own choice that you have no English poetry repetition in the school?—We never have had it, and we should scarcely have time for it. I have no feeling against it myself, and would rather have it if I could.

681. Let me ask you a question about committing the Articles to memory, I think you do that rather early; I mean the Articles of the Church of England. Do you do it upon any principle, or is it an old exercise in the school?—The learning of the Articles by heart, and the study of the Articles at all, was introduced by me when I came here seventeen years ago. My reason was this, that I had found it such hard work for young men when they went to the university to begin the Articles for the first time. I had found they often went there without any definite instruction as to the principles of the Church of England. I therefore determined that they should learn the Articles, which I knew would be easily learnt by a school boy, but were hard to be learnt by men at the university.

682. (*Mr. Thompson.*) Do you have the Articles learnt in English or in Latin?—In English; but in commenting upon them I frequently refer to the Latin version as of co-ordinate authority.

683. (*Mr. Vaughan.*) I see in your *resumé* of what has been done in former years, there is a great deal of Catullus in one year; how do you manage with an author of that stamp? One can easily understand why such an author should be read, but how do you manage the extreme difficulty with regard to his obscenity?—All the particular odes that I have selected are comparatively free from that blemish.

684. Do you put your hand on a particular ode, and say, "Do not read this, read that"?—Some of his odes no doubt are very bad, but we take for instance his first or second ode one day, and then possibly the next day we take the 11th ode.

685. Do you give any reason for passing over the others?—I give no reason whatever, but of course the boys understand why they are passed over.

686. Do you think the boys do not read them?—I think the gross odes of Catullus are so gross, and the Latin so hard, that even if they had the bad taste, they would hardly take the trouble.

687. (*Lord Lyttelton.*) The impure parts are not always mixed in the same ode?—Not always, for some of the odes are as pure as anything pagan can be.

688. You think they do not read the objectionable odes?—I do not think they do.

689. (*Mr. Thompson.*) I believe there is an expurgated edition of Catullus?—Yes, I believe there is. I know there is an expurgated edition of Aristophanes, which we use. Catullus we read very seldom.

690. (*Mr. Vaughan.*) I admit that Catullus' odes are extremely beautiful, but the great difficulty is how to manage when you have so many thorns in your path. What do you think is the result upon the boys' minds with regard to the objectionable parts?—I do not think they are very injurious. I think the boys are disgusted with the filthiness. There is certainly nothing to fascinate in it. But, as I have said, I do not believe that they read the worst odes at all.

691. Do you think it is a difficulty in classical education that there must invariably be a sort of initiation into corrupt things?—I think the same evil applies to all sorts of education. Take an English education. You read Swift, or some author of that kind, for his style; but you will find passages in his works of a very objectionable character.

692. I only wish to have your opinion whether you think a boy's mind gets contaminated, or whether he throws off the contamination in any way?—I believe that it is thrown off entirely, and I think that the boy who could be contaminated by the bad passages in Catullus would find sources of contamination altogether independent of his school studies.

(*Mr. Thompson.*) There are some very gross passages in Lucretius.

693. (*Lord Lyttelton.*) The more refined authors are the more dangerous. Ovid, for example, is much more dangerous?—I think there are passages in Ovid much more injurious than anything that Catullus has written, and for the reason you have mentioned.

694. (*Mr. Vaughan.*) With regard to the effect of seducing the mind, no doubt they are, but not as to depraving it?—Shakspere himself has very objectionable passages, which occur when we least expect them; but we do not therefore forbid the perusal of his works.

MERCHANT TAYLORS'.

Victoria Street, Thursday, 18th December 1862.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART.
HON. EDWARD TWISLETON.
REV. W. H. THOMPSON.
H. HALFORD VAUGHAN, Esq.

THE EARL OF CLARENDON IN THE CHAIR.

W. Baker, Esq. W. BAKER, Esq., Probationary Fellow of St. John's College, Oxford, called in and examined.

18 Dec. 1862.

695. (*Lord Clarendon.*) How long were you at Merchant Taylors' school?—Ten years.

696. At what age did you go there?—At eight.

697. Did you go from there to the university?—Yes.

698. To St. John's?—To St. John's.

699. How long have you been there?—Two years and a half.

700. Were you living in London at the time that you were at Merchant Taylors' school?—Yes, I lived in London, and went home from the Saturday to the Monday to get the fresh air and so on.

701. (*Lord Lyttelton.*) Every week?—Yes.

702. (*Lord Clarendon.*) Did not you go home every day?—No.

703. Not at night?—No.

704. Were you in a boarding-house attached to the school?—Not attached to the school. There are certain ladies who keep houses specially to receive the boys at Merchant Taylors' and St. Paul's, and other of the city schools.

705. They are not considered, then, to be in connexion with the school?—No; there is no connexion with the school.

706. The school has nothing to do with them, and does not assume any authority in these houses?—No.

707. (*Lord Lyttelton.*) Nor any responsibility?—No.

708. (*Lord Clarendon.*) There is no report made to the school with respect to the boys who are in these houses?—No, none.

709. Any disorder or rows in the houses were entirely managed by those who kept the houses?—Yes.

710. You used, from this house, to go to the school every day?—Yes.

711. Did you stay in the school the whole day, or did you go back to the house for luncheon?—I went back to the house for luncheon.

712. How much time was allowed for that?—An hour.

713. Was the monitorial system at all in existence at Merchant Taylors'?—The power of the monitors was very limited. They merely were responsible for order in the school whilst the masters were not there.

714. (*Lord Lyttelton.*) Nothing out of the school?—No.

715. (*Lord Clarendon.*) In short, they were responsible for nothing more than order in the school?—Nothing more.

716. Had they to see that the boys were there?—No.

717. Were there lists called over in the school in the different classes?—The head boy of each form used to make out a list of those absent and take it up to the Head Master.

718. There was an absence list?—Yes; an absence list made in each form.

719. And that went as a matter of course to the master?—Yes; it was given in to the master of the form itself, and the Head Master as well.

720. Who dealt with the cases as they thought proper?—Yes.

721. Had the monitors any power of inflicting punishment?—I never knew them do so entirely on their own responsibility.

722. (*Lord Lyttelton.*) Were they supposed to have it. Did the masters give them any such power?—They always brought any case before the master before they inflicted punishment.

723. (*Lord Clarendon.*) There was no play at the school, was there. There was about six hours of school time, I think, was there not?—Five hours and a half.

724. And there was one hour for luncheon?—Yes.

725. (*Lord Lyttelton.*) The playground is about the size of this room, I believe?—It is very small, but larger than you describe.

726. (*Lord Clarendon.*) It was scarcely made any use of, was it?—Very little indeed.

727. You had a cricket ground?—Yes.

728. That was at Kennington, was it not?—It was at different places every year; wherever we could get it.

729. Was there much cricket at Merchant Taylors' school?—Yes; I think there was as much as our time would allow.

730. At what hour in the afternoon did the school break up?—At a quarter to four.

731. And it met at nine?—At a quarter past nine. There were five hours and a half of school in the day, from a quarter past nine till a quarter to one, and from a quarter to two till a quarter to four.

732. Was there any fagging?—No.

733. (*Mr. Vaughan.*) What distance did you live from the school?—In the next lane but one, Laurence Pountney Lane.

734. I mean at home?—23 miles.

735. (*Lord Lyttelton.*) You went by railway?—Yes.

736. (*Mr. Vaughan.*) Was the reason of your lodging in one of those boarding-houses on account of the distance you would have to go home?—Yes.

737. Was that the reason of most of those who lived in the lodging houses taking up their abode there?—Yes.

738. Were there many who came from anything like that distance?—No, I think not very many in the school.

739. Not many boarders?—No; most of the boys lived in London (I do not mean in the city) or a few miles out.

740. Were there any who lived in London actually or within a few miles out, who boarded in those houses?—Very few, and these quite little boys. The rest would go there between the hours of school, and have dinner or luncheon.

741. Then you think that all who boarded there did so because otherwise they would have to go back to the country?—Yes, I think nearly all.

742. What is the reason for the great variety of charge in those boarding houses?—I hardly know.

743. In what way was the discipline kept up in the houses, quiet preserved, bullying prevented, and so forth?—The person who kept the house would see to that.

744. The lady?—Yes, or one of the senior boys there.

745. (*Lord Lyttelton.*) They were not called "dames," were they?—I believe they were sometimes.

746. (*Mr. Vaughan.*) Was the senior boy vested with any authority for the purpose?—No, but his school position gave him influence.

747. Was the order which was kept very good?—Yes, where I was.

748. How many boys were there in that house?—They varied from time to time. There were about five, I think, who slept there, and about 20 who dined there.

749. Then they received many more to dine than to lodge?—Yes.

750. (*Mr. Twisleton.*) Had the senior boys any authority over the other boys?—There was no special authority given them.

751. There was no recognised system of fagging?—No, none at all.

752. In fact, they were all on a footing of equality?—Yes, as far as any specially conferred authority goes.

753. (*Mr. Vaughan.*) I suppose that the boarding system was so far known and recognised by the school that there was a permission given on the part of somebody—the Merchant Taylors' Company or somebody—to these persons to open these houses, or was it entirely ignored by them?—The masters were perfectly aware of it, and would recommend boys to go there.

754. (*Lord Clarendon.*) Did each of the boys in these houses have single rooms?—No.

755. How many were there in a room?—There were four in one large room where I was.

756. They were all boys of Merchant Taylors' school?—Merchant Taylors' and St. Paul's.

757. (*Lord Lyttelton.*) Was it understood to be meant for those two schools exclusively. Were there any of the City of London School there?—There were none where I was.

758. (*Lord Clarendon.*) Was a single room desired by the boys?—I do not think so.

759. Was there any common room where they could meet, or that they had for reading or for study?—Yes.

760. Besides the bedrooms?—Yes.

761. Was there a great deal of reading in the evening, or preparing for schoolwork?—There was a certain amount, but not too much, I think.

762. When you went there of an evening at a quarter before four, how did you spend the rest of the evening?—We generally went out for a walk to get a little fresh air after the school, then came in to tea, and then worked in the evening.

763. Did you go to the play much?—I went now and then.

764. There was nothing to prevent your going to the play; you might do just what you liked of an evening?—No; they would not let you go unless you were a certain age and could be trusted.

765. Who would prevent you?—The lady who kept the house. She would be responsible for all this.

766. To the parents?—Yes.

767. (*Lord Lyttelton.*) Had you a good deal of work to do in the evenings for the next day?—In the higher parts of the school.

768. You were obliged to prepare over-night for the next day?—Yes.

769. (*Sir S. Northcote.*) Was there anything to prevent your staying out very late or all night. If a boy had stayed out all night, would he have been reported, or would any steps have been taken?—I should think so. I never knew such a case.

770. Was there any special hour at which boys were required to be in?—No.

771. (*Lord Lyttelton.*) Are all these houses kept by ladies?—Some of the masters of the school take boarders themselves.

772. (*Mr. Twisleton.*) Which are the most resorted to, those that are occupied by the ladies you mention, or those kept by the masters?—I fancy those kept by the masters.

773. (*Mr. Thompson.*) Did this lady make a profession of letting her apartments for these purposes? Was she married?—No; she was a widow.

774. She was supposed to make that her principal means of support?—Yes.

775. Was the house a commodious one?—Yes.

776. (*Lord Lyttelton.*) Were they fixed charges; were they all the same?—No.

777. She made her own bargains with the parents?—Yes, I believe so, according to the ages of the boys, or the parents' circumstances.

778. (*Mr. Thompson.*) Was there room for a larger number of boys than you mentioned in the house, or was the house considered to be full?—There was room for two or three more.

779. Only for a limited number?—Only for a limited number.

780. (*Lord Clarendon.*) Were you satisfied with the quantity and quality of the food that was given you?—Yes.

781. It was good, was it?—Yes.

782. (*Mr. Vaughan.*) Did those boys who were boarders, and not lodgers, take more than the mid-day meal?—No, only the mid-day meal.

783. (*Lord Lyttelton.*) Were you in the same house through the ten years?—Yes.

784. (*Mr. Thompson.*) Supposing you had been dissatisfied with the accommodation, would there have been anything to prevent your removing to the house of another dame or a master?—No, nothing.

785. (*Mr. Vaughan.*) Was there much time lost by those boys who went home in London in going to and fro?—I should think so.

786. (*Lord Clarendon.*) They were all obliged to be at the school at the appointed time. There was no liberty given to them to be away longer?—No; they were all obliged to be there at the appointed time.

787. (*Mr. Thompson.*) Was there any perceptible difference in the scholarship of those who resided in the boarding houses and those who resided at a distance?—No, I do not think so.

788. (*Lord Clarendon.*) Had you a private tutor when you were in the school?—No.

789. No assistance whatever from private tuition?—No, none at all.

790. But you learnt what was learnt in the school?—Yes.

791. (*Lord Lyttelton.*) Had none of them private tutors?—I believe one or two had.

792. (*Mr. Thompson.*) It was only in special cases and for a short period, was it?—Yes.

793. (*Lord Devon.*) Were those private tutors masters of the school or strangers?—Strangers I should think.

794. (*Lord Lyttelton.*) You were allowed to get whom you pleased?—I suppose so.

795. (*Lord Clarendon.*) I suppose they did work with their tutors after the school hours were over?—Yes.

796. Was there anybody in the house where you were who had a private tutor?—No.

797. So that the whole of the instruction that you got at Merchant Taylors' school was given in the school hours, which were about five hours a day?—Five hours and a half.

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798. Should you say that there was about an hour's preparation of an evening?—Two or three hours in the higher parts of the school.

799. Out of school?—Out of school.

800. That was necessary for the work to be done in school?—I do not know that so much was absolutely necessary. Some took less. I have perhaps named the outside.

801. (*Lord Lyttelton.*) Did they do their exercises in school or out of school?—Out of school.

802. Some took longer than others?—Quite so.

803. (*Mr. Vaughan.*) How many hours consecutively were you at work between nine o'clock in the morning and four o'clock in the afternoon?—We were in school for three and a half hours in the morning and two hours in the afternoon.

804. The whole of that three and a half hours, and the whole of the two hours in the afternoon would be spent in study?—Yes, with the exception of about ten minutes, when we went into the cloisters.

805. Did you find that fatiguing?—No, I did not find it so.

806. (*Lord Clarendon.*) There was no fagging there, was there?—No.

807. (*Mr. Thompson.*) You would say, on the whole, it was a hard working school, would you not?—I think so.

808. As regards the upper part of the school at least?—Yes, I should think so.

809. (*Lord Clarendon.*) Was there any religious instruction given to the boys at Merchant Taylors' school?—Monday morning was devoted to it.

810. What kind of instruction was given?—In the higher part we read Greek Testament, and had notes given us by the master; and we learnt the Articles and had notes upon them. On Saturday evening we used to prepare an essay on some Scriptural subject,—the lives of different people, or on the evidences of Christianity, or matters of Christian doctrine, &c.

811. (*Mr. Thompson.*) On Saturday evening?—It was set on Saturday, to be prepared for Monday morning.

812. (*Lord Lyttelton.*) Did all the boys do that?—In the head form. In the lower forms they would learn their collects or their catechism.

813. (*Lord Clarendon.*) Do you mean the sixth and fifth forms?—The highest form consists of the monitors, prompters, and eight more boys of the upper sixth form; then comes the sixth form. By lower forms I mean all below the sixth.

814. Did they do these Scripture lessons with the Head Master?—Yes.

815. Did he accompany the reading of the Greek Testament with comments, and did he ask questions upon it?—Yes.

816. On the subject more than on the Greek?—On both.

817. What was the religious instruction given to the lower part of the school. You say you went there when you were eight years old. What care was taken to give you religious instruction then?—We read a good deal of Scripture, and we had to learn the collect, and I think in the higher parts we learnt the gospel, and we would construe the gospel in Latin. Higher up we read the Greek Testament.

818. (*Lord Lyttelton.*) You mentioned the catechism: did they do that with the younger boys?—Yes, I think they did the Church Catechism in the lower part,—in the lowest class of all. In the higher classes they did Sinclair's Catecnism, and they construed the Church Catechism in Latin and Greek.

819. Did they explain it while it was going on?—I do not think it was explained beyond what was there—in Sinclair's Catechism.

820. (*Mr. Thompson.*) Was Sinclair's Catechism an old book or a modern one?—Mr. Sinclair is the present Archdeacon of Middlesex. His Catechism was first published about 20 years since, but has been frequently revised.

821. You did not use Nowell's Catechism?—No.

822. (*Lord Lyttelton.*) How much time was given to it in the lower part of the school?—The whole of Monday morning.

823. (*Lord Clarendon.*) Were any boys prepared for confirmation?—Yes. They are prepared every year by Dr. Hessey himself.

824. Was much pains taken?—Yes; a great deal.

825. In what way was the preparation conducted?—He would have the boys two or three times a week for several weeks beforehand.

826. (*Lord Lyttelton.*) In a class?—Yes.

827. All the boys?—Yes; he had them altogether.

828. (*Lord Clarendon.*) Did he send for any of them individually?—Yes. Just before the confirmation he would speak to each one.

829. To ascertain their fitness for it?—Yes.

830. Did you ever know that a boy who was to be confirmed was not allowed to be confirmed in consequence of not being in a fit state of preparation?—I do not remember any case of a boy being refused.

831. (*Lord Lyttelton.*) Was Dr. Hessey Head Master the whole of your time?—Yes.

832. (*Lord Clarendon.*) The boys invariably, I suppose, receive the sacrament after they have been confirmed?—Yes.

833. Where did they receive the sacrament?—In Gray's Inn Chapel.

834. Why is that. Is there any particular connexion between Gray's Inn Chapel and the Merchant Taylors' School?—No; only Dr. Hessey is the preacher there, and he is anxious to administer the sacrament to the boys himself first, and he always prepares them specially for it after the confirmation.

835. (*Lord Lyttelton.*) It is the first communion after confirmation. They go there, of course if they choose to go?—Yes.

836. They do not go afterwards?—No.

837. Used they generally all to go on that occasion?—Yes.

838. But it was quite optional; or was it understood that they were to go, and did the parents expect them to do it?—It was Dr. Hessey's wish.

839. (*Lord Clarendon.*) Did Dr. Hessey make any inquiries afterwards whether the boys were regular attendants at the communion table when at their own homes?—I am not aware that he does so regularly and formally, but I know that he omits no opportunity of influencing them for good in this and other ways.

840. (*Mr. Twisleton.*) I observe that at present there are two boarding houses, one with 22 boys and another with 25. In your time were there so many boys?—Not so many actual boarders. There might have been 25 sit down to dinner, but certainly never so many as that boarding where I was. But there were other houses.

841. (*Lord Clarendon.*) How many Greek plays did you read?—Eight or nine, I think.

842. Is that about the average number that was read?—Yes, I think so.

843. (*Lord Lyttelton.*) By the boys before they had left, you mean?—Yes.

844. Which were they; any one of the Tragedians rather than the others?—Æschylus and Sophocles rather than Euripides; but we read one or two plays of Aristophanes also.

845. (*Lord Clarendon.*) What do you think was the chief stimulant to work at Merchant Taylor's. Was it the desire to be well placed in the school, or ambition to gain the prizes or the exhibitions?—I think the chief stimulant in my time was to work up to be able to get one of the probationary fellowships of St. John's.

846. Did you get one?—Yes.

847. (*Mr. Twisleton.*) How many vacancies will there now be at St. John's yearly?—I believe there will be three scholarships.

848. At the value of how much a year?—I understood at first they were to be 100*l.* a year, but I heard

the other day that they would be about 80*l.* for the present.

849. (*Lord Clarendon.*) Was there much intercourse between the Head Master and the boys, or the other masters and the boys?—There was not very much opportunity for them, but I believe that there was every encouragement given to induce assiduity.

850. Was there any encouragement given to a boy who was likely to do well. Did the master interest himself about his work?—I think they all took a special interest in those who took the most trouble, those who showed the greatest interest themselves.

851. And not so much pains with those who were rather idle?—I do not think they could take so much interest, but no one was neglected for the sake of a few forward boys.

852. (*Lord Lyttelton.*) I suppose the boys could not help each other much, from the system there. They did not do any work together out of school, did they?—No; not much out of school.

853. (*Mr. Vaughan.*) Boys acted in a certain degree in the capacity of tutors to each other, did they not. Were not boys appointed by the Head Master to look over exercises?—Yes; the monitors and prompters looked over the exercises of the sixth form, and then put their marks, which underwent the Head Master's inspection afterwards.

854. Do you think that that had a good effect on the scholarship of the upper boys?—I think it had.

855. Were their corrections treated with respect by the lower boys—the boys whose exercises they looked over?—Yes.

856. That was the form very near to themselves in point of rank?—Yes.

857. What was the precise interval between the one class and the other in that case. How many classes intervened?—No classes intervened.

858. It was the very next form?—Yes, the next form.

859. Was there any great difference between the work of the one form and the work of the other?—No; their exercises were generally the same when this system was carried on.

860. Do you think that they were competent generally, under those circumstances, to correct the exercises of boys so near them, and also to look over the rest of their work?—I think that they were competent, but it must be distinctly understood that the exercises were always looked over again by the Head Master afterwards. This system was somewhat altered before I left the school. Originally the Head Master had both the head form and the sixth form under his personal care; but he afterwards had an assistant, to whom he intrusted the sixth form, and who looks over all the work of that form, and teaches them everything except Hebrew. The Head Master has since that arrangement confined himself to the head form, consisting of the monitors, prompters, and eight boys called the upper sixth. He looks over the exercises and hears the parts of the monitors and prompters himself. The monitors hear the parts and look over some of the exercises of the upper sixth form, the Head Master taking the remainder, the essays for instance, but in all cases revising the monitors' marks of the upper sixth form boys.

861. (*Mr. Thompson.*) You never wrote an exercise that was not looked over, or scarcely ever?—Scarcely ever; it was by accident if it was not.

862. What did the exercises consist of chiefly. What was the character of the exercises?—Latin and Greek composition chiefly, essays, translations from books into English prose, and every now and then a critical paper.

863. Original, and translation?—Yes, nearly all was translation from English into Latin and Greek.

864. In verse as well as in prose?—Yes.

865. Do you think the verse composition of the school was good?—Yes, I think it was.

866. Both in Latin and Greek, or chiefly in Latin?—Chiefly in Latin.

867. You did not make so much progress in Greek iambics?—I do not think my own were equal to my Latin verse.

868. Was Greek prose cultivated at all?—Yes, we did Greek prose composition.

869. Did you read many Greek prose authors. You mentioned eight or nine Greek plays. Did you read a large number of Greek prose authors?—We read Thucydides and Herodotus occasionally.

870. Not the whole, I suppose?—No; particular parts.

871. Demosthenes?—Yes, we read Demosthenes.

872. Any of the philosophers?—No.

873. Was there a feeling that the course you went through was designed for either of the universities specially, for Oxford or for Cambridge, or was there any difference made with boys who were going to Cambridge?—No; there was no difference made with respect to the classical instruction.

874. With regard to mathematics, boys who went to Cambridge perhaps would do a little more than those who went to Oxford?—There was no actual difference made.

875. The mathematical teaching you consider was effective?—Yes, I think so.

876. Do you remember how far you yourself advanced while you were at the school?—Yes; I read Euclid, trigonometry, conic sections, differential and integral calculus, mechanics, and optics.

877. Have you continued your mathematical studies at Oxford?—No.

878. (*Lord Lyttelton.*) Was not a considerable part of every day given to mathematics?—The afternoon was always given to mathematics.

879. (*Mr. Vaughan.*) It was the case, was it not, at Merchant Taylors' that in the afternoon no classics were done?—Yes.

880. Would you not have been a long way towards a first class in mathematics if you were doing those subjects well?—Yes; but I thought it would be a risk to try for double honours.

881. (*Sir S. Northcote.*) Do many of the Merchant Taylors' men take mathematical honours at Oxford?—Occasionally.

882. Not in greater proportion than their classical honours?—No; classical honours predominate.

883. There is not so much pride taken by the school in mathematical as in classical distinction?—I think not.

884. (*Mr. Twisleton.*) You have had wranglers at Cambridge within the last few years?—Yes.

885. It appears that there was a wrangler this year, three wranglers last year, and one wrangler in each of the previous years?—Yes.

886. So that it does tell in the honours?—It does tell in Cambridge very much, I think.

887. May I ask what honours you took?—I took a first class in moderations in classics.

888. (*Mr. Thompson.*) You have not been able to go out in a final examination?—No, I am not yet of sufficient standing.

889. (*Mr. Vaughan.*) Did you drop the mathematics from a feeling at all that although you were high in classical reading, there were others more advanced in classics from other schools?—No; I dropped them principally because I did not like them; and also, as I said just now, because I thought that my classical first would have been risked had I taken up mathematics as well.

890. (*Mr. Thompson.*) Were you able to follow the instruction you received without difficulty in such subjects as the integral calculus?—I think I went through them rather too fast.

891. (*Lord Lyttelton.*) Did it occur to you while you were there that there were masters enough for the numbers which they had to teach classics?—I should think there were.

892. It never appeared to you that any boys were neglected, or did not have teaching enough from the masters?—No; I think all were sufficiently looked after that tried to get on themselves.

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893. Do you remember the proportion of masters to boys in your time: one master to how many boys?—There were 260 boys, and there were four under masters, or five with the Head Master's assistant; so that there were six classical masters in all.

894. (*Mr. Vaughan.*) When you were at school, did you feel any regret that so much time was forced upon you for mathematics, and that you would willingly have given it to classics instead?—I should willingly have given part of my mathematical time to classics; but then I have no doubt that others would rather have given some of their classical time to mathematics.

895. I was asking only as to your own case?—Yes, in my own case I should.

896. (*Mr. Twisleton.*) Do you now regret having had so much mathematics, or do you think they have been of use in the training of your mind, although you did not like them?—I think it has been of use.

897. (*Mr. Vaughan.*) You also all learnt drawing, did you not?—No, not throughout the school; it was only in the higher parts, I think.

898. Did all or most of the boys in those higher parts take to that with pleasure, or did they look upon it as irksome?—I do not think many of them took much pleasure in it, but here again I am perhaps only judging from my own feeling.

899. (*Lord Clarendon.*) I think we saw some good drawings there?—Some of them were good; but it was not optional to take in drawing.

900. (*Mr. Thompson.*) Had you an impression that you were overworked in school hours at all?—No.

901. You had sufficient leisure for recreation?—Yes.

902. (*Mr. Vaughan.*) There were given in the week to drawing how many hours?—One hour a week for each boy; no boy more than one hour; two afternoons a week the drawing master came.

903. You had been, you say, ten years at the school; how many years had you been learning drawing for an hour a week when you left?—I think it was about two years, or a year and a half.

904. (*Lord Clarendon.*) Have you kept it up at all?—No.

905. (*Mr. Twisleton.*) Do you regret having learnt the little you did?—I think it was an hour wasted, with me at all events.

906. (*Lord Clarendon.*) Did you pay any attention to modern languages while you were there?—No, not every much; I got a grounding in French.

907. Was that obligatory?—Yes.

908. French, not German; German was not taught at all?—No.

909. How many hours a week were given to French?—Two hours a week.

910. Was there a master who came there for the purpose?—Yes.

911. How were they taught; in classes?—Yes.

912. According to the school classification?—According to the school classification in classics.

913. Did you know any French when you began?—No, none at all.

914. Do you consider that you went away grounded in French, with a good grammatical knowledge of it?—I went away with enough to be useful to me.

915. Would you have been able when you went away to have read a common easy French book?—With the aid of a dictionary.

916. But not without?—I might have caught the sense, I think.

917. Could you have read Thiers' History of the Empire tolerably easily?—No, I think not.

918. (*Lord Lyttelton.*) Were you taught the pronunciation?—Yes.

919. (*Mr. Vaughan.*) When you say with the aid of a dictionary, how many times in an octavo page would you have to look at it; take Gil Blas?—Three or four times.

920. (*Lord Lyttelton.*) Do you think that that would be the average that most boys would have arrived at, at the school?—Yes; I should think that would be about the average.

921. (*Mr. Vaughan.*) When you said you would be able to make out the meaning, did you mean by that, you were not so perfect with the grammar, but that you were obliged rather to guess the construction of the sentence?—No; it would be for the words.

922. (*Lord Lyttelton.*) You did not learn to speak, I suppose?—There was occasionally some conversation which went on between the master and the boys.

923. (*Mr. Thompson.*) But on the whole, proficiency in French was not thought much of in the school?—No, I think not.

924. (*Lord Lyttelton.*) Were there prizes and rewards for it?—Yes.

925. (*Lord Clarendon.*) Was there a good deal of private reading amongst the boys at Merchant Taylors'?—A fair average amount, I think.

926. (*Lord Lyttelton.*) They did read occasionally in the boarding-houses of an evening?—Yes.

927. (*Lord Devon.*) Were there libraries in the houses kept by these ladies?—No.

928. (*Lord Clarendon.*) Did you learn any modern history or geography?—Yes; I learnt both.

929. In the school or by private reading?—In the school.

930. What books did you read in modern history?—We read English history.

931. Whose English history?—English history published by the Christian Knowledge Society.

932. (*Mr. Thompson.*) A little book?—Yes.

933. Was that all the history you read?—Yes; that is the only history we used in the lower parts.

934. But in the upper parts of the school was there no systematic course of history?—No; there is no systematic course of history there. There is a history prize for all; there is a certain amount of English history to be prepared.

935. (*Lord Lyttelton.*) Modern history and geography are a regular part of the school work?—Yes.

936. Could a boy get up in school without knowing them?—Yes.

937. It did not interfere with his promotion?—It would affect his place in his class, but if he was good in other branches he would get on well.

938. (*Mr. Thompson.*) There is a considerable library belonging to the school, is there not?—Yes.

939. Is that accessible to the boys?—It is accessible to the head form.

940. Is it largely used by them?—No, not very largely, because the monitors and prompters had collections of books of their own.

941. (*Lord Lyttelton.*) Did they take the books out?—Yes, by applying to the Head Master.

942. Did the boys bring books from home to these boarding houses?—Yes.

943. Books of general reading, I mean?—Yes; I think so.

944. (*Mr. Twisleton.*) Did you learn Hebrew there?—Yes.

945. How many years?—About four years, I think. We began Hebrew in the sixth form.

946. How far did you go. What had you read when you left?—I had a good grounding in the grammar and had read a good deal of the Bible.

947. Is there not an exercise of translating the Psalms into Hebrew?—Yes.

948. You found it useful?—Yes.

949. (*Lord Lyttelton.*) Have you retained what you learnt there?—Yes.

950. Have you kept it up at Oxford?—I kept it up a little my first year. I have dropped it lately, but I intend to return to it.

951. What was the grammar; was it Buxtorf's?—No; Bythner's grammar.

952. (*Mr. Thompson.*) That is earlier still, is it not?—No; later than Buxtorf's. I should mention that the edition of Bythner that we used was quite a recent one, edited by Dr. Hessey, and, as far as my experience has gone, I should consider it the grammar best suited for beginners of the study of Hebrew.

953. (*Mr. Twisleton.*) Was Gesenius's grammar ever used ?—Yes.

954. It is the case at Oxford, is it not, that many who have been at Merchant Taylors' get prizes for Hebrew scholarship ?—Yes, a great many.

955. Do you intend to be a clergyman yourself ?—Yes.

956. It is found very useful, is it not, for those who intend to become clergymen ?—Yes.

957. (*Lord Clarendon.*) How do you find you stand now at Oxford with respect to scholarship and classical attainments, as compared with young men from other great schools, such as Eton, Harrow, and Winchester ; do you find yourself worse, better, or as well prepared ?—I think, as well prepared.

958. (*Lord Lyttelton.*) The school does not appear to stand at a disadvantage with other schools ?—No, not at all.

959. (*Lord Clarendon.*) You think, generally speaking, the boys from Merchant Taylors' School bring up as much knowledge, and are as well prepared as those from other schools ?—Yes, I think so.

960. (*Lord Lyttelton.*) Was their composition as good, do you think ?—Yes ; their verse composition, I think. In the long vacation there is generally more original composition set, and prizes given ; for instance, there would be a Latin verse poem on an original subject, or an English essay.

961. (*Lord Clarendon.*) As the result of your experience, reflecting on the manner in which your time was passed there, is there any change in the system of instruction at Merchant Taylors' School which you think would be advantageous ?—No ; I cannot suggest anything.

962. I suppose you would think some alteration might be made as to the drawing where there is no aptitude for it ?—I think that might be made optional.

963. (*Mr. Thompson.*) Would you diminish the quantity of mathematics ?—No, I think not.

964. Do the majority of Merchant Taylors' boys who go to Oxford turn out what are called reading men ?—I think the majority do.

965. Those who go to St. John's generally do ?—Yes.

966. (*Lord Lyttelton.*) Probably most of them are intended for one of the learned professions ?—Yes; most of them.

The witness withdrew.

James R. Thursfield, Esq., Scholar of C.C.C., Oxford, called in and examined.

J.R. Thursfield, Esq.

967. (*Lord Clarendon.*) How long were you at Merchant Taylors' School ?—Rather more than seven years.

968. Were you living in London or in the country ?—I was boarding in London and living in the country.

969. At what distance ?—For about five years I was living in Worcestershire.

970. Did you go home of a Saturday night ?—I was boarding in Doctors' Commons for five years. After that I lived with my mother in lodgings at Highgate, and used to go home every night. For six months before I left school I was boarding at Wimbledon, going up to London every day.

971. (*Lord Lyttelton.*) It was while your home was in Worcestershire that you boarded in Doctors' Commons ?—Yes ; for five years.

972. (*Lord Clarendon.*) When you boarded in Doctors' Commons, was that at a friend's house, or was it one of the boarding houses which used to take in boys from St. Paul's and Merchant Taylors' ?—There were four or five boys taken in from Merchant Taylors'. A married lady, sister of one of the under masters, took boarders, and her brother, the master, lived with her in the house.

973. How many were there ; about four or five ?—I think never more than seven.

974. All of them boys of Merchant Taylors' ?—Yes.

975. Did you use to have single rooms there ?—No ; three or four in the same room.

976. That was not objected to. You did not wish for single rooms ?—No.

977. Was there any room in which the boys could study apart from the bed-room ?—The elder boys were allowed to be alone while they were studying.

978. Was there a room for them, do you mean ?—They were allowed to go into any room that was vacant.

979. For purposes of study ?—Yes.

980. Was there a good deal of preparation for school work ?—Yes, a good deal in the evening ; I should think there was at least two hours' work on an average ; not quite so much, possibly, with the younger boys.

981. That left you a good deal of time from the time you left school. I suppose you were back in the boarding house about four ?—A little after four, I think ; when I was there the school broke up at four, so it would be nearly half-past four when we got back.

982. How was your evening spent in general ?—When I was there I was young. We used to go to bed at 10. We had dinner at five ; after which, in summer, we amused ourselves for a short time. Occasionally we used to go out, and work began between six and seven, and by the time the work was well over it was nearly time to go to bed.

983. Did anybody look over your work at all ?—The master of the school, who was in the house, occasionally looked it over, but not generally.

984. Might you have gone out wherever you liked ; might you have gone to the play ?—No ; that was not allowed by the lady who kept the house, unless we went with friends.

985. Supposing you got out and did not return till late at night, what course would she have pursued ?—I do not recollect a case where such a thing did occur. I think she would have communicated with the parents at once, or with the Head Master.

986. (*Lord Lyttelton.*) You considered yourself entirely under her direction as to all your conduct ?—Yes.

987. (*Lord Clarendon.*) Did the eldest boy in the house exercise any authority over the others ?—A slight supervision. A certain amount of confidence was placed in him by the lady.

988. (*Lord Devon.*) There were other boarding houses of a somewhat similar character, were there not ?—Yes, several.

989. In each of these houses did a master reside ?—Not necessarily.

990. It merely happened in this instance from the family connexion ?—Yes.

991. (*Sir S. Northcote.*) He did not exercise any authority in the house, did he ?—Occasionally ; but if I recollect right, nothing that occurred in the house was ever noticed by him in school.

992. Were there any offences in the house that were punished in any way ?—Yes ; the lady's husband occasionally punished the boys. I hardly recollect whether there were any serious offences.

993. I do not mean serious, but petty offences ?—Yes ; I forget how they were punished ; perhaps by separating a boy from his companions, or keeping him in the house when the others went out, and, very rarely, by caning.

994. It was done without any reference to the Head Master ?—Any very serious offence would have been brought under his notice.

995. (*Lord Devon.*) Did you ever hear whether there was any difficulty in maintaining discipline in the other houses in which there was no master ?—No, never, as far as I recollect.

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996. You never heard of any?—No; the persons who kept those houses were generally more or less in communication with the Head Master, and I am under the impression that if any great breach of discipline had occurred it would have been brought under his notice; but I do not recollect any instance in the house where I lived.

997. (*Mr. Twisleton.*) Is it your opinion that on the whole the houses were well-conducted?—Certainly.

998. (*Lord Clarendon.*) Did any boys come to dine there besides those who regularly boarded?—Not in the house where I lived; but at some houses boys who lived at a distance dined in the middle of the day.

999. Were you well satisfied with the quantity and quality of the meals you got there?—Quite so.

1000. You never got any assistance from private tuition, did you?—No, never.

1001. Not even while in the upper part of the school?—Never.

1002. Very few boys did have it?—I do not know a single instance where it was done in regard to school work.

1003. All the work that was done was done by the boys for themselves and by themselves?—There was a slight amount of assistance given occasionally in the school by some of the elder boys to some of the younger ones—not systematically, but occasionally one boy would help another.

1004. (*Lord Lyttelton.*) Do you mean that was a recognised thing?—No, not as a matter of discipline. The only matter of discipline was this: at one time when I was first in the sixth form, which is just below the head form, the monitors and promptors or highest boys of the head form used to look over the exercises of the boys in the sixth form, affix their marks to them, and send them up to the Head Master for inspection, and they would also hear them repeat passages which they had learnt by heart.

1005. Do you mean that was abolished afterwards?—The duty incumbent on the monitors and promptors of looking over the exercises and hearing the lessons of the sixth form was abolished when the Head Master's assistant was appointed, who entirely undertook the sixth form.

1006. After that the assistance given was not allowed?—Assistance of the younger boys by the elder was never sanctioned, and was carried to a very slight extent. If an elder boy was a personal friend of a younger, he would help him to a verse or two.

1007. (*Lord Clarendon.*) It was done in school, was it not?—The looking over of exercises, &c. was done in school; but when one boy helped another, it was not necessarily in school that he did it.

1008. Do you think there was sufficient emulation in the school to be a sufficient stimulus to work?—I think so.

1009. There was a great spirit of emulation?—I think so.

1010. (*Mr. Vaughan.*) As far as I understand you then, as to the time and reason for abolishing the system, the tuition given in looking over the exercises was rather as an assistance to the Head Master in going through the work than for any definite purpose of improvement to the head boys themselves?—Precisely.

1011. When you say that the monitors and prompters affixed marks, do you mean scoring under mistakes, or marks estimating the value of the exercise?—The mistakes were scored under, and there was also a mark put at the end estimating the value, signed by the monitor.

1012. Do you think the boys in the next form were really competent to affix marks estimating merit?—It was always entirely under the supervision of the Head Master, who would notice what marks had been affixed to exercises, and would comment on them if he disagreed.

1013. Do you think that both these things, the estimating the value of the exercises and the other, had any effect in improving the upper boys?—I think so.

1014. (*Mr. Twisleton.*) But the system has been abolished?—The monitors and prompters do not now look over the exercises, &c. of the sixth form, which is now entirely under the care of the Head Master's assistant. But the boys of the first rank of the head form, viz., the monitors, still have each of them a boy of the third rank, or upper sixth, assigned to them, whose repetitions they hear, and some of whose exercises they look over. But this is done subject to revision by the Head Master.

1015. (*Sir S. Northcote.*) What were the punishments at the school?—Caning and impositions.

1016. Long impositions?—I very seldom recollect a long imposition being set.

1017. What do you call a long one?—The longest I recollect, which was not frequently set, was 100 lines of Greek.

1018. (*Lord Clarendon.*) To write out?—Yes.

1019. (*Sir S. Northcote.*) Were you required to write that legibly, or was it allowed to be done anyhow?—It depended, to some extent, on the master.

1020. (*Mr. Thompson.*) Did you put the accents?—It depended on the position of the boy in the school.

1021. Were you taught accentuation?—Yes; on the sixth and head forms.

1022. Do you think a fair proportion of the boys could accentuate with tolerable correctness?—Certainly, of the head boys. Dr. Hessey was particular as to accentuation.

1023. (*Lord Lyttelton.*) Was there no regular flogging?—It was an institution of the school, though not put in force while I was there, so far as I remember.

1024. (*Lord Clarendon.*) I suppose one great stimulus to work there was the hope of getting to St. John's?—Yes; a very great stimulus. There were also the removes and the prizes. The removes took place every half year.

1025. (*Lord Devon.*) You are not at St. John's, I think, are you?—No.

1026. You got an open scholarship at Corpus?—Yes.

1027. Was that in consequence of there being no vacncy, in St. John's in your year?—There was one vacancy, which was given as a matter of course to the head boy.

1028. How many scholarships on an average do you think there are available for Merchant Taylors' boys at St. John's?—I think I have known as many as six; and I do not think, while I was at the school, there was any year when there were none. This, however, has occasionally been the case.

1029. Do you know at all what is the calculation, as regards the future, of the number there will be on an average?—Three or four a year.

1030. I believe a boy cannot go from Merchant Taylors' with an exhibition to any other college except St. John's?—There are two or three exhibitions, of which I hold one, given by the Merchant Taylors' Company.

1031. Are those of recent establishment?—Within the last ten years.

1032. Have you ever considered whether there was a disadvantage in the scholarships only existing at St. John's for Merchant Taylors',—that it was necessary, therefore, that Merchant Taylors' boys who were to hold the scholarships should go to St. John's only?—I think there are disadvantages attached to it.

1033. Supposing you could of yourself make an alteration, would you allow a boy to carry a scholarship of that value to other colleges?—I think it would be an advantage to the school if there were more scholarships to be taken to other colleges.

1034. (*Mr. Twisleton.*) You think it is a disadvantage to boys to go to reside at Oxford with those whom they have known before at the same school?

—I think it is a disadvantage that they should all go to the same college.

1035. (*Lord Lyttelton.*) Do you think there is a feeling among the boys when at Oxford belonging to the same school,—do they keep together?—As far as I have observed, not so much as boys from other schools; for this reason, that Merchant Taylors' is essentially a day school, and they have very little play together.

1036. Before they leave the school, do they make friendships among each other?—Among their own contemporaries.

1037. Those who are at the same boarding-houses?—Yes; and those who are in the head form; but there is not much intercourse between the upper and lower parts of the school, for the same reason that the boys meet very little out of school.

1038. (*Lord Devon.*) Was there a playground in your time?—Not belonging to the school, at least not one large enough to be called such.

1039. But hired?—Yes; for which the Merchant Taylors' Company during my time gave a grant; but it could be used for no game but cricket.

1040. Where was it in your time?—In my time we had a ground at Hampstead.

1041. Did you walk up there?—No, we went by the North London railway.

1042. (*Mr. Vaughan.*) That was rather a tedious way, was it not?—Yes; but we had no alternative.

1043. (*Sir S. Northcote.*) Had boys much opportunity of going to public-houses or other objectionable places?—If they wished to do so, there was no supervision over them in going from the school to where they lived.

1044. Had those who were in boarding houses plenty of time to loiter about, or were they expected to come to the boarding houses quickly from school?—The younger boys were expected to come quickly, and if I recollect right any undue absence was noticed. Among the elder boys there was a larger discretion.

1045. Do you think there was any drinking to any extent, or any misconduct?—To no great extent.

1046. Not at all during the time you were there as far as you know?—Not as far as I know. Of course there would be occasionally in the school characters not up to the ordinary standard, but I should think, generally speaking, there was very little drunkenness or immorality indeed.

1047. (*Lord Lyttelton.*) The master or mistress of the boarding house would prevent it?—Certainly. I speak only of the one I was at. It was so generally with the others I should think.

1048. (*Lord Clarendon.*) How many Greek plays did you read at school?—Eight in all. We used to read them very carefully. We did not, perhaps, read so many as are read at other schools.

1049. (*Mr. Twisleton.*) That is one element of comparison; but it would not be fair merely to judge from the number?—No; I think not.

1050. (*Lord Lyttelton.*) Can you say what they were?—Yes, the Œdipus Coloneus, Antigone and Trachiniæ and Philoctetes of Sophocles, the Agamemnon and Prometheus of Æschylus, Acharnians of Aristophanes, and a portion of the Hecuba of Euripides on one of the lower forms.

1051. (*Sir S. Northcote.*) You got an open scholarship at Corpus; how many competitors were there?—It is rather difficult to say, for when I was examined candidates for matriculation were examined together with those for the scholarship. There were, I think, 45 candidates and four scholarships, but whether all were candidates for the scholarships I can hardly say.

1052. Some of those candidates came from other public schools, did they not, a good many of them?—Yes.

1053. The examination is considered a very severe one, is it not?—Yes.

1054. The Corpus scholarships are valuable scholarships, are they not?—Yes; 80*l.* a year, lasting for five years, together with rooms.

1055. (*Mr. Thompson.*) Not commons?—No; the total value amounts to between 90*l.* and 100*l.* a year.

1056. (*Sir S. Northcote.*) How far had you gone in mathematics at Merchant Taylors'?—I was high in mathematics. For some time when I was at Oxford, I read for double honours, but I found I could not carry both on together.

1057. How far had you gone in mathematics at the school?—I was reading elementary mechanics, and I had read the calculus.

1058. The integral calculus?—I had not read far in that subject.

1059. (*Lord Lyttelton.*) You had done the differential calculus fairly well?—Yes.

1060. (*Mr. Thompson.*) Any mechanics?—An elementary treatise.

1061. Statics?—Yes, and dynamics.

1062. Were you examined in that at Oxford?—I had a mathematical paper.

1063. Do you attribute your success in some measure to that paper?—In some measure.

1064. (*Lord Lyttelton.*) Did you read hydrostatics or optics?—I read a small treatise on hydrostatics. I had not read optics.

1065. (*Sir S. Northcote.*) Had you done any Hebrew?—Yes.

1066. That was of no value in the scholarship examination?—No.

1067. (*Mr. Thompson.*) Have you read Hebrew since?—No; I have given it up.

1068. (*Sir S. Northcote.*) Had you done anything in modern languages?—French; but when I left Merchant Taylors', I did not know much French. I could not read French with facility.

1069. (*Mr. Thompson.*) Have you been in France since that time?—Yes.

1070. You have, perhaps, learnt more there?—Yes; a great deal more.

1071. (*Lord Lyttelton.*) Did you feel that you had acquired a fair knowledge of geography at the school?—Of ancient geography, yes.

1072. Not modern?—Not modern.

1073. Modern history?—In English history several questions were always set on each examination of the head form, and a special period set by the Head Master for questions to be asked on which might be got up according to the boy's discretion.

1074. (*Sir S. Northcote.*) A special period of English history?—Yes.

1075. (*Lord Devon.*) What books are recommended for English history?—I think when I was at the school we were reading the latter periods of English history, and a knowledge of Macaulay was allowed an advantage in the examination.

1076. (*Sir S. Northcote.*) What do you call the latter periods of English history?—We were going through English history in the examinations, and I think when I was first on the head form, we were about the commencement of Macaulay's history.

1077. Did they go below the revolution of 1688?—I forget the exact period.

1078. I meant was it the practice of the school to go lower?—Yes.

1079. (*Mr. Vaughan.*) Do you mean that Macaulay was the classical book in the school for the period of the revolution?—By no means. If the period which the Head Master had set for the examination happened to be a part of the period traversed by Macaulay, and a boy showed any knowledge of Macaulay, credit was given him in the examination for his knowledge.

1080. (*Lord Lyttelton.*) Did you read Hallam?—I do not recollect anybody reading Hallam, but the study of English history was left to the boy's discretion.

1081. (*Mr. Thompson.*) How long have you left?—Three and a half years.

1082. Then you have taken your degree?—No.

1083. You have passed moderations, I suppose?—Yes.

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1084. You took honours in mathematics, or in classics?—A first class in classics only.

1085. (*Lord Lyttelton.*) You are going in for classical honours now?—Yes; in the final examination.

1086. (*Lord Clarendon.*) Do you think as far as your experience goes at Oxford, that the scholarship of Merchant Taylors' is equal to that of other schools, that young men coming up to the college are as proficient, and as well grounded and with as much knowledge of grammar as any coming up from either Eton or Shrewsbury?—I should think so certainly.

1087. You could not point out at Oxford young men coming from any particular school who were generally or often superior to Merchant Taylors'?—I can point to one school which has taken the highest college scholarship, four times in three years.

1088. (*Mr. Thompson.*) Which is that?—Marlborough. It has taken the Balliol scholarship four times in three years.

1090. (*Lord Devon.*) Have you had any personal acquaintance with any Shrewsbury men?—No.

1091. You have never been in contact with them?—No.

1092. (*Lord Lyttelton.*) You are not aware that Shrewsbury stands higher at Oxford in reputation as a classical school than Merchant Taylors'?—No.

1093. (*Sir S. Northcote.*) With reference to what you say as to the Balliol scholarship, I suppose the best Merchant Taylors' men do not usually go and offer themselves for Balliol scholarships, do they?—Very seldom.

1094. Because they have their own scholarships at St. John's?—Very often the best Merchant Taylors' boy has gone to St. John's without trying elsewhere.

1095. (*Mr. Twisleton.*) Last year, during the whole year, only eight went to the two universities from Merchant Taylors'?—No.

1096. I suppose you could not have had many to stand for a Balliol scholarship?—No; I recollect very few men who have stood at Balliol, for the simple reason that most of the best men go to St. John's.

1097. (*Sir S. Northcote.*) There is nothing corresponding to that at Marlborough; it is the best Marlborough men who go up for the Balliol scholarships?—I believe so.

1098. (*Lord Devon.*) As regards the system of education pursued at Merchant Taylors', do you think that a sufficient encouragement and opportunity for distinction is afforded to clever boys?—In the school certainly, I should think.

1099. Take the industrious boy, without any great ability, is there sufficient encouragement for him?—Yes, I should think so.

1100. You think no undue preference is shown to either of those two classes?—No, I think not. The system of removes seems to me very fair. It depends both upon work in the half-year and work in the examination.

1101. (*Lord Lyttelton.*) The less clever boys get full attention from the masters?—Quite so, I think.

1102. (*Lord Devon.*) Do you think sufficient pains is taken to make idle boys work, or such pains as can be taken?—There can be no very extensive personal supervision over each idle boy, but I should think, as a general rule, the idle boys are carefully looked after.

1103. (*Lord Lyttelton.*) The Head Master took a great part in the teaching of the school, did he not?—Yes.

1104. Do you attribute chiefly the success of the school at the universities to the teaching of the Head Master?—Certainly.

1105. (*Mr. Vaughan.*) Are you disposed to consider that the degree and manner in which the compulsory systems of studies were carried on there was good or not?—Do you mean the classical studies?

1106. I mean the mathematics, French, and drawing?—There are one or two anomalies in those studies, which it is difficult in practice to amend; for instance, in French the boys move as they move in classics; consequently a boy who has a very slight knowledge of French may be put in a form too high for him. Also, I think that the amount of time devoted to the study of modern languages in the school is hardly sufficient to give boys very great interest in it. It always appeared to me so.

1107. I was rather asking you whether, upon looking back, you approved of these extra studies being compulsory upon all boys?—It is a question which it is difficult to answer. I think that the amount of work I did in French was not wasted. As for drawing, I think it may be a question how far that should be made compulsory on all the boys. For my own part, I am afraid I did not get much advantage from it, from the mere want of ability to profit from it, besides, it was introduced when I was high in the school, and I did not have the advantage of the earlier teaching.

1108. (*Mr. Vaughan.*) With regard to the time which you were compelled to give to mathematics. Do you approve of that on the whole?—Yes, certainly.

1109. (*Sir S. Northcote.*) What was the system of teaching drawing. Were you taught geometrical or perspective drawing?—We were taught perspective.

1110. All the boys?—Yes, after reaching a certain class in mathematics.

1111. Was there no geometrical drawing?—I think so, but the system was only introduced two years before I left the school, and not completely organized.

1112. Was it at all on the system of the Department of Science and Art at Kensington?—We used the models and copies issued by the Department.

1113. (*Mr. Twisleton.*) Did you learn the principles of perspective there?—Yes.

1114. Do you not consider that you have gained an advantage as compared with a boy from another school who does not know the principles of perspective?—Perhaps, if he has any turn for drawing; but if a boy has no occasion to apply them afterwards I think he would very soon forget them.

1115. (*Sir S. Northcote.*) Do you not think that most of the boys go out with the power of representing with some correctness, ordinary objects?—Geometrical objects possibly. Most of the boys, I should think, would be unable to draw anything from nature.

1116. (*Mr. Twisleton.*) Do you think that a boy with that knowledge of perspective would not be more likely to take an interest, everything else being equal, in a painting or a drawing, than one who had no such knowledge?—I hardly know.

1117. (*Mr. Vaughan.*) Do you not think that the practice of drawing might improve the habit of observation of external things generally?—That is possible.

1118. And the precision of recollection of external things in consequence?—Yes; it might educate a boy in that way.

1119. (*Sir S. Northcote.*) It would enable you to study machinery or anything of that kind. If you were studying a machine you would be able to make a sketch of the principal parts of it?—Yes; very roughly.

1120. (*Lord Clarendon.*) Is there any suggestion which you would like to make for the advantage of the school beyond what you have now said with respect to drawing and modern languages?—No, I think not.

1121. Nothing in the system?—It always occurred to me that they were kept too much to their work. Such was my opinion while I was at school, and I have not altered it since. They have only one half-holiday in the week, and they work hard at night. I am told that the average work of a boy at Merchant Taylors' out of school is higher than the average work of the other London schools.

1122. (*Sir S. Northcote.*) How many hours in the week, or day, do you suppose a studious boy worked there?—The school hours were $5\frac{1}{2}$ hours. I should think a studious boy would work 4 or $4\frac{1}{2}$ hours.

1123. In addition to the school hours?—No, during school.

1124. Taking the time spent in school as time spent in work, and adding to that the private work, how much should you say a boy would work in the day?—From $6\frac{1}{2}$ to 7 hours, at the least.

1125. (*Mr. Thompson.*) Would you say that the fact of their living in the city made exercise more rather than less necessary?—Exercise of some kind was certainly necessary. It was becoming very much the practice of the boys to live away from London, so that instead of exercise they had travelling in a railway carriage. Of course the amount of exercise they got depended on the distance they had to walk to and from the station.

1126. (*Lord Lyttelton.*) Did you ever hear that the atmosphere of the school was reckoned confined or close?—No; I do not know that there was any complaint of that kind. It was found very dark sometimes.

1127. (*Lord Clarendon.*) In fact the boys got very little exercise in the week?—Very little indeed. While I was living in the city, all the exercise I got, generally speaking, was the walk to and from school, which, as I went twice a day, would amount to 2 or $2\frac{1}{2}$ miles.

1128. Were the boys in general healthy?—Yes, I should think so. I do not recollect anything to the contrary.

1129. (*Lord Lyttelton.*) Had they a football ground in the winter?—No; there was no united game in the winter, though football was practised occasionally, at different places, by private arrangement.

1130. (*Lord Devon.*) Were there not 60 boarders out of the whole number, all the rest being home boarders?—I could hardly form an accurate estimate, but I should think there were very many more. I should say there were 100 or 120 boarders. Several used to dine in the middle of the day, and I think that was a disadvantage for the afternoon's work.

REFORM CLUB PALL MALL

ANALYSIS OF THE EVIDENCE.

*** The names of the witnesses are in alphabetical order. The figures refer to the numbers of the questions in the Minutes of Evidence.

MERCHANT TAYLORS'.

BAKER, W., Esq., Probationary Fellow St. John's College, Oxford, page 140.

Was 10 years at Merchant Taylors' School, went to the school at eight, and thence to St. John's, Oxford, where he has been two and a half years; 695–699. Lived in London when at school, and boarded in a boarding house kept by ladies; it was not connected with the School nor under its control; went every morning to school, returned to luncheon during noon, then back to school, and returned to the boarding house at night; went home from Saturday to Monday; 700–712. The monitors had no control out of school, and were only responsible for order in school in the absence of the masters; the head boy of each form had to present to the Head Master a list of the boys absent; the monitors never inflicted punishment on their own responsibility, but brought every case before the Master; 721–722. The School time was 5½ hours, from 9¼ to 1½, and from 1¾ to 3¾, with luncheon between; 723–724, and 730–731. The playground was very small, and little used; there was a cricket ground at a different place every year, and as much cricket as time would allow; 725–729. No fagging; 732–751, and 806. His home was 23 miles off, available by railway; used the boarding house on account of the distance; very few living in London, except quite little boys, used the boarding houses; 733–742. The person keeping the house saw to its discipline, or one of the senior boys in the house, but he had no special authority given him; 743–747, 750, and 840. About five boys slept in the boarding house, about 20 dined; 748–749. The boarding houses were recognized by the Merchant Taylors' Company, and the masters recommended the boys to use them; 753. The boys had not separate sleeping rooms, and did not desire them; there were four boys in his room; there was a common room for reading and study; there was a great deal of reading there, and preparing for school work; in the evening hey generally took a walk, then went home to tea, and then to work or play, if permitted by the lady of the house; in the higher parts of the School there would be a good deal of work in the evening; 754–770. The lady was a widow, and made the boarding house her principal means of support; there were no fixed charges, the charge was arranged according to the age of the boy and the circumstances of the parents; other boarding houses were kept by masters, and these, he believed, were preferred; 771–779, and 784. The food was satisfactory, those who boarded and did not lodge took only the mid-day meal; 780–783. Much time was lost by those boys who lived in London going home; all were obliged to be in School at the appointed time; there was no perceptible difference in the scholarship of those who resided in boarding houses and those who resided at a distance; 787. No private tuition in the School; perhaps one or two had private assistance from strangers; 788–796. More details of School work; 797–808. Monday morning devoted to religious instruction; the articles and Greek Testament for the upper part of the School; Latin Testament, catechism, and collects for the lower; further details; 809–822. Great pains taken by Dr. Hessey in preparing the boys for Confirmation; 823–832. Confirmation was followed by the Holy Communion in Gray's Inn Chapel; the boys took their first Communion there by Dr. Hessey's wish, not afterwards; 833–839. They read eight or nine Greek plays,—Æschylus and Sophocles, and one or two of Aristophanes; 841–844. The chief stimulant to exertion was the desire to obtain one of the Probationary Fellowships of St. John's; obtained one himself; there are three scholarships yearly, value from 80*l.* to 100*l.*; industrious boys encouraged by the masters; 845–851. Monitors and prompters looked over the exercises of the Sixth Form, and marked corrections, with good results; they were competent to the task, but the exercises were subsequently looked over by the Head Master; further details on this point and on the School teaching in the higher classics; 852–872. The mathematical teaching effective; he himself read Euclid, trigonometry, conic sections, differential and integral calculus, mechanics, and optics; the afternoon always given to mathematics; occasionally Merchant Taylors' men take mathematical honours at Oxford, but classical honours predominate; there is less pride taken in mathematical than in classical distinction; 873–883. Still Merchant Taylors' men have become wranglers at Cambridge within the last few years; there was a wrangler this year, three last year, and one in each of the previous years; 884, 885. Did not himself like mathematics; believes he went through the integral calculus too fast; when at School he would willingly have given less time to mathematics and more to classics; but thinks the mathematics have been of use in training his mind; 889–890, and 894–896. He himself took a first-class in moderations in classics; is not of sufficient standing to go out in a final examination; 887, 888. Believes there

Baker, W., Esq.—*cont.*

were classical masters enough at Merchant Taylors', and that the boys who tried to get on were sufficiently looked after; there were six classical masters to 260 boys; 891–893. Drawing is taught, but is not much liked; the time allotted to it is one hour a week; was at it two and a half years; has not kept it up; and, with himself, thinks it was an hour a week wasted; 897–899, and 902–905. French was obligatory; two hours a week devoted to it; obtained a grounding in it; was taught pronunciation; when he went away was able to read a common easy French book, with the aid of a dictionary; could not have read Thiers' History of the Empire tolerably easily; might have been obliged to consult the dictionary three or four times in an octavo page of Gil Blas; proficiency in French not much thought of; prizes given for French; 906–924. German not taught in the School; 908. Learned modern history and geography; 928–937. Learned Hebrew; read a good deal of the Bible in it; practice of translating the Psalms into Hebrew found useful; has kept it up; a great many Merchant Taylors' men get prizes at Oxford for Hebrew scholarship; 944–956. Thinks the Merchant Taylors' men at Oxford as well prepared as to classical attainments as young men from Eton, Harrow, and Winchester; 957–960. Does not think the boys at Merchant Taylors' are over worked; there was sufficient time for recreation; 900, 901. There was an average amount of private reading at Merchant Taylors'; there is a considerable library open to the Head Form; 925–927, and 938–943. Reflecting on the manner in which his time was spent at Merchant Taylors', it does not occur to him that he is able to suggest any advantageous alteration; he would not diminish the quantity of mathematics; thinks, however, that drawing might be made optional; 961–963. Merchant Taylors' boys who go to St. John's generally turn out reading men; most of them are intended for the learned professions.

CHAPMAN, W., Esq., page 117.

Has been French master at Merchant Taylors' School 16 years, head French master 4 years; 74–77. Instructs in French 25 boys in the head form, 30 or 31 in the Sixth Form, and about 30 in the Fifth: 85 in all, each class receiving two hours' instruction in a week, besides an hour's preparation; all the boys, on entering the School, go to the assistant master; a few of the boys have had some previous instruction in French at School or at home; others are totally ignorant of the language; all go to the assistant master for two years, so that when they come to witness they are in a tolerable state of preparation or proficiency; on an average they would remain another two years in the school under his tuition; on leaving, 20 out of 30 might be able to read any French book with facility, the other 10 would have some difficulty in understanding it, and a much lower number would be able to carry on a conversation, 78–96, and 129. Has suggested to the Head Master the expediency of dividing the head form into two, in order that the most advanced pupils might not be retarded, as at present they are, by the introduction every six months of fresh boys; at present the suggested improvement has not been made; 97–99. Every Christmas there is a French examination, and prizes are awarded for proficiency; details of the mode of examination, 100–112. Details as to promotion and prizes for French; 170. The First, Second, and Third Forms do not learn French; it begins with the Lower Division Form; there are about 100 with the assistant master; in the School altogether 185 learn French; 113–118. The system postpones the age at which the boys begin; but it is a great advantage to know something of Latin before beginning French; with regard to pronunciation, it is an advantage to begin early; in four years the boys learn to pronounce fairly; they are required in their lessons to give French answers to French questions; 119–130. Has also taught French at Christ's Hospital 16 years, and at the Clergy Orphan School 22 years; formerly taught at the City of London School; 131, 132. Merchant Taylors' School is more forward in French than Christ's Hospital; the boys manifest a decided respect for the study; reasons for the superiority; 133–143, and 165–168. Less interest in French, however, than in classics, 140–143. An improvement would be made by having an independent arrangement for French, as there is for mathematics; 145–148. Further opinions expressed on this point; but there are difficulties in the way; 149–156. Is French by birth; so is his assistant; the latter can maintain discipline pretty well; Dr. Hessey always ready to aid in maintaining it; 157–164. Would be glad of more time, but otherwise is content with the French arrangements as they are; 182, 183. Sometimes sets punishments, but rarely; they are

CHAPMAN, W., Esq.—*cont.*
impositions; he inflicts no corporal punishment, but if necessary would report a boy to the Head Master; 184–187.

EWART, JOHN, Esq., Master of the Company. THRUPP, JOSEPH WILLIAM, Esq., examined at the same time, page 115.

Asked to explain the relation between the School and St. John's College, Oxford, in respect to which the School possesses important privileges, the witnesses reply that previous to the recent alterations the Merchant Taylors' boys were entitled to hold 37 Fellowships in St. John's; since the alteration, in consequence of the arrangement by the Privy Council under the Act of 1861, these Fellowships have been taken away, and 21 scholarships at St. John's appropriated to Merchant Taylors', and five left open, while seven others have been attached to different schools at Bristol, Coventry, Reading, and some other place; the Fellowships, now 18 in number, have been thrown absolutely open to public competition; 1–4. The subject further explained. The 21 scholarships are to be filled by election from candidates sent by the School, and these failing, from Christ's Hospital; independently of these there are several law exhibitions which are attached to St. John's, and some smaller exhibitions which could only be held by a resident at St. John's; cholarships worth 100*l.* a year and tenable for 7 years; 15–18 and 20–22. The Court of Assistants, including Master and Wardens, 40 in number, are patrons and Governors of the School; all the nominations to the School rest with them; they nominate in rotation; the number of boys is 250, or a few over; each member of the Court has a little more than one nomination a year; 5–10, and 16. The Company have absolute control over the School; can spend as much money on it as they like, or put the money in their pockets; technically it is a private school, but conducted as a public school, and ranked as one; its connexion with St. John's College has given it that character, but that connexion might be abolished to-morrow; 11–14, and 29–40. Dissenters are admitted to the School; no restriction as to the boys admitted, except that they must be Protestants and have certain attainments; 35–39. Examinations for the scholarships; they are competitive and open to the whole School; 19 and 23–28. The Court expend between 2,000*l.* and 3,000*l.* on the School, in payment of the Master, prizes, books, pensions to retired masters, and other expenses; 41–44. Have recently voted 20,000*l.* out of the corporate funds for the purchase of adjacent property, with a view of improving the School, and have contemplated the purchase of other property south of the present building; 45–53. The boys are mainly sons of professional men, clergymen, lawyers, and doctors; but there is a special endowment for the sons of mercantile men, with a mercantile prize, and frequently there are sons of tradesmen, shopkeepers in the city; one of the latter lately distinguished himself in classics, went to Oxford and gained a Fellowship, and then competed successfully for the Civil Service; 56–60. Exhibitions, how established; the Company pays in exhibitions and scholarships for continuing at the Universities the education of boys who have been in the School, over 3,000*l.* a year; 61–68. The regulation that the writing, drawing, and French masters must be Protestants might operate to some extent as a limit to the choice of a good French Master; but Mr. Chapman is a good master; 69, 70, and 73. Supposes the peculiar provision at this School, that boys after obtaining a certain proficiency in mathematics should learn drawing, emanated from the Head Master; 71, 72.

HESSEY, REV. JAMES AUGUSTUS, D.C.L., page 120.

Was educated at Merchant Taylors'; went hence, as a Probationary Fellow, to St. John's College, Oxford, in 1832; was admitted a Fellow in 1835, and in July 1845 was appointed by the Master, Warden, and Court of Assistants Head Master of the School, which post he has continued to hold during the following 17 years; 188–192. The School has been founded just 300 years; it has no fixed revenues; after it was founded Sir Thomas White gave it 37 of the Fellowships out of the 50 which he had endowed at St. John's, and this the school continued to enjoy till last June, when the new system created by ordinance of the Privy Council, on the recommendation of the Oxford University Commissioners, came into operation; 193–198. During his lifetime the Founder nominated the Fellows, that is, up to 1562; after his death the Fellows were elected from the School; 227–230. Merchant Taylors' School had originally 37 Fellowships; each Fellow was on probation for three years, and then became a Fellow for life; the remaining 13 Fellowships belonged to the heirs of the Founder or to other schools, and were for life also. The Commissioners proposed to reduce the life Fellowships to 18, nine open to Merchant Taylors' only, and to establish 33 terminable Scholarships, Merchant Taylors' to have 21, to be held seven years; seven scholarships were to belong to other schools, and five, as well as the other nine Fellowships, to be perfectly open. A similar scheme of the Commissioners for Winchester was adopted, but in the case of Merchant Taylors' the Privy Council introduced a modification, to the extent of making all the Fellowships open, for what reason was never stated, and this change would operate injuriously to Merchant Taylors' School, by depriving it of the respectability which attaches to connexion with a College by means of permanent Fellowships; the subject further pursued; 199–216. The first examination under the new system just passed; details of the result; 217–226. The

HESSEY, REV. JAMES AUGUSTUS, D.C.L.—*cont.*
original 45 rules are obsolete and impracticable; they are not binding, as the Court has either repealed them or allowed them to fall into desuetude; 231–233. No visitors except examiners; 234–237. Examiners are competent men; they are paid, and virtually appointed for life; the operation of this unobjectionable; 234–246. Fees and expenses of education less than 15*l.* a year, exclusive of books; 247–257, 368, and 372–375. Maximum number of boys allowed, 250; the number occasionally increased in consequence of less than the estimated number leaving, and boys equal to the whole number of estimated vacancies being admitted; 260–255. Number of masters and amount of salaries; four mathematical and classical, two classical only; thinks another master or two desirable, and that one master ought not to have more than about 40 boys; deficiency, however, of class-rooms; School details; 254, 271, and 282–312. The character of the School, as intended by the founders, is classical; on its first institution the Head Master was to be "learned in good, clean, Latin literature, and also in Greek, if such could be gotten;" 272–274. The first Master, Mulcaster, was an eminent Oriental scholar; he introduced the study of Hebrew, and Bishop Andrews was one of his first scholars; one of the qualifications of the Head Master has always been ability to teach Hebrew; the authorities attach considerable importance to it, especially as it is considered that many of the boys are intended to take orders; many of the boys have obtained Hebrew scholarships at Oxford; though Westminster has abolished Hebrew, he hopes it will continue at Merchant Taylors'; 274–281, 313–314, 495–497, and 502, 503. The four mathematical masters are also classical masters; no difficulty in finding suitable men to teach for the emoluments offered; 282–298. Perhaps rather too much time has been abstracted from classics to be devoted to other studies; 10 hours a week given to mathematics, including one hour devoted to drawing; the time given to mathematics is large compared with that given in other schools; 21 hours a week devoted to classics, including two taken for French; 315–320. Mathematics are encouraged; two exhibitions for mathematics; two boys are at present doing spherical trigonometry and three sections of Newton's Principia; drawing was made compulsory in the School after a certain progress, with a view to the Woolwich competition; it is not unpopular; advantages of drawing; 321–336. Suspension of boys for misconduct; dismissal; 337–338. Library for the masters used by the boys; 339–343. Discipline in the school, 344, 345. Peculiar classification of forms described, 346, 347. Details as to school practice; 369–371, 412, 413, and 475–480. Boys having no talent for mathematics might be advantageously put to German, 371, 494, 498, 499. Prohibition of Roman Catholic teachers not the rule, but the practice at Merchant Taylors', 348–350. Promotion of the boys is in the hands of the Head Master, assisted by the master of the form and his own examination; 351–360. Allowance to the Head Master in lieu of a house explained; 361–364. His late house wants rebuilding if to be used for school purposes; boarding-houses; 376–380, 404–408, and 415–423. Charges for board from 30*l.* to 60*l.*; 387–401. Private tuition little resorted to, and not encouraged; 381–386. There are about 52 nominations in the year, so that each member of the Court has one nomination, and perhaps 10 of them a second; 402, 403. Examination test before admission; ability to write, a certain knowledge of arithmetic, Latin grammar, Scripture history, and Church catechism; 424–426, and 430–433. The present system of admission faulty; suggests a remedy; would let it be published that at a stated time nominations would be in the gift of the members of the Court, and that from those nominated a given number would be admitted; and would establish certain scholarships, say of 25*l.* a year, for the best boys admitted; 427–429. Mode of obtaining the mid-day meal; boarders and day boarders go to the boarding-houses; others lunch at their father's offices in the city; the school portress sells pastry at certain times; resort to the eating-houses discouraged; it is desirable to have the boys in the school precincts if there were means of providing luncheon on the premises; this is one of the things looked forward to when the additional accommodation shall be obtained; 409–411, and 414. Writing from dictation very beneficial; 435–439. Head Master does not introduce into the School a new subject, involving an addition to the staff, without consulting the Court; introduced writing from dictation on his own responsibility; altering the books rests with him; 440–442. Consults the under masters occasionally on various matters on which he has complete power; 443–447. The basis of the school is classical and literary, but, *inter alia*, geography is taught, and a prize is given for modern English history; 448, 449. Idleness with regard to French would cause a boy's remove to be suspended; 450, 451. The system of making "honourable mention" of a boy not gaining a prize, something like an *accessit*, acts advantageously; 452–454. Introduced French in 1846; cannot spare additional time for it; the boys obtain a fair grammatical knowledge of French, some a fair pronunciation; taste for French increasing; no improvement in the teaching could be made, without more time being taken from other studies, and at the expense of additional class-room, and remuneration to the masters for extra time; the boys get prizes for proficiency in French, but progress in that language does not directly contribute to rise in the School; examinations twice a year, once a year by a special French examiner; the examinations are

MERCHANT TAYLORS'.

HESSEY, REV. JAMES AUGUSTUS, D.C.L.—*cont.*

satisfactory; 455–468. It would be desirable for the boys to begin French earlier if it did not interfere too much with learning Latin; modifying our vowel pronunciation of the Latin and Greek to the pronunciation of the continent might assist in acquiring pronunciation in French, but it is hopeless to attempt to remodel the English pronunciation of Latin and Greek; Dr. Russell tried it at Charterhouse, and failed; 481–488. Mathematics are taught 10 hours a week, minus one hour devoted to drawing by the four higher classes; 469–475. Meaning of "prompter" given; the office originated in the attendance of the second rank behind the first on speech days; the name remains, though the duty has been abolished; 489, 490. Encourages English literature; shows in what way; 500, 501. Efficient teaching of arithmetic impeded by want of more rooms; details as to examinations for prizes, exhibitions, and scholarships, especially of the first examination for scholarships under the ordinance of the University Commissioners, as amended by the Privy Council; 506–532. Particulars of other scholarships and "little exhibitions;" 533–548. The exhibitions and prizes for the number in the school are ample; does not want any more; has also quite sufficient prizes for composition; 544, 545. There are prizes for writing; 547–551. More as to prizes; 553–556. In the competition for the Hebrew and history prizes much work must have been done at home; 553. The boy tutor system at Merchant Taylors' is exceptional; only used where a boy who has been some time in school requires temporary aid, which is then given by an upper boy for a very small fee paid by the parent; 557–566. Proficiency in verse composition has contributed very much to the great success of Merchant Taylors' men at the moderate schools at Oxford; 568. Merchant Taylors' has no connexion, as a school, with St. John's, Cambridge, but he recommends it strongly to his boys; with the exception of Balliol College, Oxford, knows no College where greater interest is taken in the students than at St. John's; 569. Religious instruction consists of prayers night and morning, and on Mondays a regular graduated course of teaching, the catechism, Bible history, the text of the Greek testament, the Gospel, Acts, and some of the Epistles; in the head form this culminates in Hebrew and in essays and biographies connected with Scripture subjects; 570. The Head Master prepares the boys for confirmation and the Holy Communion, and, as a rule, but there is no compulsion, the boys receive their first Communion at Gray's Inn chapel, where he preaches, and this the boys do most willingly, unless they have an earlier opportunity of receiving it with their own families; 571–576. It would be desirable to have a chapel for morning and afternoon prayers, and occasional addresses to the boys; this has never been suggested to the Court, because, till more property has been purchased, it would be thoroughly hopeless; if any liberal member of the Court were to build a chapel, he would be glad to have in it a religious service; 577–579. Details as to punishment; impositions set by under masters, of 50 or 100 lines; more would be a mark of grave displeasure; the Master, according to the gravity of the offence, admonishes a boy privately, notices his offence by a public rebuke, flogs in the presence of the form, or advises the parents to remove him from School; the public rebuke is regarded as a considerable disgrace; the flogging very rarely takes place, scarcely once in three years; in the Sixth Form he has never flogged; the under masters use the cane; the punishments of late were more rare and less severe than formerly, and the effect has been beneficial in an improved moral tone pervading the School; does not think the punishment has of late years been more severe in consequence of being administered by the under masters, at the moment the offence is committed; governs the upper boys by moral means, and with good result; 580–618. Monitorial overlooking and correction of exercises described and approved; the master looks over the exercises, and concurs with or differs from the monitor; this induces a critical habit, beneficial alike to the boy and the monitor; 619–623. Monitors sometimes takes a form when a master is absent, and with advantage; 624–625. Monitors responsible for misconduct in school-room or cloisters; they are not allowed to use a cane, but if a boy was impertinent and deserved a thrashing, he had it; if there were a larger playground, the monitors would necessarily have larger powers; doubts the expediency of entrusting actual coercive powers of discipline to boys; when he was a boy at Merchant Taylors' the boys were there at the breakfast hour, and the monitorial power or discipline was abused; 626–30. Fagging does not exist at Merchant Taylors'; 632–633. Only one half-holiday in the week; does not think the boys would be hurt by a second; is in favour of the second half-holiday, spreading the work over the other four days; 633–639. Cricket played at Kennington Oval, foot-ball at Victoria Park, or elsewhere; 640–644. Rowing no longer in vogue, owing to the crowded state of the river; 645–646. Although the removal of the School might be advantageous to some extent, it would destroy its objects in the present locality; many of the parents of the present boys could not afford the 120*l.* or 130*l.* which would be required if the School were removed to such a distance as Harrow; the newspapers have talked about the removal, but he believes it is not desired by the parents or by the Court; the

HESSEY, REV. JAMES AUGUSTUS, D.C.L.—*cont.*

parents have complained that the school is confined, and they want the class-rooms improved, and the playground extended, but they have never advised the removal of the School; the School is always full; 648–653. The boys are principally sons of clergymen, physicians, surgeons, barristers, solicitors, mercantile men, and the higher class of tradesmen; 654–656. Age of boys at present on admission from 9 to 13 even 14; now the minimum limit is 9; 657–667. The boys generally remain from 3½ to 4 years; 674. English prose; translations from Greek and Latin; no English poetry repetition; 668–680. Committing Articles of the Church of England to memory; 681–682. As to grossness of some classical authors, witness's opinion on the point; 683–694.

THRUPP, JOSEPH WILLIAM, ESQ., page 115. (*See evidence of* Mr. Ewart.)

THURSFIELD, JAMES R., ESQ., Scholar of C.C.C., Oxford, page 145.

Was at Merchant Taylors' School rather more than seven years; for about five years he was living in Worcestershire and boarding in London; after that lived with his mother at Highgate and used to go home every night; during the last six months before he left School he boarded at Wimbledon, and came to London every day; 967–970. While his home was in Worcestershire, he boarded five years in Doctors' Commons, at the house of a married lady, sister of one of the Under Masters, who lived with her; she took four or five boarders from the School, never more than seven; 971–974. The School broke up at four, boys got home at half-past, and dined at five; after this, in summer, they amused themselves a short time, occasionally went out, and returned to work at seven; the elder boys used a vacant room for study; there was generally a couple of hours' preparation for school work in the evening; the master occasionally looked over it; they could not go out when they liked, they could not go to the play unless with their friends; they were entirely under the lady's direction as to their conduct; the eldest boy exercised a slight supervision over them, the master occasionally did the same, and the lady's husband at times administered slight punishment in cases of misconduct; all this was done without any reference to the Head Master, but in case of any great breach of discipline it would probably have been brought under his notice; the boys went to bed at 10 o'clock; they had not single bed-rooms, and did not wish for them; in his opinion the whole of the houses were well conducted; at some of them boys dined who were not regular boarders, but not where he was; the meals were good; 977–999. Had no assistance from private tuition, knew of no instance of private tuition for school work except a slight amount of assistance given occasionally by some elder boys to some younger ones, but this was never sanctioned; 1000–1004. At one time the monitors and prompters, highest boys of the Head Form, used to look over the exercises of the Sixth Form, affix their marks to them, and send them up to the Head Master, and would also hear the Sixth Form repeat passages which they had learned by heart; but this was abolished when the Head Master's Assistant was appointed to undertake entirely the Sixth Form; 1004–1007 and 1011–1013. There was sufficient emulation in the School to keep the boys up to their work; 1008, 1009. Describes the punishments,—impositions and caning; impositions seldom exceeding 100 lines; in the upper classes the Greek accents would have to be put in; there was no flogging while he was at the School; 1010–1023. A great stimulus to work was the hope of getting to St. John's; there were also the half-yearly removes and the prizes; 1024. It is a disadvantage that Merchant Taylors' scholarships could be held at St. John's only; 1026–1037. The playground at Merchant Taylors' is not large enough for the name; a cricket ground was hired at Hampstead, and reached by the North London Railway; 1038–1042. The boys could go to public houses if they wished, but neither drinking nor any other misconduct was carried to a great extent; 1043–1047. Read eight Greek plays at School; 1048–1050. Obtained an open scholarship of 80*l.* and rooms for five years at Corpus; 1025–1027 and 1051. Details his attainments in mathematics, mechanics, Hebrew, French, ancient Geography, English history (including Macaulay), acquired at Merchant Taylors'; 1036–1083. Obtained a first-class in classics in the moderations, and is going in for the final examination; 1084, 1085. Believes the scholarship acquired at Merchant Taylors' equal to that acquired at other schools; but Marlborough men have taken the highest College scholarship, the Balliol, four times in three years; Merchant Taylors' men seldom compete for the Balliol; they go to St. John's generally without trying elsewhere; sufficient encouragement to clever boys is afforded at Merchant Taylors' School; attributes the success of the School at the Universities mainly to the teaching of the Head Master; 1086–1104. Thinks the time given to mathematics is as it ought to be; that not enough time is given to French; and doubts the policy of making drawing compulsory, though he admits that some advantages may be gained from such a knowledge of drawing and perspective as he was taught at Merchant Taylors'; 1105–1119. Is in favour of an extra half-holiday, and more exercise for the Merchant Taylors' boys; 1120–1127. The boys in general were healthy in his time; 1128–1130.

MINUTES OF EVIDENCE.

HARROW.

LIST OF WITNESSES.

Name of Witness.	Date of Examination.	Page.	Name of Witness.	Date of Examination.	Page.
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The same further examined - - -	June 6	172–194	Rev. H. W. Watson, M.A., Mathematical Assistant Master.	„	216, 217
G. F. Harris, Esq., M.A., Classical Assistant Master.	June 14	194–203	Mr. G. Ruault, Assistant Master in Modern Languages.	„	217–219
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Harrow, Tuesday, 3rd June 1862.

PRESENT :

Earl of Clarendon.	Lord Lyttelton.
Earl of Devon.	Rev. W. H. Thompson.

The EARL OF CLARENDON in the Chair.

The Rev. Henry Montagu Butler, M.A., examined.

1. (*Lord Clarendon.*) You are Head Master of Harrow school?—Yes.

2. How long have you been so?—I was appointed in November 1859.

3. I believe that the questions from No. 1 to No. 9, and the whole of the first part of this paper we have before us, have been answered by the Governors?—Yes.

4. Or by their solicitors?—Yes.

5. And you consider you have nothing to do in any way with the management of the property?—That is quite independent of the Head Master.

6. You have read over this first part, which came from the Governors?—Yes.

7. Is there any observation you would wish to make upon it, or have you any information on the subject to give to the Commissioners?—No; I think there is nothing I should wish to add to that.

8. Do you think that the Governors, as far as you have been able to judge during the time you have been here, assist the school, *quâ* school, as much as their funds permit them to do?—I am unable to judge comparatively of the pressing character of the different demands which are made upon the Governors; so far as I have found, they have always been ready to aid the school liberally. But I am well assured that the funds at their disposal are not large.

9. Before the annual meeting of the Governors does the Head Master prepare any statement of what is urgently required by the school, and how far he thinks the funds at their disposal would be applicable?—Not necessarily. On the last occasion I did make an application to the Governors. It was simply to place at the disposal of the school Custos a house which had become the property of the Governors within the last two months, at a rent to be fixed by them.

10. Who was to pay the rent?—The school Custos. It seemed to me that it would be of great service to the school if the Custos, whose house was incommodious, could have the temporary possession of that house which had recently become their property. The Governors kindly acceded to my request; and this very day the house is being prepared for him.

11. (*Lord Devon.*) The Custos is a servant?—The Custos is a servant appointed by the Governors to look after and take care of the school buildings. He is paid partly by them, and partly by the Head Master.

12. (*Mr. Thompson.*) He has at present to pay the rent of a house?—Yes, of which the Governors are not the proprietors. He has paid hitherto 40*l.* a year for a house, and now pays 15*l.*

13. (*Lord Devon.*) What are the school dames at Sudbury and Roxeth who are paid 8*l.* yearly?—I am not quite certain, but I believe they are the mistresses of the infant schools.

14. (*Lord Clarendon.*) The vicar of Harrow is paid 25*l.* a year for sermons?—Yes; by the will of the founder, I think 25*l.* a year has to be paid for 30 sermons to be preached during the year. If I remember right, the will provides that if the Head Master shall seem to be properly qualified, he or the vicar shall have the preference.

15. This is the clause—"and also the said keepers "and governors shall provide and procure thirty "good, learned, and godly sermons to be preached "yearly for ever in the parish church of Harrow-"on-the-Hill aforesaid at convenient times; and "shall pay to the preacher or preachers thereof ten "pounds yearly of like lawful money, (that is to "say,) for every sermon six shillings and eightpence; "and if the said schoolmaster or the vicar of Harrow "(for the time being) shall be thought by the judg-"ment and discretion of the keepers and governors "for the time being to be a meet and sufficient man "for the purpose, and that he the said schoolmaster "can well and will do the same without any hindrance "to his teaching the said school, then the one of them, "before any other, to have the preaching the said "sermons, and the said ten pounds for his pains "therein?"—Yes; I believe, as a matter of fact, that is the only clause in the founder's will which seems to contemplate the probability or the possibility of the Head Master being in holy orders.

16. (*Lord Devon.*) There are only two masters I think referred to in the founder's will?—Only two, the "schoolmaster" and the "usher."

17. In this account they appear as the Head Master and the under master?—Yes; he is sometimes called the under master, and sometimes the lower master; the technical term is the usher.

18. He has the charge of the lower school?—Yes.

19. (*Lord Lyttelton.*) Does the lower school begin next below the fifth form?—It begins at the fourth form. The truth is, there is no very definite distinction between the authority of the Head Master and

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the under master. Practically the Head Master is responsible for the whole, and the only way in which the under master's authority comes in separately is this, that he undertakes to pay the income of the master who hears the upper fourth form. That, however, was only a special arrangement made some years ago. A Head Master would not be bound to adhere to it in future.

20. (*Lord Clarendon.*) You have no information about the application of these monies?—No.

21. (*Lord Lyttelton.*) Have you ever heard whether a remedy could be found for that great grievance, the application of a large part of the fund to repairing certain highways. Has it ever occurred to you that there is any way in which that might be altered or got rid of?—I am quite unable to judge what legal means we could have recourse to for recovering the money which has thus been diverted, but there has long been a very strong feeling at Harrow that in equity some part at least of the property which is now at the disposal of the Commissioners of the Metropolis Turnpike Roads should be restored to the school. It seems to be an unjustifiable thing that money which John Lyon designed mainly for the benefit of the school should be diverted to a purpose which he never contemplated, and I have no hesitation in saying that if that money could be recovered for the purposes of the school it would be of very essential advantage to us.

22. Have you heard whether an opinion one way or other has been expressed by any legal authority?—I am not aware that I have. I cannot say so positively. It has been a subject of conversation at Harrow for years.

23. (*Mr. Thompson.*) It says here, "The founder "designed that the school should have two-thirds, "and the highway one-third of his estates; the "school now gets one-third only, and the other two-"thirds are absorbed in a metropolitan fund, by "which a certain road and certain streets are mended, "paved, lighted, and watered"?—Yes.

24. (*Lord Devon.*) It appears that the founder directed the application of the rents arising from the lands at Kilburn and Paddington, as follows, viz., "as to the lands at Kilburn, to be bestowed "in and towards the repairing and amending the "road from the town of Edgware to the city of "London;" and as to the lands at Paddington, to be applied in like manner "for repairing and "amending the highway from London to Harrow." Will you be kind enough to state in what way you think that the present application of this fund is a departure from the founder's will?—If I may be allowed to say so, that is a statement for which the Governors are entirely responsible, and to which I can add no force at all. It is purely a legal matter. I take that statement upon trust. The grievance has been notorious at Harrow for many years. We have all along felt a strong sense of injury, but I have never had occasion to go into the legal merits of the question; all I can say upon that point, as Head Master, is, that in my opinion it would be of very great service to the school if part of that fund could be recovered. No doubt it would be of very essential service to the school.

25. (*Lord Lyttelton.*) What is the "Sayer gift, "dividends on consols, less tax, 100*l.* 12*s.* 6*d.*" To what purpose is that applied?—Two scholarships were founded in the year 1830 by John Sayer, an old Harrovian, to be devoted to two exhibitions of 50 guineas a year for such Harrow boys as should go to Caius College, Cambridge. They are limited to Caius College, Cambridge, by the founder.

26. What is the subject of the examinations?—The regular studies of the school, including classics, mathematics, and modern languages.

27. It includes them all?—Yes, there is no limitation in that respect.

28. (*Lord Clarendon.*) "The Trustees or Gover-"nors have the sole management of the lands, tene-"ments, goods, and possessions of the school, and the "application of the revenue thereof according to the "orders, statutes, and rules of the founder, and they "have the appointment of the schoolmaster and usher "in themselves, and the power of removal of the "Head Master and usher for misconduct or in-"capacity." The Governors never interfere in any manner with the administration of the school, do they?—In no way whatever.

29. You consider yourself in those matters supreme?—Yes.

30. And in what manner do you consider the usher is joined with the Head Master, you being the supreme administrator?—Practically the responsibility lies entirely with the Head Master.

31. Who is the usher at present?—Mr. Oxenham.

32. In any matter of importance connected with the administration and government of the school, should you consider yourself under any obligation to consult the usher?—I should not think it necessary to do so. Practically, I may say the usher is regarded in these respects as one of the assistant masters. I habitually consult all of them, but I do not consult him more than any other.

33. As usher you do not consult him?—As usher I do not.

34. (*Mr. Thompson.*) That has been the practice at the school, I suppose, for some time?—I believe so.

35. The second master or usher has been practically one of the assistant masters?—Yes, I believe so.

36. Ever since you remember the school, at all events?—Yes, ever since I remember the school.

37. (*Lord Clarendon.*) But there is this difference: he is appointed by the Governors, and removable by them alone, and the assistant masters are appointed by the Head Master?—Yes; but I believe he has never been appointed in any instance except from among the body of assistant masters, and therefore he is one of those who were appointed originally by the Head Master.

38. He is usually the senior assistant master?—Usually. Whether any preference has been given to a master in holy orders, I am unable to say.

39. As connected with this, it is said (No. 3) "The government of the school, as to its entire ad-"ministration for all the school duties and purposes, "is vested in the Head Master, and under him the "usher or second master, subject to any necessary "reference to or regulation by the Governors for any "special purpose." For what special purpose would you refer to the Governors?—I should be disposed to consult the Governors if it seemed to me that any material improvement was required in the school buildings; I ought to say in the old part of the school buildings.

40. But it is only with respect to external things, not with respect to the administration and government of the school?—No, I cannot say I should refer any question as to the management of the school to the Governors.

41. (*Lord Lyttelton.*) Do you make a distinction between the old part of the school buildings and the other?—Yes, because the Governors do not give us any pecuniary aid with regard to the maintenance of the new buildings.

42. (*Lord Clarendon.*) This answer to the third question suggests the idea that there are circumstances connected with the government of the school and its administration in which, in special cases, you would consult the Governors?—I cannot call to mind at this moment any circumstances in which I should think it necessary to consult the Governors.

43. Dr. Vaughan established the "English form"?—Yes.

44. That was entirely new: an innovation?—Yes.

45. But for that he did not think it necessary to consult the Governors?—Yes, upon that point he did. The creation of an English form was something entirely new in the history of the school. Dr. Vaughan was desirous that all the scholars of the English form should be on the foundation of John Lyon, and in order to admit them to that privilege

it was necessary that the Governors, as the trustees appointed by John Lyon, should be consulted. I should draw a distinction between the original institution, and the subsequent administration, of the English form. For the administration of the English form I should not think it necessary to make any reference to the Governors.

46. (*Mr. Thompson.*) What Dr. Vaughan did was rather to create a new school than to change the administration of the existing school?—Yes, exactly.

47. Then perhaps that is hardly a case in point?—I have no doubt one might conceive instances in which it would be desirable to apply to the Governors; but in the ordinary administration of the school such reference is never made. If, for example, I thought it desirable that the number of home boarders or of boys on the foundation should be diminished, of course I should apply to them for that. I should not do it myself. But that is only a hypothetical case. One might, I have no doubt, frame many cases of that kind.

48. (*Lord Devon.*) Suppose that this case were to occur: assuming that you became convinced that it was expedient that a material change should take place in the system of education in the school in this sense, that either physical science or modern languages should assume a much more prominent position; perhaps even that it was desirable to permit certain boys to discontinue or materially diminish classical studies in order to pursue one or other of those two new branches; should you think it proper or essential to consult the Governors?—I should not feel myself bound to do so; but if the change proposed was considered by me to be organic and really fundamental, I should probably, as a matter of courtesy, make it known to the Governors. I say, probably I should do so.

49. There is nothing in the founder's will which would oblige you to do so?—No, nothing of the kind.

50. (*Lord Lyttelton.*) Upon what is the practice, as you look at it, supposed to rest. Do you understand that, under the will and orders of John Lyon, you are bound in strictness to consult the Governors at all upon the administration of the school as distinct from questions of property; because it seems that it may stand either upon an actual legal obligation or upon a usage which has always existed, or upon what appears to yourself from time to time to be convenient upon various grounds. I wish to know by which of those three principles you would consider yourself guided in such matters, *i.e.*, whether you consider there is any legal obligation under actual written documents, or whether it rests upon ancient usage, or whether you consider it simply a matter of discretion and expediency?—I should prefer to decline giving an opinion as to the strict obligation under the statutes of John Lyon; but I conceive I am acting in conformity with long and well recognized usage in maintaining that in all the ordinary circumstances of administration the Head Master would not feel it to be his duty to communicate with the Governors; and I am clearly of opinion that it is most desirable that in the administration of the school the Head Master should be wholly independent.

51. But in such a case as has been adverted to before, of a great change in the administration of the school, as at present advised, you would be disposed to consult the Governors as a matter of expediency, but you conceive that you are not bound to do so?—Such a question has, to the best of my knowledge, never arisen, but I repeat, that if any change in the studies of the place, which I might consider of an organic character, seemed to me desirable, I should certainly, as a matter of courtesy and expediency, think it well to consult the Governors, though I should not consider myself directly responsible to them for the change.

52. (*Lord Clarendon.*) No. 4. "These statutes and "orders contain the general trusts and directions "for the application of the rents and revenues of "the school estates, the appointment of the master "and usher, and the election of Governors, and the "other matters referred to. There are also annexed "to these statutes certain rules for the ordering of "the said school, prescribing the course of study to "be followed, and other directions." The course of study; is that supposed to be adhered to?—It is adhered to so far that the course of study pursued at Harrow is mainly classical, but it has not been conceived that the terms of these rules are at all a bar to the introduction of collateral studies.

53. No. 7. "It will be seen by the 23rd Article "of 'the rules for the ordering of the school,' at the "end of the statutes, that if at any time any of the "said orders of government of the said school should "by the greater part of the Governors be thought "'not meet and convenient,' or any other rule should "be thought by them to be wanting, the Governors, "with the consent of the schoolmaster, may make "any new order or rule for the avoidance of such "inconvenience as shall be thought fit to be re-"moved." Would you consider then that you had a veto upon any decision of the Governors in that respect?—I should have a difficulty in answering that question. No such reference to me has at present ever been made. I am really not prepared to say what the legal rights of the Head Master in that respect might be.

54. (*Mr. Thompson.*) "With the consent of the "schoolmaster" seems to imply that the Head Master has a veto?—Yes.

55. So that in fact you might, if you liked, bind yourself and your successors to perpetual celibacy?—Apparently so. They might alter it again, I presume, in their turn.

56. (*Lord Clarendon.*) "Under this authority the "requirement by the statute, that the Head Master "should be always single and unmarried, has been "rescinded, as not meet and convenient." Do you know whether in practice the Governors have simply stated to the Head Master that the requirement of celibacy was not insisted upon, or whether they have announced that the statute was rescinded?—I am not aware. When I married I did not think it my duty to ask their permission.

57. (*Lord Lyttelton.*) These rules at the end are not literally adhered to, are they?—Which in particular do you refer to?

58. For instance, that the master shall take order that all his scholars repair unto the school by six of the clock in the morning throughout the year?—No, that is not adhered to.

59. And those books which are prescribed, are they in use. You do not read the dialogues of Erasmus, or Quantini Carmina de quatuor Virtutibus?—No; we so far adhere to those rules that the course of study at the school is classics.

60. As a body of rules, they are not literally observed?—No, I cannot say they are.

61. (*Mr. Thompson.*) You do not make any declaration or oath that you will observe them?—No.

62. (*Lord Devon.*) The 24th of the orders, statutes, and rules of 1580 is: "Item, the said Go-"vernors, at every time when they shall admit a "schoolmaster or usher, shall cause the same school-"master and usher to read openly all the articles and "orders touching the office of the said schoolmaster "and usher, and thereupon shall take their faithful "promise to observe and keep the same." Is that done now?—No; no kind of oath or declaration is made by the Head Master, or, so far as I am aware, by the usher, at the time of his appointment.

63. Is any reference ever made to the Archbishop of Canterbury?—Only, so far as I am aware, when the votes of the Governors in the election of the Head Master are equally divided.

64. Are these different sources of income of the Head Master as you found them?—As I found them.

65. Have they always been so?—I believe so, during at least the last 17 years.

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66. You cannot name any time when they have been altered?—I know that some changes took place on Dr. Vaughan's appointment; but I am not able, at this moment, to state what they were. One of the changes was, that, whereas the salary paid to the assistant masters, had up to that time been 60*l.*, it was raised by Dr. Vaughan to 150*l.* That was one item among some others.

67. (*Lord Clarendon.*) Among the emoluments of the Head Master you say, "Fee of 5*l.* from (say) "20 boys in English form, 100*l.*" That English form was established by Dr. Vaughan?—Yes.

68. And is the fee of 5*l.* paid to the Head Master?—Paid to the Head Master.

69. And what fee does he pay to the master of the form?—150*l.* a year, and 60*l.* a year to the French master, so that the salaries paid to the masters more than double the sum received from the members of the form.

70. How many members of the form are there?—In general, about 22. Just now there are rather fewer.

71. You say, "I have found it very difficult to "estimate the pecuniary profit arising from each "boy in the house. In stating it at 20*l.*, I am dis-"posed to think that the estimate is too high." Do you continue of that opinion?—Yes, I continue of that opinion; but I should find it extremely difficult to state the grounds upon which my estimate was formed. It is an exceedingly difficult matter; more so than would appear at first sight. I put down the sum of 20*l.* without consulting anyone, and afterwards, when the assistant masters came to make their estimates, theirs differed considerably from mine.

72. They considered their profits were less?—They considered almost unanimously (not quite) that the profits of the masters were less. Some of them stated it at 15*l.* each boy.

73. You have more boarders in your house?—Precisely. I have 63 boys, who pay as a total 68*l.* a year. The masters of the other houses have, on an average, from 36 to 38 boys, who pay in all about 85*l.* a year. Some masters have more boys; Mr. Harris has more; but as an average their numbers range from 36 to 38.

74. I see the salaries to assistant masters paid by the Head Master amount to 2,610*l.* Are they all classical masters?—No; that sum includes the salaries paid to one of the masters in mathematics and the two masters in modern languages.

75. Have the masters comprised in that schedule any other emoluments?—All the assistant masters derive other emoluments, except the one to whom 300*l.* a year is paid.

76. The master who is said here to receive 300*l.* a year has no other emolument?—No other. He has no boarding-house and no private pupils.

77. (*Lord Lyttelton.*) It may happen that he may keep a boarding-house?—In that case his salary, probably, would not be so great.

78. If he had any other sources of income?—If he had other sources of income from the school, probably the sum paid to him would not be so great. If, for instance, he had a small house, he would be in the same position as another master, to whom 210*l.* is paid. That master has a small house, but no other pupils at all. His salary was 150*l.*, but was raised by Dr. Vaughan to 210*l.*, in consideration of his having no pupils.

79. (*Lord Clarendon.*) In the second schedule there is, French master, 60*l.* I understand that there is a master of modern languages whose salary is 200*l.*?—That is another French master at 60*l.*; the French master for the English form.

80. (*Lord Lyttelton.*) The French master of the upper school is in the schedule?—Yes.

81. Is he a Frenchman?—Yes.

82. (*Mr. Thompson.*) The French master of the English form is a different person from the master who teaches French in the upper school?—Yes, a different person.

83. Does he reside in Harrow?—He resides in London, and comes down to Harrow twice a week. I think I have explained elsewhere that the English form is examined periodically by the modern language master and the mathematical master.

84. £60 a year is all the French master of the English form receives?—That is all he receives.

85. (*Lord Devon.*) Altogether you have 16 besides the Head Master in the upper school, viz., 12 masters at 150*l.*, one at 300*l.*, one at 210*l.*, one at 200*l.*, and one at 100*l.* Does that represent the total number of masters?—No, it does not represent the total number of masters.

86. The under master or usher is not included in that number?—No, he is not.

87. Then besides those 16, there is the under master or usher, making 17 assistant masters?—Yes; and there are besides three mathematical masters, and also a classical master, Mr. Smith, who receives his salary from the under master; in fact, 21 altogether. I may refer the Commissioners to the tabular statement at the bottom of page 32, where the names of all the masters, with the exception of the Head Master and the under master, appear. We are 22 altogether.

88. Of whom I think 11 are clergymen and 11 are laymen?—Yes.

89. That does not include the master of the English form?—No.

90. (*Lord Lyttelton.*) I understand all these outgoings, as here specified, are matters entirely in the discretion of the Head Master?—Yes.

91. Suppose he pays a master a salary of 210*l.*, in the event of that master dying, is it quite in his discretion to make a fresh bargain with his successor in any way he pleases?—It is open to him to do so. Of course he would be greatly influenced by school usage in the payment he might propose to make.

92. But it is entirely in his discretion to do as he pleases?—Entirely in his discretion.

93. Has the Head Master the charge of the sustentation of all the new public school buildings?—In the main. The repairs necessary in all but the old school buildings fall on the Head Master. There is a payment made by the majority of the assistant masters to the Head Master in aid of the chapel, which is called the chapel fund. That was introduced before I came. The amount is 25*l.* 10*s.* a year. A payment of 10*s.* a term is paid by almost all the masters of houses. In the main, the cost of repairing and maintaining the new school buildings falls on the Head Master. There are always a good many things which I get mended or repainted during the holidays. Painting is one of the chief items. There are also a number of other expenses, such as window mending.

94. (*Mr. Thompson.*) There is a fund for the repair of the old school buildings?—That falls on the Governors. There are always two surveyor Governors, and I have to report to them if any repairs in the old school buildings is required.

95. You say the sum of 6,288*l.* may be taken as representing the extreme income of the Head Master. I suppose out of that the whole expenses of the private part of your establishment must come?—Yes.

96. But no part of the expenses of the two school houses?—No.

97. Probably therein resides the difficulty in making calculation of the profits?—Yes.

98. The two classes of expenses run into each other, and become confused to a certain extent?—Precisely so.

99. (*Lord Clarendon.*) After all those deductions have been made, the 6,288*l.* you consider would be the net income of the Head Master?—It is difficult to define what is meant by "net" income. Those deductions would not include all the pecuniary obligations which fall practically on the Head Master.

100. (*Mr. Thompson.*) Are those the customary charges which fall upon him for school purposes?—The difficulty is to determine what is meant by "customary." There are large customary expenses,

besides those that are obligatory upon the Head Master.

101. You mean subscriptions?—No, I do not mean subscriptions in the town. If I am asked to what I refer in my statement that "pecuniary obligations "more or less recognized" do fall practically upon the Head Master, to be deducted from the sum which I have represented as his extreme net income, I may refer to the following instances, which have taken place during my own time of office. Part of the school yard was covered with asphalt at my own expense, at a cost of about 60*l.*; part of the street by the chapel was paved at a cost of 25*l.*; a field has been drained for the benefit of the school, which has cost already upwards of 160*l.*, and will cost eventually (probably within less than a year) upwards of 300*l.* in all. That has just been done.

102. (*Lord Lyttelton.*) You are also obliged to keep up great hospitality?—The main hospitality is that of the speech-day. That I have included among the expenses of the house.

103. That is reckoned before the profits are arrived at?—Yes.

104. (*Mr. Thompson.*) You would consider, would you not, that your expenses are very much greater than those commonly incident on a person of your condition, in consequence of your being Head Master of Harrow?—Undoubtedly so.

105. Would you say double?—I should find it impossible to estimate it. Many very heavy costs fall practically upon the Head Master. In my time there is the Vaughan library. Some years back there was a bathing place, which Dr. Vaughan re-constructed at an expense of 1,000*l.* Then there was the chapel. Dr. Vaughan expended upon it probably 3,000*l.* The chancel alone cost 2,000*l.*

106. (*Lord Clarendon.*) There was a subscription from the boys and old Harrovians too towards the erection of the chapel?—Yes.

107. The chapel from first to last seems to have cost 17,000*l.*?—If you include the first chapel as well, the chapel which was founded in Dr. Wordsworth's time, it would amount to about that.

108. The Head Master contributed largely to that?—I have no doubt he did to the first chapel; certainly Dr. Vaughan did to the second. We have had two chapels in 20 years. The first chapel cost much less than the other; still it was very costly.

109. There was a subscription some years ago for building the eastern part of the school houses, and for other purposes, was there not?—Yes.

110. The boys and old Harrovians subscribed 30,000*l.*, I believe, did they not?—The special subscription to which your Lordship refers amounted to between 7,000*l.* and 8,000*l.* It was raised in my father's time, and included large contributions from the masters. 30,000*l.* would, I believe, fairly represent the aggregate amount of this subscription, of the sums spent upon the two chapels, of the cost of the Head Master's boarding house, and lastly, of the new school building, erected at the same time as the north aisle and chancel of the new chapel.

111. (*Mr. Thompson.*) Did not Dr. Butler build the house which you now inhabit?—He built a house that was burnt down, which originally stood upon that site.

112. When was it burnt down?—It was burnt down in Dr. Wordsworth's time, October 22nd, 1838. I know my father spent 12,000*l.* on that house.

113. (*Lord Clarendon.*) The 30,000*l.* of the old Harrovians and others was contributed partly towards the house in which you now live?—That was to build the Head Master a new boarding house.

114. Do you pay any rent for the houses you occupy?—I pay 60*l.* a year to the Governors for my private house, and 60*l.* also to a private gentleman for the old boarding house.

115. (*Mr. Thompson.*) Is the other house your own property?—It is the property of the Governors.

116. You do not pay rent for it?—There are two houses for each of which I pay a rent of 60*l.*

117. But not for the house in which you live?—I pay 60*l.* a year to the Governors for the use of the Head Master's private house and the Head Master's new boarding house.

118. For the two taken together?—Yes; and also 60*l.* a year to a private gentleman for the use of the Head Master's old boarding house.

119. (*Lord Clarendon.*) You say, "There is no "rule establishing any definite numerical proportion "between the masters and the boys. It is under-"stood, however, that 35 is the maximum number of "boys in any form, and there is, of course, one clas-"sical master to each form." You think 35 boys are not more than one classical master can undertake with advantage?—I think a master can very fairly manage as many as 35 boys. I am inclined to think, however, that 30 would be a better maximum.

120. But in order to have only 30, which you think a preferable maximum, the number of masters would have to be increased?—The number of masters would have to be increased, and the number of school-rooms. There are three new school-rooms now in the process of being built, and it is contemplated that one master at least will be added to the staff.

121. One classical master?—Yes; that has been in contemplation for some time now. At present we have no room for more, until these new rooms are finished, and they will not be finished until Easter next.

122. It would always rest with you to limit the number of boys to each master?—Yes; the limitation of the number of boys in each form rests entirely with the Head Master.

123. Have you made any variation since you have been Head Master?—None whatever.

124. The Head Master takes upon himself the teaching in school of the highest form, and examines other forms periodically. How often do you examine the other forms?—My desire is to examine each form at least twice in each quarter; practically, however, I have found myself unable to examine them quite as often this quarter. I believe I shall manage it, but at first there were some very great interruptions.

125. You examine them in what they have been reading during the quarter?—I examine them usually in the subjects which they have been reading with the form master during the previous week. Sometimes I take them in an entirely new lesson; very often part of the lesson is new and part old; that is the usual arrangement.

126. (*Mr. Thompson.*) The work the form have been doing beforehand?—Sometimes. Suppose the lesson is in Greek play, for example; I take 100 lines they have done before and 20 new lines.

127. (*Lord Clarendon.*) You say the lower master is also appointed by the Governors?—Yes.

128. The lower master is generally the senior among the assistant masters?—Yes.

129. Have they ever deviated from that rule of appointing the senior assistant master?—I am not aware that they have ever deviated from that rule.

130. They have never brought in as assistant master any one who has not been previously a master in the school?—I am not sure, but I believe not; I should be very much surprised to hear they had done so within the last 60 or 70 years.

131. "Any question as to the removal of an "assistant master would be settled between himself "and the Head Master." Then in the next line you say,—"The Head Master and the lower master could "only be removed by the decision of the Governors?" Those two passages seem rather to contradict each other?—The lower master is not called an assistant master.

132. (*Lord Lyttelton.*) The first answer is not quite clear. "Any question as to the removal of an "assistant master would be settled between himself "and the Head Master." Do you mean the assistant master would ever have a voice in his own removal?—In that I intended to say this, that no one else would interfere.

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133. The assistant master is removable by the Head Master?—Yes.

134. (*Lord Clarendon.*) 13. "It is open to any "parents residing in the parish of Harrow, on appli- "cation to the Governors, to place their son or sons "at the school on the foundation of John Lyon. "The mere fact of residence, independently of the "previous duration of such residence, conveys this "privilege. The statutes of the founder contemplate "the free education of the sons of inhabitants of "Harrow at the school which he founded." Is there any limitation of numbers?—If there is any limitation of numbers, it rests exclusively with the Governors.

135. The Governors appoint the foundationers?—Yes.

136. That is to say, they assent to the application?—The way in which the admission of a boy to the foundation of John Lyon comes before the Head Master is this. Generally at the beginning of each term he receives from the solicitor of the Governors a letter containing the names of those whom the Governors have already admitted to the foundation, and they are entered in the Head Master's book, with a prefix indicating that they are on the foundation. He has no voice whatever in the matter. It very often happens, as a matter of practice, that parents apply to me in the first instance, not knowing the proper person to apply to. I always refer them to the solicitor at once. The Head Master has no power to admit boys to the foundation, or to refuse their admission.

137. They are of course home boarders?—The foundationers are in all instances home boarders.

138. (*Lord Lyttelton.*) How many foundationers are there at this moment?—About 32.

139. (*Lord Clarendon.*) The 17 guineas is the entire expense of a foundationer?—Yes.

140. "To this may be added the fact that the "attention and assistance of his private tutor, for "which alone he pays a very considerable sum, are "not contemplated among the privileges secured to "him by the will of the founder." Must a foundationer have a private tutor?—I would answer the question in this way; it would, in all instances, probably, be thought necessary that a foundationer should have a private tutor. Should his parent object to pay for the assistance of a private tutor, some arrangement would probably be made by the Head Master and the tutor for bearing the expense.

141. But every boy throughout the school, if a non-foundationer, is obliged to have a private tutor, is he not?—Yes.

142. And therefore a foundationer is obliged to have one in order that he may be on the same footing as to education with the non-foundationers?—Yes. I conceive that, so far as the statutes go, the parent of a boy on the foundation could not compel us to let him have a private tutor; at the same time we always should give him a private tutor; and if his parent declined to pay for it, probably we should pay. There have been instances of cases of *bonâ fide* poor boys in Harrow, where one of the private tutors has taken the boy without being paid anything for it.

143. These are foundationers?—Yes.

144. You say there are 32 foundationers at present?—The number varies, but at present there are about 32.

145. You can have many more than that?—I believe the number of foundationers now is nearly as great as it ever was; at all events since the year 1845; therefore, *à fortiori*, before that time.

146. Residence is the only qualification for admission?—Residence is the only qualification.

147. You have no other?—No.

148. What is usually the position in life of the foundationers?—It varies extremely; in many instances foundationers are the sons of widow ladies who come to reside in Harrow, who having previous to their husbands' death been moving in affluence, are now in comparatively reduced circumstances.

149. And who come to reside at Harrow for the purpose of the school?—For the purpose of the cheaper education of their sons.

150. Is any length of residence necessary?—There is no condition as to length of residence.

151. (*Mr. Thompson.*) Do you think it is desirable that there should be some condition as to previous residence, say a year, before a boy is admissible on the foundation?—In answering that question, I should decline to give an opinion as to whether the condition proposed would adequately meet the case; but I think it would be very desirable that the Governors or the Head Master should have the power of limiting the number of home boarders. In using the term home boarders I do not refer exclusively to those who are on the foundation. At present the school may be said to be composed of two classes; the one, boys who reside in masters' houses; the other, boys (at present comparatively few in number) who reside in their parents' houses. The Head Master has the power of limiting the number of the larger class, but has no power to limit the number of the smaller class. The smaller class must again be subdivided. It consists partly of those who are on the foundation, and partly of those who do not claim the privilege of being on the foundation, but who have a right legally to claim it. If the Head Master, desirous at any time to limit the number of home boarders, should object to receive any boy whose parents proposed to enter him as a home boarder, without claiming the privilege of placing him on the foundation, the result would only be this, that the parent would say, "If you will not receive "him while he is willing to pay such sum as is "usual, I shall avail myself of my right, and send "him not only as a home boarder but as a foun- "dationer as well." Now it seems to me to be desirable that more power with reference to home boarders should be lodged in the hands either of the Governors or of the Head Master, and for this reason. Assuming it to be desirable that the total number of the school should be limited, and also that the boys who are boarders in masters' houses should constitute by far the predominant element in the school, it is plain that while the home boarder element is allowed to increase indefinitely, the other element must proportionally decrease; so that it is possible that eventually the proportions of the two elements might be very materially altered; the number of boys not residing in the houses of masters might bear a very much less proportion than they do at present to the number of those who are home boarders. But I feel more anxious that power should be given to limit the number of home boarders, as such, than to limit the number of foundationers, as such. At present, it is true, the difficulty contemplated might seem to be trifling, because the proportion of home boarders to those residing in masters' houses is comparatively small, viz., in round numbers, 40 or 50 against 430.

152. (*Lord Lyttleton.*) Fifty home boarders including the foundationers?—Yes.

153. (*Lord Clarendon.*) Might not the inconvenience you apprehend, viz., the home boarders becoming foundationers if refused to be taken as home boarders, as such, be met by the Governors, who appear to have authority by the statute of limiting the number of foundationers who should be received?—I am not aware that such a power exists.

154. Clause 12 in the founder's will provides, "And a meet and competent number of scholars, as "well of poor to be taught freely for the stipends "aforesaid, as of others to be received for the further "profit and commodity of the said schoolmaster, shall "be set down by the discretion of the Governors "from time to time." From that it would rather appear that the Governors may regulate the number of either class; so that if, on any sufficient reason, the Head Master were to decline to receive a boy as a home boarder, the Governors might interfere and prevent the parent using his privilege of residence to make his son a foundationer. They might set a limit

to the number?—I am not prepared to say what legal right the Governors already possess to limit the number of foundationers, but I believe that in practice no application for a boy to receive the benefits of the foundation has ever been refused.

155. The number now is only 32—I suppose the applications have never been numerous enough to be inconvenient?—I have no reason to think that they have.

156. (*Mr. Thompson.*) Might not the difficulty be met by this suggestion, that a certain period of residence should be required before a boy could be placed on the foundation?—That would only postpone it.

157. Suppose a parent to bring a boy to you and say, "I want my boy to be a home boarder," and you to object on the ground that you have home boarders enough, he could not then present the alternative of insisting on his son's right to be a foundationer?—I am not prepared to say whether the condition referred to would be found to be adequate. I can see a certain means by which it would practically be evaded; for instance, parents would come to reside in Harrow with very young boys (which we find in practice to be the case), and they would place their sons at the preparatory schools which are near the place, and wait till they were old enough to claim the benefits (even subject to the condition referred to) of a public school.

158. Still it would keep down the number?—Certainly, to some extent.

159. You do not wish that the benefit should not be claimed by a certain competent number, of course?—No, not at all.

160. That condition would have a tendency to diminish the number?—Yes.

161. (*Lord Devon.*) Practically the numbers have not materially varied (certainly not in the direction of increase) for several years past?—They have slightly increased.

162. To what extent. What has been the smallest number within the last 20 years?—I really cannot say at this moment; I had a statement made out a year and a half ago, but I have mislaid it.

163. Can you furnish us with the numbers during the last 20 years?—I can furnish it if I have time to do so.*

164. Is the parish that to which the founder's will applies?—Yes.

165. Is the parish of Harrow an extensive one?—Yes, the parish is extensive. I should find it difficult to define its extent.

166. Capable of containing a very much larger population than at present inhabit it?—Certainly.

167. (*Lord Lyttelton.*) Is Sudbury in the parish?—It is a district in the parish of Harrow; it is not a parish of itself. Harrow-weald also forms part of the parish of Harrow.

168. (*Mr. Thompson.*) I suppose the assignment of a district to a new church would not affect the school right in that district in any way?—I imagine not. Practically our only means of limiting the number of foundationers lies in the power we have of obliging foundationers to conform to all the rules considered necessary for the discipline of the school. For example, all the boys are obliged, naturally, to be in school at a regular time, and the Head Master would probably, in all instances, decline to sanction any departure from those rules for the convenience of home boarders. Then, perhaps, I may say, there are not unfrequent applications (at least there were when I first came) from parents residing at a distance, asking for their sons to be excused from the 4 o'clock bill, whether they might ride, and other questions of that kind. To such questions I have always thought it right to say No. I had an application the other day from a gentleman who said he was come to live at Bushey, to have the benefits of the foundation for his son. I said I could not sanction the boy's riding over to Harrow. Therefore I leave him to decide whether he will wish him to walk over.

169. Why should he not ride?—Because one boy would thus be allowed to ride, while all the others were forbidden that indulgence. But it is our great security. If we were to allow boys to ride over, and so to come from a distance, we should be swamped.

170. (*Lord Lyttelton.*) As I understand the 12th clause of the founder's will, there is no limitation of the benefit of the school to residence in the parish of Harrow. The number of the scholars, "as well of "poor to be taught freely for the stipends aforesaid "as of others," and so on, "shall be set down by "the discretion of the Governors from time to time"?—If you wish to go thoroughly into that question, you will probably consult Mr. Young. I have understood that in Dr. Wordsworth's time, an effort was made to get some power from the Governors, to restrict the privilege of the foundation to those boys who could be fairly supposed to have been contemplated by John Lyon. We have had many cases such as these,—gentlemen who have been in India, or gentlemen residing in Scotland, coming to stay here for a time, simply to have their sons educated liberally at a cheap rate. John Lyon contemplated inhabitants of the place, *i.e.* inhabitants of Harrow.

171. But it seems to be made quite clear by the 3rd rule, "The schoolmaster may receive, over and "above the youth of the inhabitants within the "parish, so many foreigners," and so on?—That confines it to inhabitants of Harrow.

172. No doubt that is the substantial regulation?—Yes.

173. (*Mr. Thompson.*) By whom were those rules sanctioned; was it by anyone besides the Governors?—They are historically of the same date as the statutes. The MS. containing them, signed by the founder, was discovered among the papers of the late Lord Northwick, one of the Governors of the school, in the year 1843.

174. (*Lord Lyttelton.*) That is the substantial regulation (the others are matters of detail) with regard to the admission of foundationers to the school?—Yes.

175. (*Lord Clarendon.*) I understand there is really no substantial distinction between the foundationers and other boys?—None whatever.

176. (*Lord Devon.*) Do they mix with each other?—Completely.

177. (*Lord Lyttelton.*) Are the foundationers children of the tradesmen of the place?—There is scarcely any instance of it. I believe in no instance is any son of a Harrow tradesman now a member of the great school.

178. (*Mr. Thompson.*) I suppose they approved of the English form?—It is found that the English form is accepted by them as more satisfactorily answering what they conceive to be the needs of their children.

179. (*Lord Clarendon.*) Were the tradespeople and farmers of the parish glad to have that English school established?—Most certainly; they accepted it as a most important advantage to themselves.

180. But they do not seem to avail themselves of it very largely?—We have not a very great number of boys in it. The class of tradesmen and farmers in and about Harrow is not very large.

181. You say there are only about 24 boys in the English form?—About 22; there have been more; there were more boys at first. I cannot state accurately what the numbers have been.

182. Have you the means of knowing that the parents are satisfied with the manner in which the boys are taught there, and the progress they make?—I have certainly no reason to believe the contrary. The number since I have come to Harrow has remained pretty nearly the same; some go, others come.

183. Still, is it not the fact that some of the tradesmen, farmers, and so on, send their children to some London school in preference to your school?—I have known one instance (I do not think I have

* See return at the end of Mr. Butler's evidence.

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known more) in which a parent removed two of his sons who were in the English form and sent them to a school in London. I really forget at the moment the cause which he assigned.

184. (*Lord Devon.*) You say, "The statutes of "the founder contemplate the free education of the "sons of inhabitants of Harrow at the school which "he founded;" and the next sentence is, "they pay "annually 15*l.* for private tuition, 2*l.* 10*s.* for school "charges, and 7*s.* as the fee for the bathing place, "making 17 guineas in all"?—Under the head of "school charges" are included many expenses which it is difficult to specify, but a general impression of them may be given. They would include, for instance, the repair of the new school-rooms, one of those items I was speaking of just now, and again, the heavy expense of lighting the chapel with gas. The Governors contribute to the cost of repairing the old schools, but nothing to the expense of keeping up the chapel, or the new schools, or the ultimate expenses of the Vaughan library.

185. The question I wish to raise is, how far the paying of 2*l.* 10*s.* for school charges is consistent with a free education?—I can only say this, that the sums paid for school charges form part of the total income of the Head Master; it being understood that they give him the means of keeping in order and in repair those parts of the buildings for which he, and not the Governors, is responsible. Of the fee described as school charges foundationers pay one-half.

186. (*Lord Lyttelton.*) Do the school charges appear in any account?—There is no separate account of the school charges.

187. (*Lord Devon.*) These are paid by every foundationer?—Yes.

188. (*Lord Lyttelton.*) They do not appear in the list you have given us of the receipts of the Head Master, I think?—Yes, they do; the school charges appear.

189. (*Mr. Thompson.*) I presume that charge was fixed by the Governors?—That charge was fixed by the Governors in Dr. Vaughan's time. I mean the total 5*l.*, which represents the school charges paid by the other boys, while 2*l.* 10*s.* is paid by the foundationers. I believe that rate of charge was fixed by the Governors; I cannot positively say.

190. Will you explain how the charge of 5*l.* is made up?—£5 is paid by every boy in the school, except the foundationers; they pay 2*l.* 10*s.*

191. Then the fee paid by non-foundationers for private tuition and for school charges is 15*l.*, plus 5*l.*?—Yes, that is given in the answers (II. 10), "Annual fee of 5*l.* for 'school charges,' paid in the "same manner."

192. And 2*l.* 10*s.*, as I understand, is paid by the foundationers for what the other boys pay 5*l.* for?—Yes.

193. I do not quite understand the position of the private tutor. It is compulsory on every boy have a private tutor?—Yes.

194. And they pay 15*l.* for it?—Yes. I have spoken on that subject already. It would probably be considered by the Head Master desirable that every boy, whether on the foundation or not, should have a private tutor, the fee for whose services is 15*l.* a year; but the parent of every boy on the foundation could decline to pay that fee; and in that case an arrangement would probably be made between the Head Master and the tutor, so that while the boy received the assistance of the private tutor, the expense would be defrayed in some other manner. I do not know whether it is necessary to specify the manner.

195. Would it not be more consistent with the foundation, which contemplates a "free" education, that that fee should be paid by the governing body, as it is at Rugby, and, I believe, at Eton?—Perhaps so.

196. (*Lord Clarendon.*) What is the fund the Governors have to deal with?—It is little more than 1,000*l.* altogether.

197. But there are certain fixed charges upon it?—Yes.

198. (*Mr. Thompson.*) I still have a difficulty about the public tuition and school charges. There is an apparent contradiction between answer 10 and answer 18. In No. 2 of the account, under answer 10, "public tuition and school charges" are put at 17*l.*; and in answer 18, "public tuition and school "charges" are put at 20*l.*?—Yes; because 3*l.* are paid to the lower master.

199. The 17*l.* is what comes to you?—Yes; and in answer 10 I was stating the income of the Head Master, in answer 18 the sums paid by each boy.

200. (*Lord Lyttelton.*) Respecting this English form, are you aware whether, before the establishment of the English form, the tradesmen of the town were in the habit of sending their boys to the foundation here?—I believe in a very small number.

201. They did not seem to consider it suitable?—No. Probably the Commissioners are aware that some fifty years ago there was a very important lawsuit before Sir William Grant. There was then a strong feeling on the part of several of the tradespeople against the school, and it was attempted, by an appeal to the Master of the Rolls, to alter the whole effect of the education given at the school. The case was heard before Sir William Grant, and decided against the applicants. No doubt the Commissioners can be furnished with a report of that judgment. It was given in my father's time, in the year 1810.

202. I believe you have said that as far as you can see you are satisfied with the working of the English form?—I have no reason to doubt that it is efficiently conducted. My own examination of it is confined to examining in one or two subjects in the course of each school term. I receive each week a report from the master of the progress of each boy, and at the end of each quarter the boys are examined by one of the modern language masters of the great school, and the senior mathematical master of the great school; and every Sunday morning Mr. Westcott takes part in the scriptural instruction of the boys.

203. (*Mr. Thompson.*) And they visit the form for that purpose?—Yes.

204. To what distance from Harrow do the benefits of the school extend?—There are instances of boys residing within two or even three miles; in some instances boys coming from as far as Pinner are members of the English form.

205. Would those boys not be allowed to ride in?—Yes, I should make no objection.

206. (*Lord Lyttelton.*) Is the master of the English form a University man?—No. There have been at present two masters of the English form. In both cases they have been appointed from St. Mark's Training College.

207. The English form appears to you to meet the demand on the part of the tradesmen?—I think so, certainly.

208. (*Lord Devon.*) The boys pay 5*l.* each to you?—They do.

209. That is all they pay?—Yes.

210. (*Lord Clarendon.*) Where is the school-room?—The room is known as the public room in Harrow, nearly opposite to Mr. Vaughan's house. It is a humble room. It is a room that was used a long time before we got our new schools as one of our school-rooms.

211. Is it a decent place?—It is a very common room. I do not know how to describe it more accurately.

212. Is 5*l.* absolutely all the boys pay?—Yes.

213. Do they pay nothing besides?—No, except, of course, for the few books which they use.

214. Was the room a stable?—No, it adjoins a stable. It was used temporarily as a church when the great church was under repair, and then Dr. Vaughan took it. I certainly have no reason whatever to suppose that any parents have been deterred from sending

their sons because of the nature of the building itself. On the other hand, I have no doubt that if we had a finer building it would give a style and lustre to the whole thing. It would be an advantage, no doubt.

215. Rule 3 provides that "the schoolmaster may "receive, over and above the youth of the inhabitants "within the parish, so many foreigners as the whole "number may be well taught," and so on, "and of "the foreigners he may take such stipends and wages "as he can get, except that they be of the kindred of "John Lyon, the founder." Are there any kindred of John Lyon who ever present themselves under that clause?—About a fortnight back, for the first time, I received a letter, in which a gentleman asked me whether he would gain any special privilege from the fact of his being, as he believed, a kinsman of John Lyon. I wrote to say I was not sure in my own mind that any man could claim special privileges unless he came to reside in the parish of Harrow, but that, feeling unable to decide that question, I thought he would do wisely to write to the solicitor of the Governors, and I presume he has done so. Never before, that I know of, was such a claim preferred. The question, I suppose, would be, whether the fact of being of the kindred of John Lyon, without residence, would give the qualification. I do not know how that would be.

216. (*Lord Lyttelton.*) You could not take "sti- "pends and wages" of the kindred of John Lyon under that rule?—Not if they have the qualification.

217. (*Lord Clarendon.*) 18. "The annual expenses "of many boys would not exceed 135*l.* With a few "they would reach as much as 180*l.*" With very few I suppose they would reach 180*l.*?—Very few.

218. (*Lord Lyttelton.*) Would you state the average expenses of your boys at 160*l.*?—No; I should say they are under 150*l.* with the great majority. If you take what I may call a practical average instead of a mathematical average, I should say the average expenses of the majority are even under 145*l.* per annum. The majority of bills that come in to me each quarter are under 50*l.* Of course the expense would be more in other houses, because I have more boys, and the charges to each boy are less. I may perhaps mention that in some bills "journey money" is not included. In some masters' houses it is included; that of course makes a considerable difference. I think the masters of small houses will say it is not in theirs. To boys going to Ireland or Scotland this item makes a great difference.

219. (*Lord Clarendon.*) 19. You say you answer the question by taking an average of the number of boys who, during the year 1860, were charged with payments for public or private tuition. "During "1860 there were on an average 478 boys on the "school list, from which number 35 may be sub- "tracted as representing boys on the foundation, and "a few boys absent for a quarter. Boys on the foun- "dation pay only for private tuition. The estimated "total sum will then be made up of the following "items." That amount, which is clearly made out, makes the total 18,098*l.* 14*s.* That is for a year, I suppose?—Yes.

220. For 443 boys?—For 443 non-foundationers, and for 32 foundationers as well.

221. We have had an answer to that?—Yes.

222. (*Lord Lyttelton.*) The number of home boarders not being foundationers is about 30, is it not?—It is now about 20. I could with a little time give the exact number.*

223. (*Lord Clarendon.*) 21. I think you said you did pay a certain amount of rent to the Governors?—60*l.* a year. I receive 50*l.* and pay 60*l.*

224. It rests entirely with you what shall be the number of boarding houses; to fix the maximum number?—Yes.

225. Do you contemplate any further extension of the boarding houses? Is there sufficient room in the different houses for the boys?—Certainly, at the present moment.

226. (*Lord Lyttelton.*) You say "there is accom- "modation at the boarding houses for about 450 "boys." You have more boys than that?—That is the accommodation of the boarding houses. There are besides those who board at home.

227. Still there is an excess?—If you add together the maximum numbers of the different houses they come to about 450.

228. The foundationers are not included at all?—No, nor the other home boarders.

229. You say the number of boys in the school is 482?—Yes; I think during the present year it has been 482 or 483. This time last year it was 492.

230. (*Lord Clarendon.*) You say, "I have already "alluded to the distinction between our 'large' and "'small' houses. It rests, of course, entirely with "a parent or guardian to decide whether he enters a "boy at a large or a small house. In the 'small' "houses the boys take their breakfast and dinner "with the master and his family, are more distinctly "recognized as members of his family, and doubtless "enjoy a more intimate relation to him, and a more "immediate personal supervision than is practicable, "or perhaps desirable, in the 'large' houses. The "rooms of a 'small' house have seldom more than "one bed, or two beds, in them. In the 'large' "houses the rooms have generally either one bed or "two beds; and in a few cases there are rooms with "three, four, or even five beds. Whether a boy is "placed in a room by himself, or with one or more "companions, depends entirely on the discretion of the "house master, who will be guided in no respect by "the rank of the boy, but probably by his age or "position in the school. The charge is uniform. "The papers which I have enclosed from the as- "sistant masters will show the nature of the accom- "modation provided in each house." The difference in the charges at the large and small houses is very great?—Yes, the difference between the two is certainly very large.

231. (*Lord Lyttelton.*) According to the joint answer of the assistant masters, the total average of a boy's expenses in the small houses is no less than 210*l.* per annum?—Yes.

232. As the difference is so great, I wish to understand what the precise advantages are of the small houses, and what raises the expenses so much?—I can state what I conceive to be the advantages received; but I am not able to explain accurately from my own personal knowledge what it is that necessitates so marked a difference in the expense. I cannot myself tell you, without going very fully with each master into his house expenditure, what it is which makes it necessary for him, if he is to receive any profit at all, to charge so much more for board than is thought necessary to be charged at the large houses. With regard to that I take the statement which is made by the whole body of the masters of small houses, when they state what their profits are; and I observe, as was to be supposed, that they lay great stress on the undoubted fact that there is a very much greater risk with a small house than with a large one. It is there stated, I believe, that if there are fewer than four boys in a house, the house does not answer at all. It is only when its number is completely full that the profits are considerable.

233. (*Mr. Thompson.*) The masters say, "The "average profits on the sum of 135*l.* paid for board and "tuition in a 'small house' may be estimated at 50*l.*; "but this estimate is based on the supposition that the "number of boarders in the house is always complete. "According to the present rate of fixed and necessary "expenses (rent, taxes, wages, &c.), in most of the "small houses, which are calculated to receive seven "boys, four boarders would not repay the outlay in- "curred for their reception. As the number varies "from five to seven, the profit on each boarder varies "(about) from 10*l.* to 50*l.* per annum"?—The statement of the masters is that four boarders would not pay the outlay which a house involves. That I have gathered from them in conversation.

* See return at the end of Mr. Butler's evidence.

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234. Suppose these gentlemen (the masters) were resident in Harrow, or in any neighbouring village, and were not at all connected with the school, but opened their houses for the reception of eight or ten pupils, as the case might be, what remuneration do you think they would be entitled to, considering their antecedents as scholars?—I should find it very difficult to fix the amount.

235. What would they, as private tutors, obtain from their pupils, supposing they took six private pupils, we will say, in the country, without any connexion with the school?—In the only instances which I can call to mind of tutors who receive a certain number of boarders, (I am not prepared to say how many), they receive to the best of my knowledge 200 guineas a year.

236. Is not that a common remuneration for private tutors?—Very common, I believe.

237. Do you know of tutors of the distinction of three or four of these gentlemen who would take pupils at less than 200 guineas?—I really do not know.

238. (*Lord Lyttelton.*) It is clear those advantages are sufficiently important to keep these small houses almost always full?—The small houses are generally full.

239. Mr. Bradby with a large house puts his profit at 29*l.*?—His house is in size an intermediate one.

240. The difference between that and the cost at a small house is 40*l.* a year?—About that.

241. The large houses, I suppose, are not more than that?—About 15*l.* less.

242. You are prepared to state what are the advantages of the small houses?—If I am asked what I conceive to be the importance of the small houses, considered from a school point of view, I should say that while, on the one hand, I have a strong conviction that if a boy is thoroughly qualified by temperament and by health to gain the full amount of benefit which the public school system is capable of affording, he will gain that benefit, and that bracing influence most thoroughly as a member of a large house, there are, on the other hand, as my experience has shown me,—perhaps, I should say, as my short experience has shown me,—numerous cases in which a boy is so constituted that he would not be well adapted for the public school system as developed in the large houses, and this from various causes, partly physical, partly intellectual; and I should say such a boy would derive very great benefit and protection from being a member of a smaller body, where the counsel and the supervision of the master can be brought more constantly to bear. At the same time, it may, of course, be asked whether any means are provided for sending to the larger houses the boys best adapted to them, and for sending to the small houses those adapted to them. To that I may reply, that it would clearly be impossible before the boys come to the school, to estimate what the peculiarity of each character will be. That must inevitably be left to the feelings of the parent. If the parent has reason to know beforehand that his son is of a delicate temperament, or if, as many parents, rightly or wrongly are convinced, he feels that his son will benefit from a constant supervision on the part of the master, and shrinks from placing him among a large number of boys, where that supervision will necessarily be less, then a small house seems to be the natural resource for a parent with such feelings. And doubtless, it would frequently happen that a parent who had not the means of sending a boy to a house of that limited number, would shrink, rightly or wrongly, (I do not take upon myself to decide which), from exposing his son to the public school system at all. I may add that it not unfrequently happens that boys are transferred from the large houses to the small, and from the small houses to the large. It not unfrequently happens that boys who have begun their course in a small house, and may be supposed to have been there fairly habituated to the public school system, are by the advice of the small house master, removed, during the latter part of their career, to the freer system of a large house. On the other hand, I have myself, in more than one instance, recommended boys of a peculiarly delicate temperament, who seemed to me to be suffering from the rougher system of the large houses, to remove to a small one; and that has, beyond all question, been attended with the happiest results.

243. (*Mr. Thompson.*) Do you think a small house combines the advantages of private tuition and of a public school? Is that the attraction in the eyes of parents?—I should put it in this way. I believe parents feel, somewhat vaguely, that there is in the public school system, and in the connexion with a public school, a value which they cannot find under any other system; but at the same time they have fears, either well founded or in part erroneous, that the entire system of a public school, (by which I understand the free, and, as it may be called, rough *régime* of a large house) is something from which they would shrink from exposing their sons.

244. (*Lord Lyttelton.*) I believe the number in the small houses is limited strictly to nine, is it not?—The limit is fixed at seven, and in no instance is it exceeded without my knowledge and sanction. I might be influenced by knowing whether the house had just previously been full. A house, for instance, has had two vacancies for some time; that has been a very serious loss, and I should be prepared to sanction a larger number in that case, as some compensation.

245. (*Lord Devon.*) Has it ever occurred to you, as a possible objection to a small house, that a bad boy would exercise more readily, and in a way that is more uncontrolled, a prejudicial influence on the other boys in the house?—I think that is true undoubtedly, just as in a family of seven the influence of one member of the family is more felt than if he was one of 60, *i.e.*, if he had 60 companions instead of six. So undoubtedly it is in a small house. Of course, the converse also is true: the good influence is felt more.

246. (*Mr. Thompson.*) On the other hand, would the master be more likely to counteract the evil influence a bad boy might exercise?—Yes, that is also true. If I am asked whether I have observed any material difference in the tone of a small house and a large house, I cannot say that I have. It is a very difficult thing to arrive at.

247. (*Lord Devon.*) With regard to the opportunities of study, are not those greater in a small house than a large one?—Yes, I should say so, undoubtedly. In small houses, and with home boarders, the temptations to be idle are certainly less. The truth is, that in large houses the temptations are greater, and the bracing influence on boys capable of sustaining them is proportionally increased.

248. But looking to merely the material arrangements of the house, does not the greater opportunity of privacy in a small house assist a studious boy, and prevent him from being impeded, as he otherwise would be, in reading?—I was contemplating that principally. Wherever there are a large number of boys, the danger is that they will congregate together, and create more or less of disturbance, and that of course is, so far as it extends, prejudicial to study. Still we do not find among the upper boys that more work is done in the small houses or among the home boarders. During the first two years I generally find the home boarders more especially, rather than the small house boys, get the start of the others. After the first two years I have observed no difference at all.

249. There is one question, arising upon the difference between large and small houses which I should like to ask, viz., as to the number of boys in a room. What is your view as to the advantages or disadvantages of single rooms with not more than one boy in them?—The truth is, I have never very fully considered that question.*

* For a fuller answer to this and the following questions, see question 747.

250. Has it ever been present to your mind that certain disadvantages might in certain cases result from having two; that you should either have one boy in a room, or three, or four?—I think undoubtedly, assuming there is more than one boy in any particular room, it is important that the boys should be as nearly as possible of the same age; but with that condition I confess I should not apprehend any moral—I lay a stress upon the word—any moral inconvenience arising from any number of boys being congregated together in one room.

251. Do you see any distinction between two boys in a room, and three or four; a point which is sometimes raised?—The disadvantage of a large room appears to me to be this, that there are far more opportunities of carrying on games, which are, of course, of themselves disturbances of study. That is my opinion of the danger likely to arise from a large room, but I do not conceive any danger could arise from the mere contact of a number of boys with one another.

252. Taking the use or disuse of private prayer, how does the arrangement of the rooms bear upon that, do you think?—No doubt there would be in a room where there were many boys of the same age an increased difficulty in a boy saying his prayers regularly without interruption, partly from the natural giddiness of boys, which comes out more prominently when there are many together, and partly from the increased possibility of disturbance.

253. Where there are, say, four boys together in a room, supposing one of the boys to be of a much higher form than the other three, would he exercise a certain degree of authority in case of a disturbance, or would the appeal be to the head of the house, who would do it?—I can only answer the question indirectly. Speaking generally, if a disturbance is known to have taken place in a particular room, the head boy of the room will be held to a certain extent responsible, allowance of course being made for his recognized influence, or want of influence, for his want of physical or other strength, and in general for his position in the school. But he would certainly be held responsible.

254. Have you a recognized head in each room of three or four boys, or would it be merely the senior boy?—Merely the senior boy.

255. (*Mr. Thompson.*) You think it desirable that boys in the same room should be all of the same age?—The real truth is, I have never very accurately attended to that question. The only question I have practically attended to is this; having myself, we will say, one room with two and one with three boys, I have considered how I could best arrange them, and that has been mainly according to their size and position in school.

256. Is there not less restraint between boys of the same age than between two boys of 13 and 18?—Yes; if you place a sixth-form boy in the room, I think it would be another thing; therefore I hold they should be quite of the same age or of very different ages.

257. Would not a boy of 18 be more likely to put a stop to any kind of impropriety on the part of a boy of 14 than another boy of 14 would, or even a boy of 16?—Yes, probably; if the case be assumed, of a boy of right feeling of the age of 18, and one of 14, the elder boy would be more likely to prevent anything improper than another boy of 14 would.

258. A kind of parental relation?—Yes, or rather that of an elder to a younger brother.

259. (*Lord Lyttelton.*) Does it appear to you, except in the case of brothers, there is an advantage in each boy having a single room to himself?—I should say as boys became young men there is.

260. Take the age of 14?—No; I am inclined to think to a boy of 14 it is immaterial whether he has or has not a companion, provided always security is taken to prevent disturbance or noise. On the other hand, in the case of a boy of 17 or 18, it does seem to me to be desirable to give him a room for private study.

261. Are you aware that boys themselves prefer to be alone?—Speaking from my experience of a large house, it is undoubtedly considered a privilege to have a single room.

262. But you think partly depending on the age of the boy?—I think it is mainly on the ground that it is a tradition that when boys go up in the school they get a single room, and so they consider it an honour.

263. What is the difference as to the amount of superintendence, between the large houses and the small? Is it simply a question of degree? Does the master of a large house consider himself bound to attend in the way of general supervision to the boys in his house, just as much as the master of a small house does to his, except the difference of degree, *i.e.*, that in the one case you have to supervise 40, and in the other seven or eight boys; or what is the difference?—I am afraid to give the Commissioners the experience of any other than my own house; but I should judge from that that the master of a large house would wish to govern the boys of his house mainly through the upper boys rather than by the immediate action of his own influence. He probably would be very intimate with the upper boys, and would see the others in private only occasionally.

264. So, in fact, representing the general system of the school itself?—Yes.

265. That is as you govern the whole school, namely, through the upper boys?—Yes.

266. So that, in that view, the small houses would be rather exceptions to the general system of the school?—Yes.

267. You think they are rather for boys of special temperaments?—Yes; it seems to me that we have to meet, and practically small houses do meet, the partly reasonable and partly unreasonable fears of parents.

268. What is the total number of boys in the small houses?—About 70. With regard to the question of more than one boy in a room, I am by no means certain, as a matter of fact, that boys do always prefer being alone in a room. The elder boys certainly do, but below the fifth form I should say not.

269. (*Lord Devon.*) What restrictions, if any, exist as to hours, between the boys of one house visiting the boys of another. Suppose a boy in your house has a couple of friends in another house, could those two boys come and sit in his room?—I could not answer that question very accurately. In the upper part of the school there certainly would be no sort of difficulty between boys of one house visiting another. On the other hand, in the lower part of the school, a boy of one house would feel a certain shyness in entering the house of another. And a boy in a small house, or a home boarder, would feel that shyness still more strongly.

270. (*Lord Clarendon.*) At the top of page 13 you say, "the boys, in the great majority of cases, do "their work in the same rooms in which they sleep." They never do work in the school, do they?—Does your Lordship mean under the supervision of the master?

271. I mean the work they prepare themselves?—The work they prepare themselves they do not prepare in school at all. We shut up and lock the school rooms. In the fourth form the work by day is all prepared and done in school, but that is with the masters.

272. Do the masters work with their own pupils in their private rooms?—Not in their private rooms. In certain parts of the school certain lessons are always prepared with the tutor in pupil-room. Otherwise, a boy would not go to the pupil-room to prepare his school work; he would go to his own room.

273. Have they sufficient accommodation in their own rooms. They have tables, I suppose?—Yes, in every room they have a table.

274. They have also desks?—Probably in all cases.

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275. "Schoolwork is prepared by the boys in their "own or one another's rooms, except so far as it is pre- "pared with their tutors." I do not know whether this will begin the tutorial question. Perhaps any answer to that had better be postponed?—I think I could not answer with positive accuracy (though there would be very few errors probably) any question as to the exact amount of work done by the tutors. I could answer it with a near approximation, but you you could not get evidence on that head from anybody better than from Mr. Harris. I have not myself had personal contact with the tutorial system, not having been a tutor.

276. 23. This question relates to diet. Is not the dinner hour, being at one, rather too early? Is it so good a division of the day as two o'clock? I have heard complaints about it at various times from various quarters?—Of course a change in the dinner hour would involve an entire change, for good or otherwise, in the work of the afternoon. I may say the subject has been, to a certain extent, under my consideration, with a view to making some alterations in the work of the forms. As at present advised, I should be disposed to think that if the dinner hour were put off as late as two o'clock it would be too late; and as to half-past one, it would be, so far as dinner is concerned and the health of the boys, an improvement if only we could make the school regulations harmonize with it. There are, however, difficulties; you would have, for instance, less cricket in the afternoon if you had dinner at half-past one.

277. What do the boys think of it?—I do not know that they are aware that the matter has been under consideration.

278. (*Lord Devon.*) Nine is the beginning of breakfast?—Yes; but it is a very short meal; twenty minutes I should think would finish the meal with the younger boys.

279. (*Mr. Thompson.*) They have only bread and butter?—They have often eggs.

280. Provided by the master?—No, they have not in general eggs provided by the master. I have heard since I gave in my answers that one of the masters of the large houses does provide eggs. As a rule, it may be said that meat is not eaten.

281. What is the rule as to coffee or tea?—They have both, and take their choice. In some houses a large machine for boiling eggs is brought in every day; so that if the boys bring their eggs, they are boiled for them. I have always myself brought in to me at breakfast a sample of the loaf which is given to the boys in the house, and at lunch we have the same meat or meats which the boys have had at dinner.

282. (*Lord Clarendon.*) I may mention the two complaints one is in the habit of hearing are of raw meat and rancid butter?—Raw meat means bad cooking. As to rancid butter, I do not know how that is. It is difficult to get good butter at all times. Great pains are taken in my own house to procure good butter, and I have no doubt it is the same at the other houses.

283. (*Lord Devon.*) Can you state what quantity of meat per day a boy eats?—I am not able to state. Perhaps the housekeeper may be able to tell me. The whole household consists of 80 or 90 persons. I could tell how many pounds of meat are consumed in a day.

284. (*Lord Clarendon.*) 25. "The profits of most "of the masters depend very considerably upon their "boarding houses." Is there any master who has not a house, or have all the masters boarding houses?—Mr. Bowen has none; his salary was 300*l.*, and I raised it to 400*l.* There is Mr. Smith again, who receives 300*l.* from the second master; he has none. We have no other classical master at present who has no house. The mathematical masters now have all boarding houses.

285. (*Lord Devon.*) There are masters who keep houses, are there, who do not take forms?—There is no master who has a house who has no instructional work; every one has some. There are two, Mr. Oxenham and Mr. Westcott, who have no forms, but they are both tutors. Mr. Bowen and Mr. Smith have forms, but are not tutors.

286. A mathematical master with a boarding house is exactly in the same position as a classical master with a boarding house?—In exactly the same position, except that the boys have to go for their classical tutor to one of the masters of the small houses.

287. But the general supervision is that of the mathematical master who is the master of the boarding house?—Yes.

288. At the end of answer 23 you say, "At "breakfast and tea the sixth form, and in some "houses other boys in the upper part of the school, "have their meals in their own rooms?"—I limited that answer too much at first. In my own house it is only the sixth form.

289. By whom are those meals prepared?—They are prepared entirely by the servants, and in most of the houses, I think, they are taken up by the servants.

290. Taken up as well as prepared?—In my own house they have always been taken up by fags. They are put out on a table close to the hall, and are then taken up by the fags.

291. Do not the fags toast the bread?—As a matter of fact there has been some change since my time as a boy. The toasting is now generally done by the housekeeper. Still if a sixth form boy wished to have any extra piece of bread toasted, he would tell his fag to do it, and the fag would take it to the nearest fire, which would be his own. The real fact is, that it is done in the first instance by the housekeeper. I do not think that used to be so.

292. (*Lord Clarendon.*) 27. "In addition to the "annual fee of 60*l.* for board and washing paid by "each boy, there is a fee (also annual) of 8*l.*, which "is intended to cover the expense of lighting, fur- "nishing, and repairing his room." Was that the fee in Dr. Vaughan's time?—Yes, that is the fee which existed in Dr. Vaughan's time. There is no profit at all upon that. It is assumed that that is as near an estimate as can be made of what is actually expended upon those items.

293. Would you consider that those items cost you 500*l.* a year?—I never put it to myself in that way. I never made an estimate myself. I may state, however, that another master of a large house, who is an exact and careful accountant, estimated the corresponding cost in his own house at 10*l.* a boy.

294. The wear and tear?—Yes, with the other items referred to in my printed answer,

295. Lighting includes gas, does it?—It includes in my house gas. I have only had gas a very few months. I used to have Palmer's lamps. I consider I lose a trifle by the substitution of gas, but very little; it is almost the same thing. The charge of 8*l.* includes replacing the chairs and other things, and especially repainting the doors, beds, book-cases, and so on. That is the most constant item, for the amount of painting and papering is excessive. When we had the scarlet fever, a year ago, it cost some 150*l.* altogether. That is one of the accidents you have occasionally. The rooms had just been done a few months before, and when the scarlet fever came they had to be done again.

296. I can scarcely imagine that in one year it could cost 8*l.* for repairs?—And new furniture.

297. (*Mr. Thompson.*) What is the cost of the lighting of all those rooms, do you suppose?—I cannot say. I did have an estimate made out, comparing the cost of the lamps with the increased cost of the gas, and I forget what the result was, except that I know it is pretty nearly the same. I think all I ought to say in evidence about that 8*l.* is that I did not myself estimate the items which it covers, but that that sum is supposed not to involve a profit, but simply to cover the expense which is practically found to exist.

298. You found it as it was in Dr. Vaughan's time?—Yes; the carpenters' bills and painters' bills, every quarter, are enormous.

299. (*Lord Clarendon.*) Are there not some of the houses where repairs are charged in the bills, and carpenters' bills sent in besides?—I think in my schedule of accounts, which I inherited from Dr. Vaughan, there is a far-sighted item for "mischief," but I am not sure whether that has actually been charged. That would be applicable, for instance, to the case of a boy taking a poker, as is not unfrequently done, and sending it through a partition wall. If a boy wantonly defaced a wall, I should feel myself justified in charging him with the cost. I believe, in fact, the charge has never been made.

300. Practically this covers those items. There are no carpenters' bills sent in to the parents?—Never. Speaking of my own house, I am convinced that no such charges have ever been sent in. I have more than once intended to do so, but at the last moment I have forgotten it.

301. And no charge for repairs is made to a boy on leaving?—No. I believe it is a pretty certain and careful estimate, and that I could show it is understated, if anything. I believe it does not cover the expense.

302. (*Lord Lyttelton.*) In the majority of cases, do the parents ask you for advice as to the tutors, or do you think they know of them from their own connexions?—In the majority of cases they do not apply to me, except where it is a question of selecting a tutor for a boy in my own house.

303. (*Lord Clarendon.*) 31. "In round numbers "our total is 450, really about 480, while the number "of new boys that come to us yearly is about 150, "really somewhat less"?—I feel that may vary; a few more years would give me more accurate data for judging. At the present moment I consider our numbers are full. They vary between 470 and 490; and it is practically a matter of chance which of those we have. It depends on whether a master happens to have made his calculations for filling his house quite correctly, and still more upon the chance, over which we have no control, what may be the number of fresh home boarders in any particular quarter. Last year there were more home boarders than this year, but practically we may be said to be full now, and it is a matter of chance whether we have 470, 480, or 490.

304. (*Lord Lyttelton.*) Do you find more applications for admission to the school than you are able to comply with?—I find it difficult to answer that question precisely. The way in which the matter comes before me is this; a parent, who may be supposed to know none of the masters of the school, writes to me as Head Master to ask whether his son can have admission to the school. I always reply in substance that he would do wisely to make immediate application to some one of the masters, with whose names I furnish him in a printed paper, adding that admission to the house of a master is followed as a matter of course by admission to the school. This implies that the only difficulty is to gain admission to the houses. If I have no vacancy in my own house for some time coming, I generally, as a matter of convenience, inform him of that; after which I seldom hear any more of the matter, and therefore am unable to say whether he does or does not succeed in finding admission for his son.

305. Is it necessary or prudent for any one who wishes to enter his son at this school to give considerable notice?—Yes, practically it is prudent for parents to give at least two years' notice before a boy enters the school.

306. (*Lord Clarendon.*) Part III. The examination for matriculation is confined to Latin and Greek, is it not. There is no English?—Speaking from my own experience, it has been confined to Latin and Greek. At one time mathematics came in, but it was found the result did not answer, simply because it did not affect the boy's position in the school. It was not thought, in other words, desirable to lower his place in the whole school because his proficiency in mathematics at the time of entry might be poor.

307. If it was known beforehand that that was the requirement of the school, and that mathematics were looked up to and respected here, the boys would come prepared for that, just exactly as they would with Greek and Latin?—No, I think not. At all events, I do not think we could rely upon that in the present state of education. Without reference to what took place before I came, I can give a reason why I think it undesirable to take mathematics into account in fixing a boy's place in the school. The reason is this, that the main study at Harrow is that of the classical languages. If, therefore, we place a boy according to what we conceive to be either his general ability, or his general acquirements, we may place him very far below the main work which he is perfectly competent to discharge. The truth is, there is no way at Harrow of estimating a boy's general proficiency apart from his classical proficiency. It is impossible to compare two boys when they first come, and say one is fit for a higher grade in respect of his greater general proficiency, taking into account mathematics as well as classics. We can only test him by the one study which is confessedly the predominant study.

308. But might you not require a certain amount of mathematics, we will say, as a test of proficiency on admission?—The only way in which we could do that would be by saying that no boy should be admitted at all who did not satisfy some requirement in mathematics. We could not take it into account in fixing his place.

309. (*Lord Lyttelton.*) Could you not require a minimum of mathematical and arithmetical knowledge?—Yes.

310. (*Lord Clarendon.*) By simply requiring Latin and Greek, you directly discourage and show the little importance you attach to anything else?—I cannot admit that inference; but I can understand that, practically, we might put a certain pressure upon private schools by requiring from all boys on entering Harrow a certain minimum in mathematics and modern languages.

311. Practically you do nothing of the kind?—Practically we do not.

312. (*Lord Lyttelton.*) Practically you may say this, that a certain knowledge of Greek and Latin necessarily implies a certain knowledge of English?—Yes; but your Lordship (*addressing Lord Clarendon*) has been rather assuming that those studies were discouraged by us at private schools, *i.e.*, that by our not insisting upon mathematics or modern languages, as a preliminary examination, we discourage those studies at private schools. I do not think that is the fact.

313. In the second part of this answer is the word "removal" quite the word that ought to be used. If I understand it rightly, it means that a temporary postponement of his admission would be recommended, does it not. It does not mean that he is first admitted and then removed, does it?—I certainly did mean that.

314. Look at the whole sentence: "If a boy were "to show a very gross ignorance of the elements of "those subjects, still more if he were unable to write "or spell with tolerable accuracy;" does it not mean that in that case it would be recommended he should be withdrawn, and brought up again?—The truth is that in stating a hypothetical contingency which never happened, I contemplated what your Lordship says; but as a matter of fact, the way in which the principle would be applied is, that the boy would be admitted, and in about a week or a fortnight (in very few instances it occurs), I should recommend the parent, especially if the boy were in my own house, to take him away.

315. Are they generally able to spell pretty well?—There are some who spell very badly, but there are none who spell so badly that we should feel

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it to be our duty to refuse them admission on that account. I am disposed to recommend a boy's temporary removal, *i.e.* the postponement of his admission, in case he is totally ignorant of Greek, or especially, wholly ignorant of Latin verses. I do not think we can teach those fundamental elementary subjects, in their primary stage, so well as private schools and private tutors, and that I do not scruple to tell the parents.

316. You have no school like the lower school at Eton, which is a preparatory school?—No.

317. (*Lord Clarendon.*) "When a boy has been "three quarters, *i.e.*, one whole year, he is con- "sidered to have a *primâ facie*, though not an abso- "lute claim to a remove, independent of intellectual "acquirements." That happens pretty often, does it not, that a boy has a remove under those circumstances?—No; as a matter of fact the cases are rare in which any boy is three quarters in a form. I was thinking of what took place at the beginning of this quarter. There were very few indeed who got their promotion in that way. The form in which it generally happens is the upper sixth form, where the vacancies may have been very few for a certain time, and consequently the stagnation in the form below is considerable. Also in the third fourth and second fourth forms. In those two forms, in which boys are placed who are exceedingly ignorant when they first come, we find it hard to guard against stagnation—I mean by "stagnation" any boy's remaining a long time without getting a remove—because it is generally found that the new boys who come in at the beginning of each quarter beat him, and thus get their remove, so far as merit is concerned, before he can. Those are the forms in which we find the greatest proportion of boys getting their removes by lapse of time.

318 (*Lord Lyttelton.*) You have no first and second forms?—No; and the third form has rarely more than three boys.

319. (*Lord Clarendon.*) That which they call "charity removals," is that usual?—It has not been frequent; it has been exceedingly rare since I have been here. What we complain of now is that boys get their removes too rapidly after they return from the summer holidays. After the great departure of boys, which takes place in the summer, the difficulty is to prevent a forward boy taking a double remove. It constantly happens, for instance, that the whole of the second shell is moved up into the first shell, and also about ten boys of the third shell; and so about ten boys get a double remove.

320. (*Lord Clarendon.*) Without having specially earned it?—Without having specially earned it.

321. (*Lord Lyttelton.*) I do not understand the principle of moving a boy up who is not entitled to it by his acquirements?—The principle is this: when the school is full we keep each form at its maximum, filling up its vacancies by promoting boys from the form below. In regulating the promotions, as I have explained in my printed evidence, two-thirds of those promoted are selected by merit, the remaining third of the vacancies being reserved for any boys who may have been for three school quarters in any form. It is of this latter class that I say in my answer, "when a boy has been three quarters, "*i.e.*, one whole year, in a form, he is considered "to have a *primâ facie*, though not an absolute claim "to a remove."

322. But you do not actually bind yourself to move them up after they have been three quarters in one form?—No, we do not absolutely bind ourselves. When a boy has been grossly idle—notoriously idle—ostentatiously so—we should not give the remove; but in almost all other cases we should. It rarely happens, however, that there are a sufficient number of boys who have been three quarters in a particular form to fill one-third of the vacancies at our disposal.

323. You think it is better a boy should not remain so long as three quarters?—Certainly; I think it is a pity a boy should remain longer than two quarters in a form.

324. (*Lord Clarendon.*) You say, "scarcely any "boy remains after completing his 20th year"?—Hardly ever.

325. "The masters meet at least once every fort- "night at the house of the Head Master." It is a regular thing for the masters to meet once a fortnight?—They meet regularly once a fortnight. I believe I am correct in stating that in Dr. Vaughan's time the masters were in the habit of meeting on the same evening in every week. They then assembled once a week in the drawing room of the Head Master, when, if there was any business which it was considered expedient to discuss, they adjourned into another room where the usual business meetings were held.

326. And now it is once a fortnight?—At present the plan is to meet every fortnight regularly in my house for business. I do not summon them oftener, but I always do summon them every fortnight regularly.

327. (*Lord Lyttelton.*) On a fixed day?—Always on Wednesdays, except when there is some special reason to the contrary.

328. As to the direction of the studies of the school; it is absolutely in the Head Master, is it not?—The full responsibility of fixing and altering, if necessary, the studies of the boys rests with the Head Master, though he would naturally attribute the very greatest importance to the opinions of his colleagues, whether expressed at their meetings or privately.

329. No book could be altered by an assistant master?—Not alone.

330. You are in constant communication with all of them?—Most constant, I may say. Supposing I wished to make any alteration in the rules of the school, I should probably, if I saw my way very clearly, in order to simplify the matter, bring it forward and show that I wished it to pass; but more commonly, especially if I had not the details of it to guide me, I should form a small committee requesting them to furnish me with those details. That was done during the last holidays. The senior mathematical master, together with one of the fifth form, the shell and the fourth form masters acted as a committee, and they made an important report.

331. (*Lord Devon.*) That led to some alteration?—It led to one important alteration. We have cut one hour out of the work of the shell on Friday. Instead of their having three hours, from 10 to 1, we have taken out the hour from 10 to 11; and the composition is from 10 to 12.

332. (*Lord Lyttelton.*) I understand there is no difference, except of an honorary kind, between the usher and the rest of the assistant masters; he has no more independent power than any other master has?—No; in point of authority I should say he would not enjoy an authority greater than that of the other masters; no direct authority.

333. (*Lord Devon.*) Does he flog?—No. Flogging has been greatly reduced from what it was in former years.

334. (*Lord Lyttelton.*) You say nearly all promotions are gained by merit?—Yes.

335. Except those who remain three-quarters of a year in the same form?—Yes.

336. What do the "two lowest forms" mean?—I was speaking of the third division of the fourth, and the second division of the same form. I say "that in general the number of boys who have thus "remained for a whole year in a form is very small, "so that practically, except in the two lowest forms, "nearly all the promotions are given by merit." Still a very considerable number in these two forms are given each quarter by time, for many boys have a tendency to stagnate there, and the only way of moving them is to lift them up by force.

337. (*Lord Clarendon.*) "The marks are added "together at the end of the quarter, when there is an "examination for each form." Who examines?—I have stated that in answer 12. "The papers of "each form (below the sixth) are looked over, though

" not always set, by its own master. The mathe-
" matical masters examine the whole school in ma-
" thematics. The modern language masters examine
" the whole school in modern languages. In the
" sixth form the examination is on each occasion
" conducted by a graduate, or two graduates, of
" Oxford or Cambridge, assisted by two of the assis-
" tant masters. The examination in this form, which
" contains from 60 to 64 boys, occupies the greater
" part of a fortnight. In the other forms it occupies
" about a week."

338. Then in the next paragraph (9, part III.) you say, " Except in the sixth form, where the marks " of the quarter count as something more than one " paper in the examination, the marks of the quarter " and the marks of the examination have an equal " influence in fixing each boy's final position." What are the " marks of the quarter " ?—Marks are given at every lesson, and are added up at the end of every week, or, in some forms, every fortnight, below the sixth form. The boys are newly placed in most of the forms every week; in a few, every fortnight. That is at the discretion of the master. A list is made out showing the new order, and on the first day of each week (Monday), the boys who are respectively the heads of their forms according to the new places, bring the list to the Head Master. The head boys seem to like this custom. I have them up singly. I then compare the list they bring with the list of the previous week, and it leads to a pleasant little conversation with each boy.

339. (*Lord Devon.*) Are places changed in every form except the upper sixth form during the progress of a lesson? Supposing boy B can answer better than boy A?—The changing of places which takes place during a lesson is confined to forms below the upper shell.

340. I have it here, " In the upper sixth form " places are not changed;" which seems to imply that places are changed in all the forms except the upper sixth form?—That is not with reference to the weekly placing, or the placing during lessons. What I meant there was the placing at the beginning of each quarter. When once a boy gets into the upper sixth form, however studious he may be, he only keeps his place; but with respect to the others, it is not so.

341. (*Lord Clarendon.*) A boy who does ever so well in the year cannot rise until there are vacancies?—No. His position as to ability is made known to the whole school by the published list at the end of each quarter, but his position in the school remains the same.

342. Simply a sixth form boy?—Yes; for instance, once the head boy, he remains so until he leaves.

343. Is there a printed list of the whole school published each quarter?—A printed list of all the forms is published each quarter, and a printed paper also is published, showing the order of the different forms at examination. One is the roll or " bill-book " of the school. Besides that, there is a long list or paper showing how the boys have done in the examination. They are printed in the order of merit, as determined by the examination, and by the marks gained during the quarter. You do not, however, detect from the paper the influence of the marks of the quarter. You do not see anything of that.

344. " Physical science does not form any part of the regular studies of the school " ?—No.

345. It never has, has it?—Never, so far as I am aware; and I feel confident it cannot have ever done so. Such can never have been the case.

346. You do not say, " Can never be the case " ?—It never can have been the case.

347. Are you of opinion that physical science could not be introduced with any advantage into the regular studies of the school?—I should certainly not be prepared to say that; *i. e.*, that I think it could not be introduced with advantage; but that question opens up a very wide inquiry indeed; viz., how far it is possible to introduce it. If I am asked whether I am of opinion that the study of physical science never could be introduced into the school as part of the regular work, I am not prepared to say that. But that question involves another very general question, viz., how far any (so to speak) collateral studies can be introduced side by side with the studies which we have at present established at the school. I understand your Lordship to speak less with respect to the importance I attach to physical science than to the practicability of introducing it, if important.

348. Just so?—Speaking generally, I do not think we can, with advantage, have many collateral studies going on at once in the school; because wholly independent of the intrinsic importance of these particular studies (of which, for the moment, I do not speak) I am certain that you cannot with profit extend beyond a certain limit, and that a confined one, the intellectual exertions of the boys. As I have attempted to state in my answers, the boys will work fairly well at the subjects which I hold to be the main study of the school, even though they may not have any peculiar natural fitness for them; but take them away from that main study, and move them into another study which has not the stimulus of tradition, and which is not felt to be the main study of the place, and I think there would be great danger, considering their youth, and the improbability that they would be actuated by any strong love of knowledge for its own sake, that they would become listless and idle. Certainly I should not be prepared, as at present advised, to recommend any large additions to the collateral studies of the school. On the other hand, I distinctly guard myself against saying that I believe the public school system prevents the possible introduction of physical science as one of the collateral studies.

349. But that which constitutes the main studies is quite arbitrary?—Not quite arbitrary; tradition exercises so powerful an influence; much more on the boys than on the masters, even.

350. (*Lord Lyttelton.*) Is not the bias given by the universities very strong?—Undoubtedly. If we analyse the causes of the influence enjoyed by any particular study at a public school, the influence of the universities must be taken into account as of the utmost possible importance. Now we find, as is well known, there are but two studies at the universities, at any rate at Cambridge, to which any very great weight is attached. At Oxford, it is true, there are new subjects which are beginning to receive an additional degree of acknowledged importance, especially the study of history and law; and as these studies advance in recognized importance, so no doubt that importance will be reflected, to a certain extent, on our public schools.

351. " Examination papers are set, both in ancient " and modern history, each of which counts like any " other paper in the examination." Is there any *vivâ voce* examination in ancient and modern history?—No; the examination is conducted entirely on paper.

352. In the next line you say, " history is also " taught, and marks are given for it during the " quarter " ?—I intended to show the distinction between history tested by a written examination and history taught orally.

353. What is the history that is taught orally, and how? You say there is no *vivâ voce* examination?—There is no *vivâ voce* examination. The question is, what we mean by examination. I have been limiting the use of the term to the regular examinations which are held at the beginning and end of the quarter. The real truth is, I have been in the habit of requesting the boys of my own form (the upper sixth) once in every week to bring up a certain fixed portion (12 or 14 pages) of some historic work, *e.g.* Guizot's English Revolution (in English), and vol. 3 of Arnold's Rome. We have now just begun vol. 2 of Hallam's Constitutional History, to which they devote one hour in school. That may be said to be an oral examination.

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354. For one hour in the week?—One hour in the week.

355. Is there a scale of marks, according to the relative importance of the studies? Is the relative importance of the studies of the school estimated by a scale of marks?—Yes.

356. For instance, a scale of marks, showing what proportion mathematics bear to classics?—Your Lordship will find my printed answer (9, part III.) applies to that:—"The average of the marks of the "first four or five boys in each form in classics is "taken as a standard. Of this average *one-fourth* "is taken as the average for the same number of the "highest boys in mathematics, and *one-ninth* as the "average in modern languages. For instance, sup- "posing that the four or five best classical scholars "gained on an average for classics 3,600 marks, the "average gained for mathematics by the four or five "best mathematicians would be assumed to be 900 "marks, and the average gained for modern lan- "guages by the four or five best scholars in modern "languages would be assumed to be 400 marks. "Thus classics are to mathematics in the proportion "of four to one, and to modern languages in the pro- "portion of nine to one."

357. Modern languages are reckoned at one-ninth?—Yes.

358. (*Lord Clarendon.*) What is the total amount of time devoted to history, ancient and modern? There is an hour a week in which the boys read with you; that is part of the school work?—Yes. I am speaking now of the upper sixth form. I could not undertake to say, without further reference, what is the precise time given in the several forms. The Commissioners will find that in the tables at the end of the printed evidence.

359. Those examination papers are extra work, are they?—Those are entirely extra work. The subject for modern history is fixed at the end of each school quarter, and is prepared during the holidays. On the very first day of the boys' return after the holidays they are throughout the school examined by papers. Some are printed and some not. Then in the course of about a month the result of that examination is announced.

360. There are no prizes, I think, for history?—"Copies" are given.

361. (*Lord Lyttelton.*) That is another name for a prize?—Yes. Copies are given to a very limited extent to the boys who do best in each form. A "very limited extent" means that they are very seldom given to more than one or two. If two boys are decidedly good, they are given to two.

362. (*Lord Clarendon.*) What do you conceive is modern history? How is the period determined?—The system upon which we proceed in fixing the subject for examination in modern history at the close of the holidays is to divide English history into periods, beginning at the period of the Saxons and ending at the battle of Waterloo; and it is so arranged that these periods extend over three years. For example, one period will be the time prior to the Conquest; another period is the French Revolution. That is the last one we have been doing, the most recent of all. The boys of the sixth form have been employing their holidays in getting up Mignet's History of the French Revolution, with special reference to Carlyle.

363. (*Lord Lyttelton.*) There are separate prizes for modern history?—Only copies. We make a great distinction between them.

364. What are copies?—A boy in the sixth form who gets a copy may have 10*s.* to spend in books; if in the fifth, 7*s.* 6*d.*; if in the shell, 5*s.*; if in the fourth form, 3*s.* 6*d.* These copies are paid for by the parents.

365. The copies are paid for by the parents?—Yes; I may say that less than a year ago, after full consideration of the subject, a great reduction was made in the number of copies given.

366. Are they less valued by boys as compared with the other prizes?—There is a very wide difference. The prizes, technically so called, are prizes of considerable value; five guineas, for example, in books, which are given for special studies; for instance, Greek and Latin verse, or English verse and prose, once a year; the exercises are printed, and the successful candidates are almost always in the upper part of the upper sixth form. These are confined to a very few. Last quarter I was so anxious that the historical subject should be well prepared in the holidays, that I announced that thenceforward no boy would be allowed to have an *exeat* during the quarter, who failed to satisfy the examiner. Up to that time the rule had been that if the boy failed to pass, he was re-examined, the re-examination occupying three hours of the morning of an extra whole holiday.

367. Do you mean every boy, as a regular thing, is allowed to go home once in the quarter?—Yes; we have printed papers signed by the Head Master, the tutor, the classical form master, the mathematical master, and the modern language master, and if all these agree in sanctioning the indulgence, then the boy is allowed to go away and stay at home, speaking generally, from Saturday midday till before second school on Monday. When Saturday is a whole holiday, the boys are allowed to leave Harrow after fourth school on Friday. In practice the great majority elect to take their *exeat* when they can take it to the full extent.

368. Do they choose Friday?—Yes, with this limit, that no boy is allowed to take an *exeat* within the first month of the quarter, or within the last fortnight.

369. (*Lord Devon.*) I suppose that practically those boys only take an *exeat* whose parents live in London or in its neighbourhood?—Many go to a considerable distance, as to Brighton, for example. With respect to the houses we allow boys to go to, if the parents are unable to receive them from some cause or other, we allow the boys to go to the houses of friends who are specially approved by the parents. There are other distinctions. We do not like a boy to go to the house of an unmarried brother, or to either of the universities.

370. You object to the universities particularly?—Certainly.

371. Does not the system of *exeats* greatly denude the school on Sundays?—We have sometimes had from 300 to 400 boys absent on the Exeat Sunday. On such an occasion the chapel is very empty, and many of the townspeople are allowed to come in. This happens only once in each quarter.

372. (*Lord Lyttelton.*) Since when have mathematics been compulsory?—I am not able to say with perfect accuracy; I believe since 1845.

373. In Dr. Vaughan's time?—I think so.

374. Since when has either French or German been compulsory?—I believe since 1851.

375. (*Lord Clarendon.*) French or German is compulsory?—Yes.

376. And you have two modern language masters only?—Two masters.

377. For 480 boys?—For the whole school.

378. Is that sufficient, do you think?—Of course that raises the question, how much time in a week you will allow for the two modern languages in each form. That again is connected with the collateral question, how many boys can be taught at once by each master. According to our practice, each section of the fifth form, containing 72, is divided into two German, and two French classes. They are all divisions of 18 nearly. About 20, I think I may say, is the number of the chief German division. Thus the question, having regard to our practice, would seem less to be whether the number of boys heard by one of the masters in modern languages is excessive, because that number rarely exceeds 20, but rather whether the amount of time given in each week to each form to modern languages is adequate.

379. What is your opinion? Do you think the time given is adequate? First, what is the time?—The time given is stated in the table. It varies. For almost all the school it is two hours a week, independent of the time allowed for preparation. It is impossible to estimate accurately the time they give to preparing in modern languages.

380. (*Lord Lyttelton.*) But as to mathematics and modern languages, can you tell us the time given?—The time given to mathematics in the greater part of the school is three hours a week, besides the time which must necessarily be devoted to preparation in that subject; and the time given to modern languages in the greater part of the school is two hours, besides the time necessary for preparing.

381. (*Lord Clarendon.*) Do you think that time is adequate for modern languages?—There, of course, you introduce the question how far it is possible for us, consistently with the demands made upon our time by classics and mathematics, to give a thorough training in French and German. Upon this point, as I have explained in my answers, I do not hesitate for a moment to say, as must be self-evident, that if we were able to give, instead of two hours a week, 12 or 14 hours a week, the progress of the boys in those subjects would, of course, be greater. What we have to consider is, how far we can introduce the study of a subject like modern languages without fatally or, at least, without seriously or dangerously, infringing upon the time given to what is our main study, *i.e.* classics.

382. Do you consider there can be no middle term between a thorough training and two hours a week, which is no training at all?—To come, then, to the point, I am most decidedly convinced that we cannot give more hours in the week to modern languages without damage to the intellectual tone of the place, so long as we retain in its fulness our system of classical instruction. I believe, and have a very firm conviction, that we have pushed as far as it is wise to do the principle of subtracting from the time originally given to classics. If I am asked whether I think that provision could ever be made at Harrow for a systematic and complete instruction in modern languages, I do not hesitate to say I believe it could only be done by introducing an entirely separate department, from which department it would probably be found necessary to exclude the study of Greek altogether, or at all events in a great measure; and in all probability, all verse composition. Unless some radical fundamental change of that kind were introduced, I believe it is impossible, unless we sacrifice the classical training of the boys, to give more time to modern languages.

383. Then one can hardly say there is any proficiency made here in modern languages at all?—That I should presume to question, decidedly. Within the range of my own experience, there has been a very marked improvement. The study of modern languages unquestionably occupies a much higher place in the estimation of the boys than it did when I was myself at school 10 years ago.

384. What should you attribute that to?—To the influence of time alone. The boys are exceedingly averse to attach any importance to a study when it is first introduced. It was so in the first instance with mathematics; and it has been so with modern languages. Mathematics have made a great advance since they were first introduced. Having been excessively unpopular, and looked down upon by the cleverer boys, they are now studied in real earnest by the majority of boys who take the highest place in classics. I have been very much struck by observing, in my short experience as Head Master, that boys who, I know, are decidedly the best classics in the school work very hard at mathematics, very frequently taking private lessons; so that we find in the examination at the close of the school quarter those boys who come high upon the totals for classics have a very fairly distinguished place in mathematics, and also a very fairly distinguished place in modern languages. I believe that arises partly from the fact that those studies are more looked up to than they were; and mainly, no doubt, from the fact that unless a boy does take pains to prepare himself in those collateral studies, the marks for which exercise so very important an influence in determining the general position of each boy at the end of the quarter, he will seriously damage his position in the school. In other words, he will come out very much lower in the examination than he is prepared to acquiesce in; and he finds it necessary, in order to maintain his place, to work very hard.

385. Then it would appear that there comes a time when, from the encouragement given by what we may call the school authorities to new studies, the influence of tradition is no longer so powerful in repelling them?—When there is not so powerful a negative tradition; but I may say, from experience, there is a dead weight, a very powerful dead weight, against which any master has to contend in introducing a new subject. Of course, the depressing effect of that dead weight tends to diminish with time.

386. I would ask whether it is not within the range of your experience, that boys who have come to Harrow with a fair knowledge of French have totally forgotten it here?—I cannot say I have known that. I do not question, for a moment, but it may have taken place. If I am asked what I think we are able to do here, *i.e.* what is the extent of what we can do for boys in modern languages, I am inclined to think it may be represented thus. We cannot hope, for a moment, to enable them to converse well in French and German. That is not a result, considering the demands upon our time, which it is really worth while to aim at. But I think what we can do is to make them fairly conversant with the grammar of those languages, and to read books in them, so that if they have afterwards anything like energy, and address themselves to those subjects, they will have got a very useful basis for further study; but I certainly do not believe, and do not pretend for a moment, it is in our power by allowing two hours a week to those subjects, to make them at all proficient in French or German.

387. Are the modern language masters who teach French and German both Frenchmen?—The two masters in modern languages are both Frenchmen. One also teaches German.

388. Does he teach German with a good accent, do you suppose?—I am afraid I am not entitled to answer that.

389. Where was he educated? In Germany?—He was educated at Harrow, at the school here.

390. Has he a good pronunciation of French?—Yes.

391. He has a good French pronunciation?—He has a very good French pronunciation. I have good reason to believe he has a peculiarly pure accent.

392. (*Lord Lyttelton.*) Are the French prizes much valued? Is there much competition for them?—The competition for these prizes is much less than I could desire to see. For French there are, speaking generally, from 20 to 30 candidates; or about 20 perhaps. For German there are generally much fewer, but it would be unfair to estimate the interest taken in modern languages solely or even mainly by the amount of competition for the prizes. The only boys who have a chance of obtaining the prizes are just the three or four who are acknowledged to stand first in their respective studies; and indeed we find it is the same with respect to the prizes given for classical subjects, for instance, the Latin verse, or the Greek Iambics; although they enjoy confessedly a very great influence in the school, even there the number of competitors is usually very small.

393. But French and German were introduced not in addition to the other studies, but in substitution for some other studies?—I believe I am correct in saying that the time now given to mathematics, French, and German was subtracted from the time originally given to the study of the classics.

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394. Have you any reason to suppose that the boys go reluctantly to their French or German lessons?—No, there is no reason to believe that they are unwilling to go to the study of those subjects; the fear rather is that they regard the study too lightly, and consequently that less intellectual exertion will be expended upon them than would be expended upon the classical lesson which they replace. Perhaps you will allow me to diverge here into a little generality. There lies the main danger in increasing the time which is given to these collateral studies. We know as a matter of fact, proved by experience, that the boys will not expend upon them the full amount of intellectual labour which they do habitually expend on the classical studies; therefore it may reasonably be feared that that which we should call the genuine education of the mind is seriously impaired by adding to the number of lessons, which, from the nature of things, will always be prepared with a less expenditure of intellectual effort.

395. In the French classes is there the same system of punishment for inattention or wilful idleness, as there is in the rest of the school?—I believe precisely the same; the punishment in each case being left to the discretion of the master, who for the time takes the form; that discretion being doubtless tempered by more or less recognized standards of punishment.

396. Have the masters, as far as you are aware, any difficulty in maintaining discipline in their classes?—I should say that the masters in modern languages are likely to experience greater difficulty than would be experienced by an Englishman in maintaining the discipline of their forms; but I am satisfied, while that difficulty will always remain in the way of a modern language master, it may be overcome by his own influence and tact.

397. Taking the boys that come to you at 13, or about 13, and assuming that a boy ought to come to Harrow at 13 fairly grounded in French, does it seem to you that if he is fairly diligent, and is induced to be so by the ordinary means, two hours a week at it ought to enable him not to go back in his French; so that when he returns home he should be found to be as well up in French as he was before he came?—It is difficult to estimate in such cases, and I would rather understate than overstate what may be fairly expected from training in modern languages at Harrow, but in answer to the question I should say that that is precisely what I think we may fairly aim at doing. Our difficulty is that as a rule, of course with exceptions, boys come with a very small knowledge of French, and with almost a total ignorance of German. I have found that out by talking with the French master. I believe that the limit suggested by your Lordship does represent what our system should be capable of attaining, and what it might be expected to do. If I am asked whether a boy will not lose ground in speaking French, I think he will.

398. Will he lose in pronunciation?—In point of pronunciation he ought, I should say, to lose but little; but in point of readiness in conversation I apprehend he would lose materially. I should explain that I understood the question to refer to boys who gained their knowledge of French at the school, rather than to boys who might have come here very considerable modern linguists.

399. A boy of 13 may know French fairly well?—We have now one boy who speaks French better than English.

400. Then he will not go back?—I think the probability is, if he merely goes to read French two hours a week, he will.

401. Do you think he would lose his knowledge either of pronunciation or grammar, if he is intelligent?—In pronunciation I should fear that he might. I would venture to observe, however, that the question for us, as educators, seems rather to be, not whether we can convey to boys the accomplishments which would be confessedly of the most material service to them practically in life, supposing their intellectual powers are highly trained, but rather whether the instrument of modern languages is equally well adapted for training the intellect with that of classical languages. We have to give the means of strengthening the mind, and it is comparatively less important that a boy should be able to express himself fluently and gracefully in French and German, than that he should have something to say which is worth expressing.

402. Has any doubt ever occurred to you as to whether the absolute equality upon which I understand you to place French and German is right, it being left to the boy or his parent to choose between French and German?—It is not precisely so. Every boy, on first coming to the school, until he reaches the fifth form, must learn French.

403. (*Lord Devon.*) You mentioned that the only way in which you thought it practicable to carry instruction in modern languages further than you do at present, supposing it to be expedient to do so, would be by a separate department?—Yes.

404. Have you ever thought of that sufficiently to say what shape that department should take? Would it become a separate department in which boys who had attained previously a certain position in the school might, if they chose, pursue modern languages?—I would ask the Commissioners to allow me to reserve my opinion on this point, and for this reason: I fear before I can give an opinion of any value, I must have more experience of the daily school work. But I do see serious difficulties in combining a modern languages department at Harrow with the old system. As at present advised, I am disposed to believe that a boy would really have a better chance of getting a good modern education, as it is called, by going to some institution where such instruction was given by itself, in accordance with the spirit of the place, than by entering into what would be felt by all to be only a subsidiary study as compared with our traditionary study at Harrow. There is also a difficulty which naturally suggests itself connected with the administration of a school with two studies, and two kinds of boys so dissimilar. It may be fairly doubted whether the person who for the time is charged with the chief administration of the school would be able to give his energies to two departments so very dissimilar with the same success which might be obtained where the chief administration is in the hands of different persons. Further than that I may be allowed to reserve my opinion.

405. (*Lord Clarendon.*) (Part III. C.) "No branch "of physical science forms part of the regular course "of study at Harrow; but there is every quarter a "voluntary examination, open to the whole school, in "some one such branch." In what branch of physical science is it an examination?—The examinations in physical science have, speaking generally, been held in geology, botany, chemistry, and electricity. I forget at this moment whether there has been any other subject. All those subjects they have been examined in since I have been Head Master.

406. And all those branches they have acquired sufficient proficiency in by their own unaided efforts?—By, practically, their own unaided efforts. If the classical tutor of a boy happens himself to be interested in the particular subject of natural science which is set for the examination, he will probably feel a pleasure in advising him in his reading; but the practice is this, that at the end of the school quarter a subject is announced for examination in the course of the next school quarter; a certain number of pages out of some elementary treatise is fixed; and in that elementary treatise the boys are examined on paper.

407. How many boys go in for that examination?—The numbers have varied very materially. When first the physical science voluntary examinations were introduced, I have been told that no less than 90 candidates entered. Latterly, since I have been able myself to observe the number, they have sunk as low as about 20, or even less.

408. Were they introduced together, at the same time with mathematics and French?—A few years later.

409. Who examines in physical science?—Two of the masters. We have a considerable number of masters who are interested in physical science.

410. The examination is an important one?—Yes.

411. (*Lord Lyttelton.*) You have nothing like a laboratory?—No.

412. (*Lord Clarendon.*) 12. "Examinations are "held at the end of each school quarter in the work, "or the greater part of the work, done in the "quarter." Is that all by written papers?—These examinations are all by printed papers.

413. No *vivâ voce* examination?—No, no *vivâ voce* examination at all. It is hardly worth mentioning, it is so very little; but in the sixth form examination there are 60 boys examined together; it would be impossible, from the pressure of work on the examiners, to examine the whole of them *vivâ voce;* if there is time, I request an examiner to examine a few *vivâ voce.*

414. Has that been done?—Yes, he has in one instance taken the monitors. At the end of every quarter there is an examination conducted by one or two examiners.

415. I see the mathematical master and the modern language master, each of them, examine the whole school in their respective departments. Should there not be some other and special examiners?—The custom which exists has, I imagine, been founded on the knowledge that the amount of labour is excessively great; for the whole school is examined, and strangers would find it difficult to have anything like a searching examination of 400 boys or 450 boys. The examiners come from a distance; they come from the universities. As it is, the examiner or examiners, aided by two of the masters, take the first 60 boys of the sixth form. It is so very laborious a work that it would certainly be impossible for them to take any other part of the school. The only question would be, whether we should invite the assistance of a fresh set of examiners, and confine their labours to the lower part of the school. Upon that subject I am not prepared to give a decided opinion, though it seems to me almost impossible for any examiner to examine thoroughly in all the different subjects set for examination, or even in the classical subjects alone, so large a number of boys. Then the fee for the examinations would have to be considered. As it is, 80*l.* a year is devoted to that object; 40*l.* is paid by the Governors, the other 40*l.* is paid by myself.

416. So far as your knowledge goes, should you say the examinations so conducted by the mathematical master and the modern language masters in their own departments are *bonâ fide* and satisfactory, *i.e.,* to be relied upon?—Most thoroughly so; I have not the slightest doubt of that. It is also, perhaps, important to observe that these examinations exercise a most important influence in fixing the position of each boy in the examination list.

417. (*Lord Devon.*) May it not sometimes occur that a suspicion of favouritism on their parts, however unjust, may arise?—Practically favouritism is unknown.

418. (*Lord Clarendon.*) "Two prizes of the value "of 2*l.* and 1*l.* 10*s.*, respectively, in books, have been "proposed to those two boys below the fifth form "who come first and second in an examination in "some specified branches of English literature." It extends only to boys below the fifth form?—The fact is, a friend, whose name I do not mention, has for the present kindly given those prizes. I do not know that they will ever come to be a foundation.

419. (*Lord Lyttelton.*) How often have they been given?—Twice. The examination takes place in the first quarter of the year.

420. (*Lord Clarendon.*) Do you set any papers in English literature?—Two of the masters set the papers. It is arranged in this way: before the boys separate for the holidays, I send round a notice to the remove and the lower part of the school, saying "an examination will be held in the course of the "next quarter in the following subjects;" and if I am asked what the kind of subject is, I would answer that on the first occasion we had Macaulay's essay on "Warren Hastings," Shakspere's "Julius Cæsar," a book of Dean Trench (I believe that upon "Words"), and also Tennyson's "*Morte d'Arthur.*" The last was by heart.

421. (*Lord Lyttelton.*) Is the competition considerable for any, and for which of the prizes?—In general the competition for the annual prizes is one of the most thorough and satisfactory parts of our school work. The excitement among the boys in the upper part of the school in connexion with them is very intense; and it is felt to be an honour to any one of the houses that a prize should be gained by a member of the house.

422. Which is the great prize of the school?—It is hard to say which of the classical prizes. Perhaps the Peel medal.

423. Which is reckoned the highest honour?—Perhaps our greatest honour of all is felt to be the Gregory scholarship, for that really is regarded as a great prize. The other scholarships do not excite so much interest.

424. Is that for the general classical studies of the school?—The Gregory scholarship, like the other scholarships, is for proficiency in the various studies of the school, including mathematics and modern languages. Whenever the time for this examination occurs, the competition for it is unusually severe.

425. Can you give us the numbers of the competitors for the prizes in 1860 and 1861?—I am afraid I cannot. We regard 10 competitors for one of the prizes as a very satisfactory number. Occasionally they are as few as three. That is almost the minimum.

426. I do not understand this answer: "The "scholarships are awarded to the boys who do best "in the quarterly examinations." Is there not a special examination for the scholarships?—We do not have a scholarship to give away at the end of every quarter, but there is an examination at the end of every quarter, and where a scholarship is to be adjudged, of course, the boy who does the best in the quarterly examination has the scholarship.

427. The scholarship then depends on one or other of the quarterly examinations?—Yes.

428. Are those quarterly examination papers set by yourself?—They are set by the examiners for the sixth form; in other parts of the school by the masters. The different parts of the school have separate papers. The subjects are different.

429. (*Lord Clarendon.*) Does it occasionally happen that you do not award the prize?—No, I do not think that has ever taken place. I remember once a boy got the prize, but his exercise was not considered quite good enough to be printed. I remember that occurred once.

HARROW.

Victoria Street, 6th June 1862.

PRESENT:

Earl of Clarendon.	Sir Stafford Northcote.
Earl of Devon.	H. Halford Vaughan, Esq.
Lord Lyttelton.	The Rev. W. H. Thompson.

The EARL OF CLARENDON in the Chair.

The Rev. H. Montagu Butler, M.A., further examined.

Rev. H. M. Butler. 6 June 1862.

430. (*Lord Clarendon.*) In answer to Question 14 you say, "Every boy at Harrow must have a "tutor, though a boy on the foundation would not "be absolutely compelled to pay the tutor's fee; in "practice it is always paid. The instruction given "by the tutor varies according to the position which "the pupil occupies in the school." Will you have the goodness to give us some account of the system of private tuition at Harrow?—I have stated in the evidence the work which is done in the several divisions of the school. Speaking generally, the boys who have private tutors are the boys in the sixth form, the boys in the fifth form, the boys in the shell, and the boys in the fourth form, and they each have some slightly different work, *i.e.* slightly different in principle, with the private tutors. For instance, the boys in the sixth form have two hours in the course of each week to read with the private tutor some special classical subject fixed at the beginning of the school quarter by the Head Master. Then the boys in the fifth form have private reading with the tutor one hour in every week on a subject fixed by the tutor himself, and also their composition is looked over and corrected by the tutor.

431. That is not their form work?—It is independent of the form work. The fifth form boys have one hour private reading.

432. One hour per day?—One hour per week; but independently of that they have the composition of the week looked over by the tutors.

433. (*Lord Lyttelton.*) That is the composition for the form?—Yes.

434. (*Lord Clarendon.*) It is form work in that sense?—Yes. The boys in the shell have also an hour private reading in a subject also fixed by the tutor, not by the Head Master. The Head Master fixes the subject for private reading in the sixth form, and in that alone. Below that form it is left to the discretion of the tutor. In the shell, besides this one hour a week devoted to private reading, the boys do their composition in the pupil-room of the tutor, and also have it looked over by him; differing from the fifth form pupils in this respect, that they (the fifth form) do it in most cases out of pupil-room and away from the presence of the tutor, and only have it looked over afterwards by the tutor in pupil-room. The fourth form have precisely the same relation to the tutor as the shell boys, with the exception that in the case of the fourth form there is no private reading at all. There the composition is done in the presence of the tutor and is also looked over by the tutor in pupil-room, but there is no special subject for private reading.

435. Why is the system different with respect to the shells?—I did not institute the organization, and therefore I may possibly give an imperfect answer, but I believe that the reason was that more time is given in form work to the fourth form boys, that the fourth form boys have more time comparatively than the shell with the form master. If that be not so, I am not able to state any other reason.

436. Then as to the relations of the tutor to the boy. You say that he considers himself responsible for the general well-being of his pupil while at school, offering him encouragements and warnings?—Yes.

437. You say, "If he had reason to fear that a "boy was not doing well he would at his discretion "communicate with the house master or the master "of the form or the Head Master, or with the "boy's parents, or with other boys whose influence "might appear likely to be of service to their school-"fellow." This in theory no doubt is the intention with respect to the private tutor, is it actually so in practice?—Yes; I should say it was a very close relation indeed.

438. That is I suppose for the boys who are in the house of the master who is their tutor?—I was thinking at the time rather of those whom I myself see more intimately, namely, boys in my own house who have a private tutor out of the house, and I am able to judge of the relation of the private tutor to boys in that position mainly by conversations that I have with the tutors with reference to their progress and character, and also from the monthly reports which at the close of every month they forward to me to receive my signature before those reports go in to the parents of the boy. No doubt where a master is at once the master of a house and the private tutor the relation must be still more intimate.

439. Is it not usually the case that the boys in the house of a master who has a large house are the private pupils of that master?—The boys under the care of a classical master who keeps a large house are in all instances his pupils. Special provision is made for the private tuition of boys who board either with the Head Master or with any of the mathematical masters; in those cases the boys are placed under the care of one of the masters of the small houses as his private pupils.

440. Do the whole of the boys in your house go elsewhere for private tutors?—All of them; the Head Master has not for, I think, more than 40 years taken private pupils; in my father's time he did have a few pupils.

441. That intimate relation which exists in the large boarding houses between the pupils and the master of the house can hardly be said then to exist between you and your boys?—The position of the Head Master to the boys in his house is necessarily of a somewhat less intimate kind than the relation of a boy to the master of his house who is also his private tutor. The relation of the Head Master to the boys in his house is independent of tuition and of instruction of all kinds, except when those boys have reached the sixth form, and then he becomes closely connected with them in an instructional point of view as members of his form.

442. Although not acting as private tutor to the pupils in your house you would nevertheless consider yourself responsible for the general well-being of those pupils, and would offer them encouragement and warning when needed, either as to conduct or study, the same as a private tutor would in any other house?—Those words would apply to the relation of the Head Master to the boys in his house, but at the same time it is unquestionably true that a tutor sees as a tutor more of his own pupils than a house master would as a house master see of the boys boarding in his house. I have no doubt, for example, that I see less of the boys in my house than a house master would see who was also a private tutor; but if your Lordship would wish me to speak of the Head Master's relation to the boys in his house, there are many opportunities of which I avail myself for becoming intimately acquainted with the intellectual progress as well as the moral well-being of the boys. At the beginning of every week, or in the case of a few forms, once a fortnight, I receive a list showing

how the boys have progressed during the previous week; at the end of each week a new list is made out showing the order of the boys in respect to intellectual merit, and I always avail myself of this list to observe especially what place the boys in my own house have taken in that list, and if it seems to me that it is desirable to take notice of it I send for the boys and question them about their place, either to commend them for having done well, or to ask for an explanation if they have fallen low. I may say that in practice this is most effective; every week I have several boys to speak to in that way.

443. Do the other masters do the same thing?—Probably so; a list of the weekly placings is sent to all the tutors as well as to the Head Master.

444. As far as your experience goes as Head Master, and as a distinguished boy at Harrow, should you say that it is the object of the private tutors to supervise the moral training, the individual disposition, the gentlemanlike conduct of the boys under their care, and that they make the character of the boys their study?—I speak with especial reference to what I have observed myself, that is to say, to the case of boys in my own house who are under the tuition of one of the masters of the small houses, and there I have no hesitation in saying that since I became Head Master I have been very much struck with the very careful study that they make of the character of the boys entrusted to them. I have constantly had occasion to have private conversation with them as to the character of their pupils, naturally in most cases where there has been something calling for amendment or improvement. And also I have taken opportunities of consulting with them, more generally, about the progress of their more distinguished pupils, as well as about those whose character seemed open to some blame.

445. That principally refers to the pupils in your own house. At these periodical meetings which you hold with the masters of the school, is it a subject of discussion between you and them, the moral conduct as well as the intellectual condition and the educational progress of their private pupils?—It would scarcely ever happen that at our large meetings, where there are some 20 masters assembled together, we should discuss the conduct of any individual boy, unless indeed it might have been so flagrantly bad as to become a public scandal.

446. With respect to the proving of these monthly reports that are sent to the parents, I understood that the monthly reports are submitted to you?—The monthly reports of the boys in my house are all submitted to me. In the monthly reports there is no statement from the Head Master as such, but only in the case of those boys of whom he is also the house master. The monthly report of the boys in the Head Master's house is prepared by the tutor. The tutor collects from the master of the form, from the mathematical master, and from the modern language master, the opinions of those masters respectively as to the progress of the boy in question during the past month.

447. It is an aggregate of the reports of the different masters under whom the boy has been?—Precisely.

448. (*Mr. Thompson.*) Is that the form in which it appears to the parents; are there the signatures of every master?—No; there is the signature of the private tutor and of the house master also.

449. (*Lord Clarendon.*) That is to say the house master and private tutor being generally in one. Where the house master and private tutor were different individuals would both sign the monthly report?—Both would then sign the monthly report. I may briefly explain how it is in the case of the boys in my own house. The report of the tutor comes to me with all the columns filled in excepting that one which refers to the conduct in house. Therefore when the report comes before me I have an opportunity of seeing what has been the behaviour of the boy with regard to his work in form, and also how far he has satisfied his private tutor, and I then add my own statement, generally very briefly indeed, as to his conduct in the house.

450. (*Lord Devon.*) Am I correct in supposing that the relation of the boy to his private tutor is that of friendly confidence, or resembles the relation of a young boy to an elder brother, as has sometimes been said?—That must necessarily depend in a great measure on the age of the master. With the elder masters, so far as I can judge, it is certainly a most friendly relation, but the disparity of age prevents it being so brotherly a relation as might be the case where the tutor is younger.

451. Suppose for instance a boy gets into any moral scrape, would he be likely to admit it or confess it to his tutor with the view of receiving advice as to the course which he should take?—Supposing, for example, that a boy had been detected in some serious offence by the Head Master, or one of the other masters, you wish to know whether he would probably in the first instance go to his tutor.

452. I rather meant to say, if the boy was conscious of having been doing wrong without being detected—would it depend on the disposition of the boy?—Yes, I should think in most cases he would shrink from so doing.

453. (*Mr. Thompson.*) It would be the duty of the tutor to inform against him if he did, would it not?—He could hardly avoid it. There is a very wide discretion left in the hands of the tutor in these matters, but if it was a very serious offence he certainly must report it.

454. (*Lord Devon.*) Do you think practically that, besides the hours which are stated here as the hours during which the tutor is in communication for intellectual purposes with the pupils on other occasions they would be socially together. Do they drink tea with him, for instance, or are they brought together in that way?—I answer that question mainly with reference to the boys in my own house. There I should say that it is not unfrequently the habit of the tutors to invite their pupils to dine or to drink tea with them. Whether it is so in the large houses I am unable to state positively, and it would be difficult there to distinguish between the relation of the private tutor and the house master.

455. To pass to another point, supposing a boy does something or leaves undone something, the consequence of which is that he exposes himself to punishment more or less severe, would the form master report him to the Head Master without previously communicating with the private tutor?—I have slightly alluded to that very subject in my evidence. At page 23, I say, "When a master detects a boy in "one of these offences, he will write his name on a "piece of paper, specifying the offence but not giving "details, and send it to me by the 'monitor' for the "time being, *i.e.*, a young boy in one of the lower "forms. If I observe that the tutor of the boy has "attached his signature to the paper as a proof that "he is cognizant of his pupil's offence, I countersign "it, adding in writing my directions that the offender "shall come to me 'with the monitor' at a specified "time, generally immediately after first or fourth "school." The system followed is this, that the master who detects a boy in a serious offence, and thinks it necessary to send him up to the Head Master, writes his name on a piece of paper, and the boy who brings round this piece of paper is bound to take it to the offender's private tutor before it goes to the Head Master. If it came to me without having received the signature of the tutor, then I should, if I observed it, make a point of deferring the consideration of the case till I had had communication with the tutor.

456. That would apply to offences of a literary character, so to say, as well as to moral offences?—Precisely so.

457. Continued neglect, for instance, in learning lessons—pertinacious neglect?—In that case the counter signature of the tutor would be required for

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the purpose of enabling the tutor, if he thinks it necessary, to communicate with the Head Master before the punishment is inflicted. In many cases the master who sends up the boy would prefer to communicate with the tutor before anything was done.

458. Does it often occur that the tutor is in a position to suggest certain equitable considerations which would probably lead you to defer or perhaps altogether to abstain from inflicting the punishment which, according to the letter of the law, it would be necessary to inflict?—I should say that it hardly ever happens that a boy who is sent up to me brings with him from his tutor such an explanation of his conduct as to justify me in dispensing altogether with punishment; but it frequently happens that a communication privately received from the tutor influences me partly in the view which I take of the boy's offence morally, and partly also in the actual punishment which is awarded.

459. Is it your opinion that the circumstance that each boy has a private tutor enables you on the whole to dispense punishment with a more thorough knowledge of the circumstances of each case?—I have no doubt whatever of that; it being manifestly impossible for a form master to gain so close an insight into a boy's character and therefore to discriminate so accurately the nature of his offence, as it is for a master who, by the nature of the case, has known him longer.

460. Do you consider that a most advantageous result of the system of private tuition?—Certainly, a most advantageous result.

461. In page 19 you say, "A classical assistant "master keeping a large house (*i.e.* a house containing from 30 to 40 boys) has for his pupils all the "boys in his house and any of the home boarders," so that he may have 40 boys, and to that is to be added a certain number of home boarders; has he time to pay due attention to those boys, he being also perhaps a form master and having a certain portion of household duties to perform?—I may say first of all that the number of home boarders who become the pupils of one particular master are very small, so that there is in fact no material addition to the number of a master's pupils arising from the home boarders; and I think I have referred to a custom that we have; in almost all instances there is a preference given to the masters of the small houses in selecting tutors for home boarders.

462. (*Mr. Thompson.*) I presume a boy never changes his private tutor?—No; in scarcely any instance would a boy change his private tutor. I have known one or two instances, but speaking generally it may be said that a boy never changes his private tutor.

463. Suppose the case of an extremely promising boy, a boy of more than ordinary aptitude for learning, classical or otherwise, would he or his parents have any voice in the selection of his private tutor in the first instance?—In the first instance you will observe that if he is placed in the house of one of the classical masters, he becomes *ipso facto* the pupil of that master; if on the other hand he is placed in the Head Master's house, or with one of the mathematical masters, then there is practically an unlimited choice among the masters of small houses.

464. Insomuch that if any master of a small house enjoyed a remarkable reputation as a private tutor he would to a certain extent reap the benefit of that reputation?—Only to a limited extent. I ought to have said that there is a numerical limit which in practice is strictly adhered to. It is understood that when the number of the pupils of a master of a small house reaches 40, the master refuses to take more unless there is some very special reason adduced.

465. There could be no such arrangement as this in such a case,—"I shall have a vacancy in three "months' time, and then I shall be happy to take "your son, but in the meantime he can read as a "private pupil with some one else"?—The arrangement then would probably be that the rule would be temporarily transgressed, and that the master would feel himself justified in making such an arrangement, but certainly he would shrink from asking any other master to take the boy as a private pupil for a short time.

466. (*Lord Devon.*) What would be the case in such an instance as I have mentioned, if a boy pending his admission to a house goes to the French master, and he is then assigned to a private tutor being master of a small house; he then gets admission into say your house, and goes there, who then becomes his private tutor?—The same master that was his private tutor during the time that he was a boarder in the French master's house; that is always adhered to.

467. (*Lord Lyttelton.*) As I understand, there is no distinction between the masters of the small houses and the masters of the large houses in respect to the boys in their house; whether a classical master has a large house or a small house he is always private tutor to all the boys in the house?—In all cases.

468. Is there a distinction in practice between the amount of intercourse in those two houses? From what we heard when we were at Harrow I should rather have inferred that there was a greater degree of intercourse between the boys in the small houses with the master of the house than in the other case?—I have no doubt whatever that the intercourse between a master of a small house and the boys in his house, who are so few in number, rarely exceeding 8 or 9, is more intimate than the relation between a master of a large house and the boarders in his house, who may range from 35 to 40. That consideration would probably influence a parent in sending his son to a small house where his expenses are confessedly so much greater. He would consider that his son gained by having more frequent intercourse with the master of the house; for example, the boys in the small house take their breakfast and their dinner with the master and his family, and in the course of the evening it would manifestly be more easy for a master to see one or more out of 7 boys, than one or more out of 40.

469. With regard to private tutors the amount of intellectual intercourse, that is intercourse with respect to lessons, between them and their pupils, is definite; it is fixed at so much a week?—The minimum is defined, but the maximum must be left to vary according to the discretion of the tutor, and the time at his disposal.

470. In the last page of this appendix there is a remark which no doubt you will agree with. "After all that can be definitely stated, a private "tutor must be chiefly responsible to the parents who "confide in him, and to his own conscience for the "diligent and faithful execution of his office." But with regard to the amount of teaching, do you apprehend that that minimum is habitually much exceeded; do they give private tuition to their boys much beyond that minimum?—I could not say that I certainly know of many instances in which more is given. I do know of some cases in which sixth form boys go to read specially with their private tutor a subject over and above what we call the private reading. That is to say, in addition to the subject for private reading fixed by the Head Master, boys are working at another extra subject with the tutor. I should find it difficult to answer your question with accuracy.

471. Besides the regular boarding houses the boys lodge with the Head Master and with the mathematical masters?—Yes, and with the modern language masters. There are also two special cases; that of Mr. Hutton, and that of Mr. Hewlett the school surgeon. Mr. Hutton has a house which contains from 9 to 12 boys, and to these boys he is private tutor so long as they remain in his house.

472. What is Mr. Hutton?—One of the classical masters.

473. In what respect is he different from others,—has he not a small house?—He has a small house, but

he is not one of the regular small house masters. The understanding was, when he first received boys in his house, that they should in all instances, like boys placed temporarily in the houses of the modern language masters, be transferred to one of the large houses, and the arrangement then was that he should be private tutor to those boys during their residence in his house, and that when they removed to a large house another classical master should be fixed upon to become their tutor. In practice the arrangement has come to this, that Mr. Hutton has some boys who it is understood will remain permanently with him, and to those he continues permanently the private tutor, and other boys, who in virtue of the old understanding are removed from his house to one of the large houses. In the case of these removals the old understanding continues. A fresh tutor is appointed.

474. You have told us what is the case with boys where their private tutor is different from the master of the house in which they live. With regard to the general relation, suppose a parent wishes to know, with regard to a boy,—for example, in the French master's house,—about his general character, about his habits of truth, his respectfulness, and so on. To whom ought the parent to apply, in a case like that, if he wanted to know about a boy?—The person to whom he would naturally apply would be the house master, but in practice, I find, speaking from my own experience as a house master, that parents frequently communicate with me and also with the tutor. It seems to be a matter of chance. Possibly they may think that my engagements may be more numerous than those of the tutor, and, therefore, that they may receive a fuller and more immediate answer, but, so far as I can judge, it is quite a matter of chance whether they communicate with me or with the private tutor.

475. Is it not necessarily the case that the master of the house in which the boy lives must be able to exercise a more specific supervision of his moral character than anyone else? — There are some parts of the boy's conduct manifestly which come most under the supervision of the tutor; for instance, the tutor is a much better judge than the house master, as such, whether a boy is idle or industrious, and, of course, idleness or industry practically are the key to very much that affects the characters of boys. It really would be a very difficult question, I have often thought, to determine which master has the best opportunity of judging of the boy's moral progress, the master of the house or the tutor; with regard to the intellectual progress there I can, think, be no question that in the case of all the boys below the sixth form the tutor has the best means of judging.

476. Does it seem to you that, when it can be had, the union of the two offices is most likely to work well, where the private tutor is also the master of the boarding house?—I certainly think that advantages arise where the two offices are united. At the same time I could point to many fair and obvious advantages arising from the separation. The very fact of two masters instead of one having had their attention directed to the boy so that they bring their minds to bear on his character, gives him the advantage of having two persons specially interested in him, and it enables one to fill up any deficiencies there may be in the powers of judging enjoyed by the other.

477. Do you make a point, in engaging, we will say, a new French master, of obtaining one to whom you would entrust the general supervision of the boys in the house?—Certainly.

478. With regard to the habits of the boys, take the case of an elder boy in your house, supposing he wants to consult with one of his superiors on any point of difficulty, would he naturally come to you or go to his private tutor?—A boy in the lower part of the school, in any part below the sixth form, would probably, in the first instance, consult his tutor, though even then very much would depend on the feelings of the boy himself, and on the amount of intimacy which might happen to exist between him and the Head Master; but I should say, as a rule, a boy below the sixth form would probably on any matter he considered of importance consult his tutor before coming to the Head Master.

479. Do you consider that the primary object of the private tuition system is for intellectual progress or for moral discipline?—I should really find it impossible to separate those two.

480. (*Sir Stafford Northcote.*) I suppose the house master is responsible for the discipline of the house?—Entirely so.

481. Is it the practice of the house master to visit the boys in their rooms frequently?—Your question, if I understand it, refers to those houses which are not occupied by classical masters.

482. I mean your own house and the mathematical masters' houses? — Probably the practice would be found to differ. I may say for myself that were I an assistant master, and not the Head Master, I should think it desirable to visit the boys more frequently than I now think it desirable to do. I put out of sight all difficulties that might arise from occupation of time. Speaking of my own house, I think it clearly undesirable to visit the boys frequently in their rooms, and as a matter of fact I scarcely ever go round the house except at night, after the boys are expected to be in bed, to see that all is quiet in their rooms. I do not think it is desirable that I should see the younger boys very frequently, although I think it highly important that I should know accurately how they are progressing morally and intellectually. That knowledge I endeavour to acquire from the tutors, and from the weekly and monthly reports which come to me, or to be quite accurate, I should say from the weekly list which comes in to me, and which is a fair test at least of the boy's industry, and also from the monthly report which takes more elements into account; but speaking generally, I believe that I act in the interests of the majority of the boys in the house by leaving the discipline of it to the upper boys. I endeavour to show those boys very frequently, not only in form or when they come to me for composition, but also I take special opportunities for showing them, the principles on which I think the younger boys ought to be treated.

483. Take such a matter as card playing, or anything of that sort, supposing boys got cards and played in their rooms, what control would there be over that, what check would there be on it?—There would be partly the fear that they might be found out by the head boy of the house, who would certainly feel it his duty to punish it, and also the fear that they might be detected by myself; I have done so as a matter of fact.

484. In a tutor's house, where the tutor and the house master is the same person, the practice would be for the tutor to go more frequently into the rooms? — Probably so. I have stated that were I myself an assistant master, I think I might with advantage go round oftener than I think I can advantageously do now. I am not prepared to state very accurately what is the general practice on that point. I believe several masters do go round very frequently, and I have no reason to believe that others do not.

485. The powers of the mathematical master for discipline in his house are I suppose quite equal to those of the classical masters?—In his house precisely the same.

486. (*Mr. Thompson.*) I presume no cards would be allowed?—No.

487. (*Sir Stafford Northcote.*) As a matter of discipline, are boys allowed to lock their doors?—They are not.

488. Would that be considered an offence?—Yes.

489. (*Mr. Thompson.*) Is there any confidential servant whose testimony you think yourself at liberty to receive in case of a violation of rules about card-playing, or betting, or any other vice of that kind?—It is difficult to state what one might do in all cases. I think I may say with perfect accuracy that I should

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never receive the statement of any servant to the extent of so far acting upon it as to punish the boy complained of. I could not positively say that I should in no instance allow a servant to inform me of any misdemeanor that was going on in the house, but I can hardly conceive that any case would arise in which I should think it right to make that information ground of punishment.

490. You would make it a ground for further inquiry, probably?—I think that if a servant were to inform me of any mal-practice which existed in the house, I should, without stating names, inform the head of the house that I had reason to believe that such a practice was going on, without giving him any clue as to the boy in question. Further than that, I should scarcely be prepared to go, unless, of course, the offence was committed in an open manner, so that in fact there was no breach of privacy on the part of the servant.

491. I suppose you will sometimes obtain information of that kind through the parents of the boys?—Not unfrequently.

492. You say the tutorial system has existed at Harrow for at least 60 years. Are we to understand from that that no material modification has been introduced, for instance, by your predecessor or by yourself?—Certainly, no change whatever has been introduced by myself, and I believe that no material change was introduced by Dr. Vaughan. I am not aware that the system has received any material modification in the present century.

493. Has the fee for the private tutor always been the same?—I believe the fee has always been 15*l.* I am not quite certain upon that point. Mr. Oxenham could tell you that.

494. You have given what may be called the fair side of the private tutor system; do you consider that it has a dark side, independently altogether of any question of expense? Take the case of a first-rate boy with a decided aptitude for learning, a boy of something approaching to genius; do such boys never find it irksome to be under the necessity of having a private tutor? Do they not sometimes find it interfere with their favourite pursuits?—I should think, without wishing to appear paradoxical, that it is in the case of the very clever boys that the aid of the private tutor is most felt. If I am asked where I think the tutorial system is imperfect, I should say that it would be in the case of the upper boys in the sixth form who show no special inclination for study. There I can conceive that such a boy might possibly make more intellectual progress if he were simply tested in form, or on the other hand if his tutor was able to give to him, personally, a very disproportionate part of his time. As it is, I question whether a boy in quite the upper part of the school who has no real inclination for study does gain a very material aid from his private tutor.

495. Does it never happen, for instance, that a very superior boy is placed under a tutor whose attainments are not so much above his own as to make it desirable to continue the connexion?—Of course such a contingency is possible, and the possibility imposes a very heavy responsibility on the Head Master, who appoints the assistant masters, to see that they are all men of intellectual capacity. In practice, perhaps, one would seldom have an opportunity of seeing the working of such a defect. I cannot at this moment, speaking from recollection, both as a boy and as Head Master, call to mind an instance in which I had reason to think that a boy felt that he was placed under the care of one who was hardly capable of aiding his studies. I do not think the evil is practically felt, certainly.

496. (*Mr. Vaughan.*) You have mentioned that the tutorial system has existed a great many years at Harrow; has it existed in the manner also in which you have described it here with regard to the different parts of the school; has the difference of degree, that is to say, in which the tutor is brought in to assist the pupil in different forms existed in nearly its present shape for a great many years?—You are putting out of consideration all question of the small house masters?

497. I speak of what the tutors do with the fourth-form, the shells, and the fifth form respectively?—I am not aware whether any material change has been made in that respect, but I think it is not improbable.

498. Do you think that all the work which falls to the tutor to do is really in the end advantageous to the boy; do you think for instance that it is really for the advantage of the lower boy that he should get up his lesson in the presence of the private tutor, and with his assistance if need be?—First of all on the general question perhaps I may be permitted to say that in my opinion the great difficulty in our public school system, so far as intellectual instruction is concerned, is to adjust in due proportion the work which is done in school, and the work which is done with the private tutor. It is exceedingly difficult to make that adjustment so perfect that neither suffers from what may be called the encroachments of the other. But to come to the precise question.

499. I was going to take the points one by one, but I mentioned particularly the boy learning his lesson in the presence of the tutor, who is at hand to help him; do you think that a good thing?—It is necessary to discriminate between boys in different parts of the school. In the upper part of the school where a boy can not only be presumed to be fairly industrious, but also to have acquired considerable powers of self-reliance, I think it is certainly better, not only because it economizes time but also in the interest of the boy himself, that he should be entirely responsible for the preparation of that lesson. On the other hand I have no doubt that there are many boys in the lower part of the school who would really neglect their lessons, partly from natural disinclination to work, and partly from real incapacity to work without help, unless they received some kind of aid from the private tutor before going into school. On the other hand, even in the case of this latter class, I conceive that a tutor would make a serious mistake if he gave his assistance in the preparing of a lesson in what I may call a wholesale manner. It requires great discretion on the part of a tutor to determine to what extent he shall remove the intellectual difficulties which beset his pupil. There certainly is a fear that the lesson may be simply construed over by the tutor before the boy's mind has been brought fairly to face the difficulty, and in that case the knowledge which the boy gains from the lesson is manifestly meagre and transitory. I may say that in practice I believe the importance of not giving information in this wholesale manner is felt very strongly by the tutors.

500. Does not the fact that boys rise by proficiency in the school prevent a boy getting into a form for the work of which he is not competent without the aid of a tutor?—I am not sure that I can state that that result is directly guarded against by the system of promoting boys by merit. The system of promoting boys by merit has of course the obvious tendency to extract from the boys a greater amount of exertion, which in some instances comes very hard, and perhaps amounts to a strain on their intellect, than would be the case if there was any other system of promotion.

501. Does not the fact that they would naturally be left behind, and so continue with the easier work of the form below, prevent their getting into a form before they are fit for the work of it?—If a boy was placed in a form for which he was clearly unequal, he would manifestly sink to the bottom in each of the weekly placings, and would remain at the bottom at the subsequent examination. Therefore to that extent the system of appointing a boy by proficiency does tend to keep at the bottom, and so prevent the regular promotion of those boys who are not equal to the work of any particular form.

502. Do you not think that to make a boy work a

passage himself, is of the greatest advantage?—I think it is of the greatest importance.

503. And is not the last effort of the mind in this work the most salutary?—Yes.

504. Do you or do you not think that there is a practical tendency in a great many cases for assistance to be given to a boy a little sooner than it is wholesome for it to be given?—I think there is this temptation to a tutor against which he would feel it his duty to contend. Feeling, as the hour or half hour immediately preceding the entrance of a boy into school was drawing rapidly to a close, that probably his pupils present had a very small knowledge of the lesson which they would then be expected to produce, he would be tempted to give them more aid than would be for their advantage. That is the temptation, but it is one the strength of which is admitted, and which a wise tutor would very carefully guard against; and unless he was satisfied that his pupils had exerted themselves, he would prefer that they should go into school and there fail signally rather than pass by a fictitious knowledge gained from him.

505. So that though it is difficult to measure the extent, there is a consciousness of a person being at hand at the last moment to give assistance which does naturally prevent the application of the mind to its full extent?—It is a question of a balance of difficulties. There is, on the one hand, the difficulty of discouraging a boy, which is a very serious one. The work has to be prepared in a limited time, and if a boy finding himself engaged on work which, especially at the beginning of a quarter, is new to him, fears that when the time comes for him to go into school he will enter the presence of the master almost totally in the dark as to the meaning of a passage over which he may perhaps have expended his best efforts, the discouraging effect is very serious. On the other hand, as I have stated before, there is the great danger of his taking the matter too easily, thinking that he may idle away the greater part of the hour previous to going into school with the certainty that at the end he will receive just enough aid from his private tutor to enable him to tide over the difficulty. It requires great discretion to determine exactly what amount of encouragement should be given, and the discretion of the tutor would doubtless be exercised in considering the peculiar character of the boy, whether he was a boy of an industrious or indolent nature.

506. Without wishing to press the point too much, supposing boys were left to themselves, do you not think that if the work in the form was really too hard for them, that would soon disclose itself to the master who heard the form, and that he would apportion the work according to their proficiency; whereas under the present system where the boy has tutorial assistance, there is a little tendency to disguise from the master of the form what the boys are really able to do?—There is that tendency, and there is the case of a boy's intellect not being sufficiently taxed; but bearing all that in mind, and having a strong conviction of the reality of those two dangers, I still believe they are cheaply purchased by the guarantee that is secured against undue discouragement. I think that the time of the master in form would be very considerably wasted, and that the minds of the young boys under him, for I am speaking mainly of young ones, would be unnecessarily and dangerously discouraged, if they received no aid at all in preparing a difficult subject before they came before the master and were pitted against their immediate competitors.

507. Do you think that is the case in private schools, where the boys are very young?—Speaking from my own recollection, I imagine that in private schools, where the numbers are very much less, in the preparation of his work a boy has constant intercourse with the master. There is also one other advantage in the work of the younger boys being prepared out of school, that a guarantee to that extent is taken for their preparing the work without illicit assistance. It is manifest that the temptation to the boys must be very great to prepare the work with the aid of translations; and it is also clear that any objection which attaches to excessive assistance being given by a tutor applies still more forcibly to the assistance which comes from a translation. It is very difficult, of course, to take measures which shall be absolutely preventive against the use of such translations, but a great guarantee, as I have said, is secured when some of the lessons at least are prepared directly in the presence of the tutor, where no translation, of course, can be admitted. That is one of the collateral advantages of the lessons of the younger boys being prepared away from their houses and in the pupil-rooms of their tutors.

508. Do you not think that the parsing is a great corrective against that?—Undoubtedly; that is to say, a master in school is often able to detect the use of the translation, but he is not able to anticipate it.

509. Do you not think that constant detection is virtual anticipation?—Unfortunately, not perfectly so.

510. With regard to the composition, upon looking over all the compositions, how is it possible for the master of the form to assign the proper marks to the composition when it has been looked over and corrected by a tutor? How do you manage that at Harrow?—That is a very great difficulty which I do not disguise at all. That is the great difficulty of the double system of composition, its passing through the hands of the tutor and of the master in form. I must confess myself unable to give any satisfactory explanation of that. I am not aware, very accurately, of how it is found to work, but I know that it is considered a very serious drag by, I think I may say, all the tutors. That is just a point on which any one of the tutors could be consulted with great advantage. Mr. Harris, for example, would be able to give very valuable evidence on that point.

510. Does it not in a certain degree react on the vigilance of the master of the form and in various ways embarrass him,—the knowledge that the composition has been looked over and approved and even helped by the tutor before him?—I have an opinion on that point based on experience, and I should find it very difficult to give an opinion based on mere inference. I may say frankly that I feel very weak on this point, the effect of the tutorial system on the verses of the boys. It is just the part of our system of which I never had personal experience. I do not very clearly understand the precise way in which the double system of looking over the composition of the younger boys works. I may say, however, that I feel that there would be an advantage in favour of the sixth form—and the same applies, of course, *pro tanto* to the other forms also—arising from the composition being looked over by some one else before it comes to me.

512. If I might venture at all to anticipate what you might say on the subject, is not that for the purpose of judging of the general effect of the composition, that is to say, that it enables you better to judge of the general effect of the composition when the particular defects have been taken out of it, and your mind is not obstructed by attention to them?—With regard to the sixth form I should say the great advantage is this, that the attention of one master is brought to bear on it in the first instance, the attention of a master who can give it his undivided attention. I think there is in practice a difficulty on the part of the Head Master in giving such time beforehand to looking over the exercises as is desirable. I give a very long time myself, but I feel that I have not always time to examine the exercises before I look them over with the boys as thoroughly as I should like to do; on the other hand I feel that if the composition of the form was looked over exclusively by any other master and not by the Head Master,—I am speaking of office not of person,—equal pains would not be taken by the boys.

513. So much for the intellectual part of it, but I understood you to assign great moral advantages to the character of the boy being known to one

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person who was constantly watching him. After what has been described of the influence of the master of the boarding house as master of the boarding house, do you think that it is a necessary part of the system to keep a private tutor for that purpose?—I certainly think that a house master, if he had no relation with his pupils, except as a house master, would find a difficulty in keeping as familiarly acquainted with them as he does by seeing them in their intellectual progress. The truth is that by far the most accurate means that a man has of judging of the moral condition of a boy, except in very exceptional cases, is by observing his intellectual progress. That admits of very little doubt. Judging of a boy's moral conduct in general, a master is very likely to be deceived. He must depend, of course, on his power of reading character, and by far the most accurate test of a boy's character is his regular industry in the preparation of his schoolwork. It is not an infallible test, but it is by far the most accurate of any.

514. Such as even the private reading would not give him?—I should say that at Harrow the private reading is by no means sufficient to enable him to judge satisfactorily.

515. I think you have mentioned also that the tutorial system, involving the doing the work of the various forms by one tutor, has a favourable effect on the tutor himself in keeping him up equal to the whole school work?—Yes. It is manifestly an argument which ought not to be unduly pressed, but I have no doubt whatever that it is at once a stimulus and a relief to the tutors to have to deal intellectually with the upper boys as well as with the routine of their own form.

516. Would the same end be adequately effected, do you think, by the examination of one part of the school by the masters of the other part of the school constantly recurring?—To a certain extent the same result would be obtained, but it would be obtained at a very serious cost of frequent examination, which would leave us comparatively very short time for the work in form.

517. Would not the regular examinations of the school at the end of the quarter be sufficient?—I was contemplating very much more frequent examinations than that, in order to form an equivalent to the interest which the tutor may at present be supposed to feel in the upper boys, by his intellectual intercourse with his more advanced pupils. I think he would have to examine very much more frequently, say once a week, in order to gain anything equivalent to that.

518. Do you think that the change of form might not have the same effect also, supposing the masters were to change their forms occasionally, so as for the same master to attend to the work of the highest part of the school at one time, and at another time to the ground work?—That introduces, no doubt, a very important question, which I confess I have never considered. It would be a most fundamental change in the whole system, by which it is always understood that a master who once takes the management of a form never takes the management of a form lower than that.

519. (*Sir Stafford Northcote.*) With regard to the double examination of the compositions, should you not say that there were two distinct functions, the teaching of the boys to compose, and the judging of their progress in composition? Would you not consider that the double system had this advantage, that it enabled the tutor, in looking over the boy's composition, to give him practical advice and assistance, and to teach him how to compose, while the master in school rather compared the progress of the boys in their compositions which are brought before him, and would you not say that that was a better division of labour, than expecting the master of the form to be at once the judge and the teacher?—I should find it difficult to give at all a mature opinion on the question of the division of labour there.

520. Do you think it would be practicable for the form master to give sufficient time to the correction of exercises so as to teach the boys composition?—It is quite clear, of course, that if the system were so changed, it would apply to all the masters, and consequently there would be more time in form and less in pupil room; the time would be subtracted from the one and added to the other; I am certain, as matters now stand, that if we were to take one master in form and expect him to look over and also to pass a final comparative judgment upon all the compositions of the boys in his form, it would be quite impossible for him to do it.

521. Is it not the practice of the tutor in looking over the boys' exercises to send for each boy separately and look over his exercises with him?—I believe so; I believe in each instance the tutor sends for each pupil, and looks over the composition with him individually.

522. It would be a great waste of time if he spent the same length of time in looking over the exercises in form?—Certainly; I should say it would be most undesirable to keep the whole form in school while that was going on. The only way would be to keep the whole form together for a certain time for form purposes; after that he would practically turn the form room into a pupil room, having as his pupils the boys in the form.

523. (*Mr. Vaughan.*) Do you consider that the great degree of work which the tutor does with the form work is a relic of a time in public schools when boys were promoted from one form to another by a routine system of age or rotation, and when therefore this sort of assistance was necessary in order to help boys to do work which they were not prepared for?—The real truth is that I have never been able to trace the historical rise of the tutorial system. I believe as a matter of fact it was introduced into Harrow when a Head Master came from Eton, about 100 years ago. I suspect it came with Dr. Thackeray and was continued by his successors, also Etonians, Dr. Sumner and Dr. Heath.

524. Do you happen to know how boys were promoted then, how they got their promotion at that time in public schools?—I am not aware that the system of promotion was ever fundamentally different from what it is at present. On the other hand, I am very far from stating that it has been always the same.

525. (*Sir Stafford Northcote.*) Do you suppose that a form master, having the boys under him for half a year or a year, would be able to ascertain their individual characters, so as to teach them efficiently, nearly as well if he had not the opportunity of referring to the private tutors?—I have no hesitation in answering your question. I do not think it would be possible. I feel myself, from my experience of the 6th form, that I should have very great difficulty in judging of a boy intellectually, if I only had him one or two quarters under my care. My power of offering him good advice—I am speaking solely of intellectual subjects—is very much increased by continued familiarity with his intellect.

526. Then the private tutor is able to tell you whether the boy is naturally slow, or idle, or timid, or what the points are in his character which you would ultimately find out for yourself, but which it would take you some time to find out?—I think the chances of a boy's being appreciated, which is of vast importance in his progress through the school, the chances of his being appreciated intellectually as well as morally, are very much increased by his being under the care of one master permanently, and not subject to the constant changes of rapid promotion through the school.

527. Do you suppose that the tutors are the better able to train the boys in the lower part of the school from the fact of knowing by experience how the training in the lower part affects their progress in the upper part? Do you suppose that they get such a knowledge of where the weak points are and what the matters are which should be attended to as to

increase the efficiency of their teaching in the lower part of the school from their having pupils in all parts of the school?—If I understand the question rightly, it amounts to this; a case might be supposed of a master in the lower part of the school being wholly ignorant of the intellectual training given in the upper part of the school, and of the difficulties which there meet a boy as he advances. The question then is whether, if he could gain knowledge on those points, his power of giving efficient instruction in the lower part of the school would be increased.

528. Supposing a master who is training a boy in the fourth form is very familiar with the work of the shell, and of the fifth form, and of the sixth form, from having pupils in it, does it not enable him to give the boy in the fourth form a more useful training with a view to the work in the upper parts of the school than if he were not at all familiar with it?—It is undoubtedly an assistance. It would be hard to analyse it precisely, but I should say that the knowledge of what the boy will have eventually to do is certainly of some assistance to enable a tutor to know what instruction to give in the preliminary part.

529. (*Lord Clarendon.*) You say in answer to question 15, "I may say, however, that in the sixth "form, and generally in the fifth form, lessons are "not construed to a tutor before they are heard in "school." I am not quite sure whether you told us that in the lower parts of the school they are?—Yes, they are. There is some variety there. If you look carefully at the details, you will see there is some difference in the accounts of the tutors there. Speaking generally, there are very few instances in which boys as high in the school as the lower fifth form prepare any part of their work in pupil room, but I know of, at least, one tutor who requires the presence in the pupil room of pupils in the fourth division of the fifth form, previous to their going into school.

530. (*Mr. Vaughan.*) On question 17, what occasions the great disparity in the number of pupils of the tutors, one master taking 66 and another taking only 7?—(*No answer.*)

531. (*Lord Clarendon.*) Is it a large house or a small house?—The disparity—if we look at the two extremes—is doubtless great, but the great majority of the tutors have about 40 pupils, and there are only those two exceptions. The master who has 66 pupils has at the present moment 50 boys in his house, besides some young boys waiting to come to him from the houses of temporary accommodation. In the case of the master who has seven pupils, the arrangement is this, that he only has as pupils those boys who are in his house.

532. (*Mr. Vaughan.*) I thought there was an arrangement in your constitution by which those masters who had small houses might still have something like the same number of pupils with the large house masters?—Perhaps I may refer to the answer given in my printed evidence to Question 14.

533. I thought it had been stated that there were a certain set of pupils sent to the small houses in preference to others?—In order to make that quite accurate, I should have said most of the small houses. It is not invariable. There are the cases of Mr. Bull and Mr. Hutton. Mr. Bull has a regular small house, with this difference, that he has no pupils besides those in his house, or any home boarders, and Mr. Hutton has a house which is circumstanced as I described just now.* He has from 9 to 12 boys, some of whom are placed there temporarily on their way to a larger house, and some remain permanently as his boarders. He again does not have the full number of pupils in the same way that the other masters of small houses have. I do not know that I could answer your question better than by saying that the privilege of receiving a full complement of pupils is not shared by all the masters of small houses, but only by a limited number. It rests with the Head Master from time to time to determine whether that number shall be enlarged, and therefore whether the number of pupils shall be proportionately diminished.

534. Is that a mode in fact of giving different salaries to different masters according to their status in the school?—The fees received for private pupils are unquestionably one main source of income enjoyed by the masters, and that particular source of income is not by our arrangements assigned to all the masters.

535. (*Lord Clarendon.*) Mr. Bull has no pupils?—Mr. Bull is a master of a small house who has no pupils from other houses; Mr. Smith has no house at all and no pupils, Mr. Bowen the same; Mr. Hutton has pupils in the particular way which I have described; he has pupils while they remain with him, but not after they are transferred to a large house.

536. (*Mr. Vaughan.*) What is the object aimed at in providing that a certain master shall not receive any pupils as others do?—The reason would be that the position of a master would be *pro tanto* diminished in pecuniary value if the number of his pupils were diminished. What we have to do is to fix some limit which on the one hand shall not be excessive, having regard to the assistance which may fairly be claimed for the pupil; while, on the other hand, satisfactory provision is made for the pecuniary position which may fairly be claimed by the master. If therefore the number of masters who receive pupils is increased, the total number of the boys in the school being limited, it follows that the position of each particular master is diminished in pecuniary value. I believe one of the reasons which influenced the original arrangement was that it was felt that it was desirable for a master to have a certain minimum of pupils, and that in fact looked at from a pecuniary point of view his fraction would be less worth having if the number of masters allowed to receive pupils was increased. We have now several classical masters who receive no pupils.

537. It seemed to me that that arrangement, while it secures to certain masters advantages which they would not have, also secures to other masters disadvantages in excluding them from pupils?—It must necessarily be left to the person responsible in the first instance for the appointment of the master to determine the conditions on which they accept the post, but clearly one of the reasons which must guide the Head Master is that the number of masters taking pupils should not be so great as to make the receipts of each inconsiderable; in other words the number of masters receiving pupils must be limited, otherwise an increase in the number of masters involves always a proportionate diminution in the receipts of those who were there before them.

538. (*Lord Clarendon.*) Did not Dr. Vaughan originally appoint Mr. Bowen without a house, with the intention that he should succeed to a small house and then to a large house?—I could not give a positive answer to that question, but I should have very little doubt that Mr. Bowen on being appointed was given to understand that he would in time succeed first to a small house, if he wished, and then to a large one.

539. Has that condition been complied with?—No vacancy has yet occurred.

540. With respect to the masters of small houses, their profits, I apprehend, arise from three sources, first, 150*l.* given by the Head Master?—Yes, except in the case of one of them who receives 210*l.*

541. Secondly, of such private pupils as may be sent to them from the Head Master or mathematical masters, or the home boarders, and then, thirdly, the profits of their boarding houses?—Yes.

542. Their income as you were saying would very materially depend on their boarders, and the loss of three or four of them might be a very material diminution of the profits of the master of a small house. Would you not consider it necessary in exercising the supreme authority of the Head Master, to have some limit to the small boarding houses, in order that the masters of them should have some sort of security as to the numbers they are likely to have?—I have stated in

* See Question 473.

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my evidence that it rests entirely with the Head Master to determine what shall be the number of houses, large or small, in which boarders are taken. That security will always be necessary. Would you wish to ask me whether I think we ought to have more?

543. Yes, I have no objection to have that?—I am afraid I must give an undecided answer there. At present certainly I see no reason to make me think it desirable that the number of the small houses or of the boarding houses in general should be increased. That is all I should like to be committed to. As a matter of fact, I conceive it is most improbable that we should ever have another small house.

544. Is there a gradual increase of the masters of houses?—Yes; I should be unable to state off-hand exactly in what years the number of the masters has increased, but undoubtedly from the year 1845 the increase in the number of masters has been very great; and the system of sanctioning small houses has, if I mistake not, lasted for not more than ten or twelve years.

545. (*Lord Lyttelton.*) Is there not a great difference between those masters who have very few pupils and others as to the amount of time they have at their disposal?—There is only one master so situated.

546. I thought you said there were several with very few pupils?—There is one master with seven or a few more pupils; there is another master, Mr. Hutton, with about 16; all the other masters have their full complement.

547. (*Lord Devon.*) Mr. Bull is only returned at seven?—Yes.

548. (*Lord Lyttelton.*) Their time is hardly fully occupied?—They have, doubtless, far more time at their disposal; that is taken into account in fixing their salary.

549. (*Lord Devon.*) Mr. Bull seems to have the same number of pupils as boarders?—Precisely; they are the same boys.

550. (*Lord Clarendon.*) As to question 18, "Is "it practicable and usual, to any and what extent, to "pay attention to individual character, capacity, and "mental bias, and to give boys particular facilities "for or encouragement in the pursuit of studies for "which they may show a special aptitude?"—I think that has been to a great extent answered by Mr. Butler. Would you say that it has often occurred that a boy, on showing special aptitude for any particular branch of natural science, does his tutor encourage him, does he look for this special aptitude, and does he endeavour to turn it to account?—It does happen very frequently that a tutor urges a private pupil to exert himself in the special subject for which he conceives him to have an aptitude. In most instances the starting point, so to speak, for the tutor's expression of encouragement would be one of the periodical examinations that I have described, because we have periodical examinations of a voluntary character in the special subjects referred to. It would be very difficult to state, with anything like precision, how and to what extent he would on other occasions encourage him in following such pursuits. I may mention an instance in which a tutor having a pupil who was interested in history thought it desirable to read with him, wholly irrespective of any school examination, a work of great historical interest which has recently appeared. Again, in the case of a boy preparing for the Woolwich examination, his tutor has given him advice as to the historical subjects which he should prepare, and proposes to examine him carefully in those subjects. I may add, *à propos* of what your Lordship was saying some time ago,* that this boy was a boy in my house, in the sixth form. He came to me in the first instance to take my advice as to what history he should read. I gave him my advice, and then referred him to his tutor. I had also myself a chat with the tutor afterwards, and we decided what we should do for him. That was a case in point.

* See Questions 441 and 478.

551. (*Lord Lyttelton.*) You would drop some of the verse composition?—Yes.

552. (*Lord Clarendon.*) You say, "If a boy "showed a special aptitude for mathematics rather "than for classical studies, he would probably be "advised to read mathematics privately with one of "the mathematical masters; and in some few in-"stances, with the approval of the Head Master, a "boy would be excused the whole or part of his verse "composition, in order to devote more time to mathe-"matics;" is this often done?—Certainly, it has been done.

553. In recent instances?—I am disposed to think that it is done rather too often than too seldom. The rule which we observe is generally this, that we should never admit a boy to the school if any condition was attempted to be made that he should read mathematics or any other subject specially, to the exclusion of composition, or to the diminution of the time given to it; and we also, as a rule, strongly discourage any such exemption in the case of a boy who is below the fifth form, thinking it more likely that the boy, in consequence of the exemption, would avail himself of it to escape his full amount of work. The great danger is that a boy should have any facilities given to him for being idle. The principle, therefore, I repeat, on which we have acted has been to discourage, as far as possible, any such exemption in the case of a boy below the fifth form. If an application is made on the part of a parent, or if a tutor or master of a form has reason to think that a boy in the fifth form, more especially in the upper part of it, would be likely to derive very decidedly greater benefit from the study of mathematics than from his full complement of composition, then in that case the matter is brought before me, and I should consult with the tutor—possibly with the parents of the boy, in all instances with the tutor—and if we felt satisfied in our own minds that the exemption would not be abused for purposes of idleness, we should then not be disinclined to sanction it. On the other hand, there is the danger that such an exemption may be abused for purposes of idleness. I may explain to the Commissioners that our system, with its very elaborate organization, is adapted mainly to instruction in composition, and I have no hesitation in saying that we can keep a boy more to his work by making him take his share with others in application to that composition, than we can if we allow him to take up any collateral study. If he does take up any such collateral study we have not the same guarantee for his close application to it; and, therefore, before we sanction such an exemption, we require to be satisfied that the boy's character affords in itself a sufficient guarantee for the *bonâ fide* nature of his application.

554. You would not refuse to exempt a boy from a certain amount of study and composition if you believed it was a *bonâ fide* application to employ the time in advancing him in the study of mathematics?—Not if we felt satisfied that a boy would not, in consequence of that exemption, do a less amount of school work. In practice there are a very considerable number of instances of such exemptions. I could very easily furnish the number. I should say in round numbers it is somewhere about 20 or 30. I may be overstating it, but my impresssion is that it is about that.

555. (*Mr. Thompson.*) I presume when you say they are exempted from verse composition you imply by that, that a very considerable portion of their time is placed at their disposal for other purposes?—Yes; I believe I should state it accurately in saying that a verse exercise from first to last will take a boy about three hours a week. He has in practice two exercises, each of which in round numbers might occupy him three hours, and this he cannot shirk, except, of course, by actual dishonesty, such as getting help from some other boy; and in all the forms below the fifth form there is this security against dishonesty, that the composition is all done in pupil-room.

556. (*Lord Lyttelton.*) Do you mean exemptions solely from verse composition, all the rest of the classical work remaining the same?—All the form work, strictly so called, remains the same.

557. That is as it is at present?—Yes.

558. (*Mr. Vaughan.*) As to the difficulty you mention to exist of exempting boys in peculiar circumstances from doing certain work, and allowing them to do certain other work, without favouring idleness in some degree, is not that a reason for organizing, if it be possible, the system of the school in such a way as to allow of that being done on a system which you are compelled to do as an exception?—Yes, it is a most important question, which I have had under my careful consideration, whether the difficulty alluded to is simply a difficulty of organization, or whether it is not rather this; that you cannot have an organization based on exceptional cases. For instance, you might undoubtedly have, we will say, 30 or 40 boys who should invariably be exempted from a certain part of the regular school work, and placed under the charge of a particular mathematical master, who might be appointed for that express purpose: then it is quite true there would be a fresh organization created, which would avoid anything like irregularity; but then arises the question, to which I do not feel I have sufficient experience to enable me to give a decisive answer, whether a subordinate organization of that kind would carry with it the regular effects of the present organization which extends to the whole school.

559. Do you think it would not be possible to organize the school in such a way that while you limited the variety, you, at the same time, allowed so much variety in your system as to organize it for all the boys?—That is precisely the question about which I have very serious doubts, and feel at present unable to come to a decision, whether, if a certain part of the school, and that only a small minority, is placed under an exceptional organization, however systematic that may be, the boys will work as perseveringly and steadily under that, as they do under the present organization, for which possibly they may be individually less adapted.

560. I mean rather not to ask whether there should be an exceptional organization, but whether the main organization of the school could not be so framed as to admit of boys cultivating different branches of knowledge, and yet being entirely within a part of the school organization; in such a way as this. Suppose that your school was so arranged as to consist at present, of a certain number of forms, call them as you please, 6th, 5th, 4th, and so on, and that the qualifications for each of those forms should be represented by certain numbers, we will say for the 6th form 3,000, those numbers being made up by different branches of knowledge, not only classical qualifications nor only mathematical qualifications, but classics to a certain extent, and then mathematics, modern language, or physical science, so as to complete the numbers. I mean in this way, supposing the number were 3,000 and that you were to allow that to be made up of proficiency in four various branches of knowledge, classics, mathematics, modern languages, and physical science, would not such an arrangement as that make these various studies a part of the main organization instead of the exceptional organization of the school? These forms of the school upon which the social and other powers depended, might be totally independent of any particular branch of knowledge, but might be made up of a certain amount of proficiency in various branches of knowledge, giving them the option to a certain extent of what those branches of knowledge should be?—Putting out of sight the comparative value in themselves of the great studies referred to, I have no hesitation in saying that I believe one system must greatly predominate at public schools. I believe, if you are to have the study of the classics at all, including composition, that they must not only be one study among many confessedly of the utmost importance, but that they must very largely predominate, although we know perfectly well that so long as that predominance remains, the other subjects must necessarily suffer, and that it is impossible in conformity with that principle to allow the rank in the school to depend upon the aggregate.

561. I should wish you to understand that the system I was suggesting does not exclude the predominance of one study. Supposing the number were represented by 3,000 in the sixth form you might still require 1,500 of those to be classical. Supposing you were to allow this predominance you would still secure such freedom with regard to other branches of knowledge, as would enable boys so far as such a thing would be useful and legitimate for them, to choose that particular branch of knowledge which they wished to study. I will illustrate it in this way, supposing the qualifying numbers were 3,000, one boy might be entitled to be in the sixth form by virtue of 1,500 Greek and Latin, 700 mathematics, 800 modern languages, and nothing in physical science; another boy might be there by virtue of 1,000 in Greek and Latin, 900 in mathematics, 800 in modern languages, and 300 in physical science, another boy by virtue of 1,250 Greek and Latin, 1,000 in mathematics, 750 in modern languages, and nothing in physical science, and another boy by 1,250 in Greek and Latin, 1,000 in mathematics, nothing in modern languages, and 750 in physical science, thus still allowing the Greek and Latin or any other subject you choose, but for the sake of hypothesis Greek and Latin to be the main element, letting the others be contributed as the boy chose from those branches of knowledge. Does the objection which would exist against such a system immediately strike you?—I did not quite understand the question at first, but so far as I can judge, that is in the main the present system, with the single exception that physical science is now excluded.

562. The difference is that they are promoted into a different form; they are promoted into the classical form by virtue of qualifications in other branches of knowledge. That you see at once introduces great confusion into the teaching, because of course boys are in the same classical form who have not the same classical proficiency, but in the scheme I was arranging it was proposed that every form in which boys are taught should be totally different from any other, either in mathematics, classics, or physical science; and that all the forms in which they were taught should be totally distinct from the form in which they held rank in the school?—You would propose that the form in which they held rank in the school, should be very much as it is.

563. I would say the scheme does not exclude the predominance of Greek and Latin, but not such a predominance as would allow merely as at present, a ninth of modern language, a fourth of mathematics,—not such a predominance as that. Of course as long as the present system is preserved, of the boys being all in the same classical form, it is impossible to allow a greater latitude than that which you already give, because it would not do for boys of such various classical attainments to be all in the same form. They might be all in the same form in the school as denoting the same rank and giving them the same privileges, and yet be in totally different forms in all these branches of knowledge?—We will say that the upper form in classics should be classed together entirely with reference to their classical efficiency, and so with the upper form in mathematics and the other subjects, but then that their position in the school should be based upon their aggregate proficiency in all those subjects taken together?

564. Yes, allowing, if you please, the predominance of the classics?—I should answer in the first place, that it seems to me that the suggestion, so far as it refers to the rank of the boys in the school, is very much met by the present system, with this difference, that possibly exception might be taken to the peculiar proportions that we have adopted.

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565. That is exactly the difficulty. It involves such very high proportions for the classics, that it virtually destroys the arrangement. On the other hand, if you were to destroy that high proportion of the classics, you would make it impossible to teach the form as it is now, because it is a classical form?—Yes. The fundamental change would not be that the rank of the boys in the school should be materially different from what it is now, but rather that we should not hear them in form, according to their rank in the school. I should find it very difficult to give an opinion off-hand on so very important a change as that. I know that practically, at present, and probably for a very long time to come, if it was known that a boy owed his position in the upper form mainly to any other subject but classics, his influence would certainly be proportionately diminished.

566. Do you think that that is a thing that would be permanent?—I think it will last, with modifications, for many years undoubtedly; in other words, I think that practically it will be found, and I am quite prepared to express an opinion so far, that it is desirable that classics should remain decidedly predominant; indeed, I believe them to be a far more valuable instrument for training the minds of the majority of boys in school, than any other single study. I do not for the moment enter into the wide question as to whether other subjects have with certain boys an equal educational character. I am putting out of sight also their value as accomplishments. But regarding the different branches referred to simply as means of training the minds of very young persons, I am prepared to hazard the opinion for what it is worth, that the study of the Greek and Latin languages is a much more perfect and cogent instrument than any one of the others. Then comes the practical question of whether you can teach a very large number of boys who learn in classes, if you do not have some one study decidedly predominant. I have always felt that if I was a private tutor in the country, having a few pupils, supposing I was equally competent to teach all those different branches, I should be guided mainly by the peculiar character of the boy's intellect, and should not at all think myself bound to adhere to any one particular system; but when you have to administer instruction to a very large number of boys, you must keep very strictly to the routine of some one particular system; though you know all the while that you are, to a certain extent, sacrificing the intellectual advance of some one or more particular boys.

567. (*Lord Clarendon.*) As this is a very wide and important question, and one in which the public take a great deal of interest at this moment, perhaps you would favour us, after reflection, with an opinion in writing; if so, we shall be happy to receive it?—I shall be quite prepared to place, in some form which may appear in print, either an opinion given with some care as to this great subject, or else a declaration of my unwillingness and inability to write an essay on so fundamental a question.

568. (*Lord Devon.*) At Marlborough is there not some such system?—No, that is somewhat different. That is what the Commissioners call the bifurcation principle. I have expressed my opinion with great firmness and without any indication of doubt, that we cannot by giving another hour to mathematics or modern languages really attain that educational result for which the advocates of both sides wish. The other is a wider question, which, as I have before admitted,* I do not conceive I have at present sufficient experience to enable me to decide, whether you might ever have two distinct departments, one providing what is called somewhat loosely a "modern education," and the other retaining the classical system, including composition.

569. (*Lord Lyttelton.*) Is there any minimum of age at which boys are allowed to be exempt from verse composition?—No.

570. Is it simply according to the form they are in?—Yes, and their known character for diligence.

571. What age is it in fact?—I should say that the limit is somewhat vaguely fixed. The exemption occurs only in a few cases. I hazarded an estimate of about 20 or 30. The great majority of these are in the upper part of the school; at least I believe that in the sixth form and in the two upper divisions of the fifth the great majority of cases would be found. There would be very few boys indeed under 15. It very seldom happens that such an exemption would be thought desirable under 15.

572. You may take 15 as the minimum?—Yes, and the age of 16 would practically be nearer the truth.

573. (*Mr. Thompson.*) What would you say was the average number of boys in the sixth form who are incapable of making any improvement in verse composition after they come into the form?—That is a question of great interest, and one which I find it very difficult to answer satisfactorily. I have known instances in which boys, till within their last year, have shown hardly any signs of anything like proficiency in Latin verse, and then they have really risen to do it above mediocrity. On the other hand, I have certainly observed a considerable number of cases in which I should say a boy gains very little advantage from continuing Latin verses, and in several instances I have been led to discontinue them altogether, and to recommend the boy to confine himself to Latin prose composition instead, in which he appeared to me to be deficient.

574. It does not of course follow when a boy is backward in English and Latin verse that he is good in mathematical studies?—No.

575. Do you find that boys who have a decided turn for mathematics as a general rule can do much in classics?—I do not know whether my experience would hold universally, but I have certainly found that in the sixth form, the best mathematicians have been quite among the best classical scholars, with generally one or two exceptions. For instance, within my own experience, the boys who have been second and third in mathematics have generally been among the best in classics, though the boy who was actually the best was in most cases inferior in classics. I wish I could furnish the Commissioners with more accurate information on this point. I remember in the most searching examination to which I can at present refer in my own mind being very much struck with the fact that nearly all the boys who came at the head in classics were among the first few in mathematics and modern languages. I think it would be dangerous to assume that that would be uniformly found to be the case.

576. Independently of verse composition, what would you say was the proportion of the boys in the sixth form who had what we might call a real love for classical study?—The sixth form varies. Even in my own experience I have noticed great changes in that respect. At one time there seems to be a much larger proportion who seem to care for it than at others. I should say thus much without hesitation, which is, perhaps, a tolerably fair test, that, so far as I can judge from the manner of the boys in form, there is but a small proportion, probably not more than 5 out of 30, who seem uninterested in the lessons, though I have noticed one or two sometimes who seemed as if it was an effort for them to attend at all to what was going on.

577. What would you say was the proportion of boys of that age who could be made to take a real interest in mathematics?—I should think exceedingly small.

578. Much smaller than in classics?—I have no doubt of it.

579. And those boys perhaps in Cambridge might be taught to relish mathematics?—Yes.

580. You think that the period at which a boy leaves school is rather too early for him to have arrived at that?—Yes, except in rare cases where

* See also answers to Questions 382, 404.

there is a certain natural predilection for that study. I believe it is an error to imagine that most boys have a strong predilection for any particular study. You do, of course, occasionally see it. But I am satisfied that any system which proceeds on the supposition that boys have naturally as a rule a special gift for any one particular study, is based on error.

581. (*Mr. Vaughan.*) Might there not be some special reason for paying particular attention to some subject apart from classics,—distinct from that, such as future prospects in life; might that not be one reason amongst others?—I should say that at Harrow, where the circumstances of most of the boys are such as to enable them to carry out their education to an extended period,—to from 21 to 22 years of age,—it is desirable to adopt ideally the best system of bringing out their minds, with little reference to the direct public work of their future lives. If the case of a boy in the middle ranks of society was brought before me, to whom it was a matter of very great importance to be early introduced into some trade or profession, I should then certainly not recommend his going on long with the classical system. I should hold that he must sacrifice something from an ideally perfect system of intellectual education to the demands that were specially made upon him.

582. You are speaking of the boys at Harrow usually being of a class which generally carry on their education to 21 or 22, do you know the cause of the falling off in the number of boys at Harrow between 16 and 18 as compared with those between 14 and 16? Perhaps you do not exactly know the fact that there are 230 boys at Harrow between 14 and 16, and only 144 between 16 and 18, so that it seems there is an escape, as it were, between those ages?—No; I was quite unprepared for that. I was quite unaware of those numbers.

583. (*Mr. Thompson.*) What do you suppose is the proportion of the boys who go into the army and navy?—I could not say. I may mention that we receive now very few sons of clergymen, a fact which startles me very much.

584. (*Mr. Vaughan.*) Do your boys come chiefly from the landed aristocracy?—Very much so. Great numbers also are the sons of persons who have more recently become wealthy.

585. Few comparatively from the professions?—I could not undertake to say that we receive few sons of lawyers and physicians, but certainly as to holy orders, there are very few sons of clergymen who come to us.

586. Do you know for what purpose those who leave at about the age of 16 leave? Do you know whether it is for the purpose of acquiring an education of a different kind elsewhere, or for what purpose?—I could not answer that question accurately off-hand. I could think of many purposes for which they leave. There are a great many boys, more perhaps than is commonly imagined, for whom a public school is not suited, and then it is a wise act on the part of the master to recommend the parents to withdraw such a boy at the end of the quarter. Such a withdrawal involves, of course, no kind of slur on his character. These cases are by no means unfrequent. Then there is the case of boys who go into the army, the number of which I should find it impossible, without careful preparation, to estimate accurately. I should have thought that the army would hardly carry them off so early as 16. I should imagine that 17 would be nearer the mark. As to trade, I am afraid I can only say that there are a few cases every year that come before me in which boys leave in the sixth form to go into trade.

587. The merchant service, for instance, or a bank?—Yes.

588. (*Sir Stafford Northcote.*) Have you reason to suppose that many boys leave early to go to private tutors in order to prepare for competitive examinations?—Boys who enter for Woolwich, who are a small number comparatively, would, in almost all instances, leave before the natural time, probably at least a year. I know cases in which boys stay very much longer than that; but, as a rule, a boy intended for Woolwich would be recommended by the school authorities, as well as by his friends, to leave Harrow about a year before the ordinary time, that is by about 17.*

589. Is that at all the case with other competitive examinations, such as the Indian or Civil service examinations?—With regard to that, the masters, so far as their influence might extend, would certainly discourage a boy leaving nearly so soon. They would think that six months would be ample to enable a boy of fair abilities to make the special preparation required for one of those examinations. Of course a great deal would depend on the character of the boy. Cases occur in which one might feel that a boy was not making decided or rapid progress in classics alone, while as long as he remained with us that would be his predominant training; in that case it would undoubtedly be better for him—having regard to the competitive examinations—to leave for some other special preparation.

590. Do you know whether boys often leave for the purpose of getting education abroad?—Those cases, as far as I am aware, are very rare. They are sufficient to make me aware of their existence, but they are very few. With regard to my answer to question 20, perhaps I may call the attention of the Commissioners to the fact, that the most prominent honours are the Browne medals at Cambridge and the Balliol scholarships at Oxford. In most cases, where there is anything like a large aggregation of distinctions, they are gained by the same persons.

591. (*Mr. Thompson.*) There is a larger number of prizes to be competed for in Cambridge than in Oxford, I believe?—Yes; decidedly so with the prizes, but not, I think, with the distinctions, if you take the whole together. There is, for example, this great difference, that at Oxford there are the Moderations.

592. At Cambridge there are frequently two or three university scholarships in one year, is that the case at Oxford?—Yes; one Latin and the other for Greek and Latin combined.

593. Do you find that as many fellowships are obtained at Oxford as at Cambridge?—I think not. I think there are few Oxford fellowships included in that list.

594. Have you any idea of the cause of that?—I should say that on the whole, perhaps, our system does prepare rather for the Cambridge style of scholarship than for that of Oxford, but I am not sure that this would satisfactorily explain the fact. We have gained a very large number of Balliol scholarships. The last two years we gained it, and once before that we had four in succession.

595. Have you ever got open scholarships at Trinity, Cambridge?—We have tried twice there, and have failed each time. This time we do not try.

596. I find that the public schools get but a very small proportion of those?—Since I have been at Harrow, our best scholars have been taken off to Balliol, and they have gained two scholarships there, and again one scholarship at Corpus. A Corpus scholarship is only second in point of honour to a Balliol.

597. It is more valuable, is it not?—I think it is as 90*l.* to 75*l.*

598. (*Lord Clarendon.*) With regard to Qu. 21, how are those house libraries kept up?—It depends entirely on the house master. I believe that in most instances a small charge is made in the terminal account which is sent in to the parents, by which new books are provided and old books bound.

599. Do the boys select the books?—In my own house it certainly is so.

* Mr. Butler afterwards wrote—"I should be disposed now (Feb. "1863) to modify this opinion. Last July a boy who had been only two "quarters in the upper sixth form, came *fourth* in the competitive ex- "amination for Woolwich, though he went up direct from Harrow. "He had for some time been taking extra lessons in mathematics, and "was excused one verse exercise a week."

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600. But they are sanctioned by you?—Yes; as a matter of fact, I do not always see them, but the understanding is that the list shall come before me for final revision.

601. You would not allow novels in such a library as that, would you?—Yes, they are to a certain extent allowed. It is a matter of discretion. I should not allow in my own house the mere ordinary novels that come out, but any works that seem to me works of real genius, and at the same time not objectionable, are admitted; for instance, all the Waverley novels are there, and a few of the best of the American Cooper's, and those of George Eliot's,—at least "Adam Bede" is there.

602. Or such a book as "Vanity Fair"?—Yes, that is there, and also several by Dickens.

603. (*Lord Lyttelton.*) How do you account for the boys below the sixth form seldom taking out the books from the school library?—The character of the books in the school library is somewhat different from those of the house library. The school library is replenished by the gifts that are supposed to be made by the monitors when they leave, and by any other boys who may wish to do so. It is understood that there is a kind of responsibility resting with the monitors to make a present. The books in the school library are, generally speaking, editions of the classics and works of history or biography. There are few which very young boys would care to read.

604. Is not the distinction rather remarkable, because there is no great difference of age between the sixth form and the form below it, and yet you say that it is seldom a boy below the sixth form will take out a book; how do you account for that?—I am afraid that there is really but a small literary interest among the boys. It varies at different times. The practical reason for the fact of which your Lordship speaks is that the sixth form are far more intimate with the monitors, who alone have the right of entry, and therefore they would less shrink from asking that favour.

605. (*Mr. Thompson.*) Do you think it possible that the work in the school may be increased to an extent injurious to the cultivation of liberal tastes on the part of the upper boys?—I think that is quite possible, and obviously that danger would be felt mainly by the upper boys. It is a danger which I have constantly under my notice. At times I am in the habit of asking either the boys themselves, who are perhaps not the best judges, or those who have left recently, whether there is fair time allowed over and above the school hours to leave room for general intellectual cultivation. Possibly the Commissioners may have observed that the number of hours occupied in the work of the upper sixth form is somewhat less than in other forms; for instance, there is no work at all to be prepared by them on Saturday night, and there is no work to be prepared necessarily on Monday night. The subject for the Latin or English theme is given out on Friday evening; it has not to be shown in till the Wednesday morning. There is another exercise which has to be shown in on the Saturday morning, and therefore it may be presumed that Friday night is occupied with that exercise; but there still remains Saturday, and probably a considerable part of Monday, available for general reading. Then we have extra holidays almost always as frequently as once in three weeks, and sometimes oftener, sometimes once a fortnight; and the effect of this is not simply to convert a half holiday into a whole holiday, and so to diminish the work in form, but it also removes an exercise, and consequently diminishes the pressure in the evening. It is a very important point, but I have a strong conviction that a boy in the upper part of the school, in the upper part of the sixth form, especially during his latter years when he is familiar with his work, has plenty of time to give to general literature. I may mention another point in evidence on this part of the inquiry. In several of the houses the boys have established entirely on their own account small debating societies, taking place one night every week. That would probably occupy about two hours of one evening.

606. (*Lord Lyttelton.*) Then there is a general debating society, is there not?—Yes, consisting of about 30 members. It is held in the monitors' library. The meetings are held there once a week during two thirds of the year. During the summer quarter they find practically that cricket is too powerful a rival.

607. (*Mr. Thompson.*) Do you find that the subjects they discuss are sometimes literary?—I believe they are generally political; a literary debate is, I believe, comparatively rare, or even a historical debate.

608. (*Sir Stafford Northcote.*) Do the tutors ever take part in that?—I believe that recently some of the tutors have taken part, both by being present and by actually speaking.

609. (*Lord Lyttelton.*) Does the extent to which debating societies thrive appear to you to furnish a considerable test of the amount of time which the boys have to give to subjects of serious study apart from the school work?—Yes, and I think the boys who take the greatest part in the debating do practically give a considerable portion of their time to preparing for it.

610. (*Mr. Thompson.*) Are those the boys who excel in classics and mathematics?—As a rule we find that the boys who show the greatest interest in the debating society, and who are the most likely candidates for the prizes for English composition, of which we have two every year, are boys who are also at least fair proficients in classics.

611. (*Mr. Vaughan.*) As to No. 22, do you or do you not think that drawing is a very useful accomplishment for a scholar for the purpose of conducting examinations, and to see that the boys thoroughly understand the descriptions in the classics?—Yes, it would be a useful power.

612. Is or is not the classical poetry so very objective in its character that the great part of it is the representation of outward objects and situations, for instance take any book of the Odyssey, the last or the last but one?—I conceive except in cases where machinery, or a house or something of that kind was in question, it would probably seldom be an advantage for a master before a form to make any pictorial representation.

613. I do not mean for the master, but would it not be an advantage for the master that the pupils should be able to do it?—I have no doubt that if a boy is able to put before himself, with a certain amount of creative effort, any pictorial representation of any object that is brought before him in literature, it enables him the better to grasp it.

614. If a boy possess the accomplishment of drawing so that you could call on him to interpret such a passage of Homer as the last scene in the Odyssey where he is with the suitors just before their destruction, do you not think that a scene of that sort could be represented by the pencil so as to give proof of the boy's understanding of it, better than any description in words?—I should say so certainly, if the boy had the genius to draw the group.

615. (*Lord Clarendon.*) As to No. 23, there has been a confirmation held at Harrow since you have been Head Master, has there not?—Yes, on two occasions.

616. Is there a confirmation annually now?—No; there was one confirmation held last year and another this year, but I believe it was the first time that two confirmations have succeeded annually; generally there is allowed to be one year between. I am by no means certain that the system in future will be to have a confirmation so often as once a year.

617. Are the Harrow boys confirmed separately from any young persons in the village?—Yes; the confirmation takes place in the school chapel, not in the parish church. It generally happens that in the confirmation which ensues in the parish church there may be a few boys of the school confirmed who for

some reason or another, such as accident or ill health, were passed over at the confirmation at the chapel; but, speaking generally, the confirmation of the Harrow boys at Harrow takes place only in the chapel.

618. The boys generally are both prepared and examined for confirmation by their own tutors?—Yes, except in the case of the boys boarding with the Head Master, in which case they are examined by himself.

619. But the Head Master does not examine any boys for confirmation except those in his own house?—No; he delivers a lecture to them once a week.

620. To all that are to be confirmed?—Yes, not only to his own house, but to them all; and he also takes an opportunity before the confirmation of seeing separately, that is, in a body by themselves, all the candidates from any one house.

621. Then upon the whole you would say that as far as your observation goes, and particularly when you were a boy there, the matter is looked upon in a grave and serious light?—Of that there can be no question whatever. I doubt if there be any event in the life of the boys at school which does interest them so much. I am leaving out of consideration how far the effect may be permanent, but there can be no question even to the most ordinary spectator not only as to the boys' behaviour during confirmation, but of their general demeanour during the quarter, and of the fact that it does interest them most deeply.

622. They think the occasion is a solemn and important one in their lives?—A most important one.

623. Upon the whole, as far as you know, they are prepared for it?—So far as I can judge from the boys who come before me in my own house they are prepared very fairly. I certainly could wish that boys before they come to school were more familiar with the Scriptures, and also with the Church Catechism. The only intellectual preparation which we insist upon is that a boy shall give at least thus much evidence of earnestness that he should take enough trouble to learn the Church Catechism by heart. If he does that, and is able to answer with tolerable intelligence, as a boy who knows the Catechism by heart almost always is able to answer, questions arising obviously from it, that is considered to be sufficient to justify us in allowing him to pass.

624. To pass for what, not for confirmation?—Yes; it justifies us in sending in his name to the Bishop.

625. Do you consider that merely knowing the Catechism by heart would be sufficient?—I said that that would be all we should require from a boy in the way of intellectual preparation; there is no other book which he is obliged to get up and to know correctly. If he knows the Church Catechism by heart accurately, and is able to answer with fair intelligence questions arising from it, then his intellectual qualifications would be considered to be sufficient; of course, I am leaving out of sight for the moment all moral qualifications. I may add, perhaps, that as a rule we observe that there is a smaller amount of punishment in the quarter when a confirmation is celebrated.

626. (*Lord Lyttelton.*) Are the majority of your boys confirmed?—I should think so. As far as I can judge from the experience of the last two years, there are about 70 a year. When we had a confirmation ranging over the previous two years, there were about 150, and the last time, there were between 70 and 80.

627. With regard to moral questions, whether a boy is fit to be received on moral grounds?—The names of all the candidates are sent in to the Head Master at the beginning of the quarter; then at the end of the time of preparation, in fact on the eve of the confirmation, a revised list is sent in. The probability is that a few of those names have been erased in the interval. If a boy has seriously misconducted himself, that would be one reason which, in the discretion of the master, would be sufficient to exclude him. Another reason for exclusion, would be a conviction that the boy had not thought enough about the confirmation. It rarely happens, but occasionally you do see that a boy feels it is rather a burden upon him; he is not prepared for it, and then by far the kindest thing to do, is to let it remain over for another year.

628. Does it often happen that they are confirmed under 16?—There are a few instances.

629. Does the Bishop make no objection?—He does not offer any opinion on the subject, so far as I am aware. I believe I am only carrying out the tradition, and that may have existed in an expressed opinion on the part of the late Bishop. 16 is the minimum age, but it would generally happen if a boy was very high in the school, and was 15 years old, we should recommend his confirmation; we should be guided by his character.

630. (*Mr. Thompson.*) You have no rule as to baptismal certificates before boys are admitted to the school?—No; but it is always assumed that every boy who presents himself for confirmation is baptized. I think the rule I should be prepared to follow, though I should always examine each particular case, would be this: to raise no question at all as to whether a boy had been baptized or not, in coming to the Holy Communion; but with regard to confirmation, if I were informed that a candidate had not been baptized, I should probably require it. I should judge from the merits of the case.

631. Are there any dissenters' sons at Harrow?—Yes, there are; and in more than one instance, I have known of cases in which they have wished their sons to be confirmed, those sons having been previously baptized.

632. In their own communion?—No; according to the rule of the Church of England. No instance has occurred within my own knowledge of a parent saying "I wish my son to be confirmed, though he has not "been baptized," nor can I very well conceive that it would occur. Unitarian parents have children who are baptized.

633. I suppose the majority of dissenters who come to you are Unitarians?—I believe so.

634. And do they very frequently wish the boys to be confirmed?—I know two very marked instances in which Unitarian parents did wish it.

635. Have two sermons on the Sunday in the chapel always been the rule at Harrow?—Yes, I believe it may be stated to have been always the rule. I am not able to say positively whether there were two services when the chapel was first built, but I may observe that it is comparatively recently that both the services on the Sunday have been held in the chapel. Till within seven or eight years ago the upper part of the school used to go to the church in the morning, the general assembly of the school being reserved for the evening service. Then, when the upper part of the school used to attend the service in the church, one of the assistant masters used to preach a sermon, addressed to the lower part of the school, in the chapel in the morning; the Head Master preaching to the whole school in the evening.

636. There always have been two sermons?—Yes.

637. Are the sermons usually short?—The sermons in the evening certainly are generally short. They are very rarely as long as 25 minutes. In the morning, I should say they scarcely ever exceed half an hour. The service which begins at 11 o'clock, and has a very considerable choral element in it, is generally over by half-past 12.

638. Do you omit any part of the service?—We omit the Communion service. I should say that as a rule the sermon in the morning ranges from 20 minutes to half an hour.

639. (*Lord Lyttelton.*) Is it a usage that amounts to a rule that clerical assistant masters always take their turn in preaching?—Yes, without exception; there is no doubt that the sermons excite very great interest.

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640. (*Lord Devon.*) I suppose your first service does not last above 20 minutes?—I should say from 20 to 25 minutes.

641. (*Lord Lyttelton.*) That is the Communion service alone?—Yes; the responses to the Commandments are chanted.

642. (*Lord Devon.*) The Psalms are chanted both at 11 and 5?—No, they are not chanted in the morning, but they are in the evening.

643. (*Lord Clarendon.*) By the boys?—Yes.

644. Are they volunteers for it?—Yes, to whom certain privileges are given.

645. (*Lord Lyttelton.*) They make a regular choir?—Yes; and they have an extra exeat called the choir exeat.

646. Does not that promote the musical tendencies of the boys?—No, I am afraid its effect does not amount to that.

647. (*Lord Clarendon.*) The boys always attend the Communion, do they not, after they are confirmed?—I should think it would hardly ever happen that a boy would stay away from the Communion the Sunday after the Confirmation; but passing beyond that, it is of course a matter of extreme interest to observe whether the number of communicants does fairly maintain itself. The Communion, generally speaking, is administered three times in each quarter; in other words, about once a month. It is difficult to speak with accuracy as to the attendance, because we keep no actual register, but so far as I can judge, the number till within the summer following next after a confirmation would range from 100 to 150. After the summer term so many of the older boys leave, that of course the number of communicants is proportionately diminished.

648. It is quite voluntary, is it not?—It is perfectly voluntary; the only kind of strong influence that would be brought to bear would be this, that if a boy was observed, in the upper part of the school especially, and, in fact, if any boy who had been confirmed was observed habitually to be absent, either the Head Master or his tutor would probably think it desirable to speak with him privately upon it, in no degree making it a penal offence.

649. (*Mr. Thompson.*) You could not have any Roman Catholic children?—I believe there has never been an instance; we do not refuse to receive them, but simply say that our rule is that all boys must go to chapel regularly. We had an interesting application of the kind, but the parents could not accede to that condition.

650. (*Lord Clarendon.*) You say, "Besides attending at the three services which I have mentioned above, all the boys are required to attend school for one hour at 3.15 p.m." I do not think that Sunday is so much a day of rest as it might be; do you not think the three services are rather too much?—The subdivision of the morning service was, I believe, introduced partly as a convenient means of ascertaining that the boys were up by a certain time in the morning, and mainly with the view of shortening the whole morning service. It answers this subordinate purpose, that all the boys must be up by half-past eight, the time at which the service is held. If we do not have that morning service, we must have some kind of calling over of the names. Besides that, it really has the important effect of greatly shortening the subsequent service.

651. (*Lord Lyttelton.*) How long has it been divided in that way?—I am not quite able to say. I think I should be right in saying not less than 6 or 7 years.

652. Have you any means of judging whether the boys like it better than to have the whole of the service in one?—I cannot say.

653. (*Lord Clarendon.*) It does not very materially shorten it. You have said that this morning service is from 11 to half-past 12; that is the average of country church services?—I should say the real danger is that the boys should be left idle on the Sunday. I have reason to fear from positive evidence that Sunday is a day which we have most to dread; that the time out of school, and out of chapel, is the time when a boy is most likely to get into mischief. There is no fatigue in the hour of school, for there is a very considerable interval between that and the time of chapel, but of course it does unquestionably cut up the afternoon; it prevents boys from taking any very long walks. The Commissioners may have observed in the adjustment of our "bills," as we call them, that intervals of something like 2 or $2\frac{1}{2}$ hours are left between each "bill," it being thought undesirable that boys should be able to be absent for much longer periods than that. If they were, they could easily get to London, or go to a considerable distance elsewhere, and it would be very difficult to detect them. That, therefore, is the principle on which the time for the "bills" is fixed, and the same applies in almost an equal degree to the Sunday. I believe at one time, but I think it is a long time back, there used to be a morning school instead of the afternoon school; that was in the winter, I think. I imagine there was always an afternoon school in the summer, when the chapel service is later, but my impression is that at one time there used to be a morning school on the Sunday.

654. (*Lord Lyttelton.*) How much do they work in the evening?—I should think very few would give so much as an hour.

655. (*Lord Devon.*) At Rugby the service is divided differently; they have the morning prayer alone at 9, they have the communion service without a sermon at half-past 11, and then they have their single sermon in the afternoon?—Yes.

656. Which involves a shorter period altogether?—I may remind your Lordship that although it is undoubtedly shorter, still they chant all the Psalms and the Nicene Creed.

657. (*Mr. Thompson.*) They have only one sermon?—Yes. Upon that point I have a very clear conviction indeed of the extreme advantage we enjoy in having two sermons. I have no doubt about that. It is difficult to say whether it is most desirable for the boys or for the masters. For the boys it is very desirable in enabling them to see the characters of the masters come out in a somewhat different aspect from that which is ordinarily the only one presented to them, namely, in connexion with their school-work; it enables them to understand the master far more, when he has to speak to them on matters connected with their religious state. To the masters themselves, I am satisfied, it is of the very greatest importance to have an opportunity periodically of appealing to the consciences of the boys.

658. (*Lord Devon.*) Speaking, with no reference to anything that exists at present, is it not conceivable that where 11 gentlemen are to preach, one after another, for 11 weeks, there might be considerable diversity of doctrine or teaching brought before the boys?—That is part of the general question of how far latitude can be allowed to the good sense of men placed in authority. In any appointment I might make, I should attach the greatest possible value to good sense. I should not think before-hand, whether a master was likely to misuse an opportunity for giving utterance to any very peculiar opinions. The question would not suggest itself to my mind in that way; but the question of his general good sense would present itself as one of the most important elements to be taken into account; and having once appointed him, I should leave him entirely to himself, feeling quite sure, though he might occasionally betray some error in judgment, yet that that way is the safest.

659. Do you think that the preaching by 11 gentlemen in succession would be likely to produce so much impression on the minds of the boys, as the teaching of one man, say the Head Master?—I believe that all the masters would say, that the Head Master, from his position, enjoys the means of speaking with a weight which no one else, however great his abilities and powers as a preacher, can

attain to. The Head Master starts with an immense advantage, there can be no question of that; but still I am convinced that the boys do, as I say, gain a very important advantage, greater in fact than I can well express in words, from the masters speaking to them occasionally on the most solemn subjects. I may say also, that it is of great value to myself as Head Master, partly from the fact that among the Head Master's colleagues, the probability is that there may be men of marked ability, or piety, or eminent theological learning, and partly because it enables him to gain a far deeper insight into the character of his assistants.

660. (*Lord Lyttelton.*) You do not think that those advantages could be sufficiently attained, with only one sermon on the Sunday?—I do not indeed. I am quite clear as to the vast advantage derived from having a sermon preached every Sunday morning by an assistant master.

661. (*Mr. Thompson.*) Have you any means of testing the attention paid by the boys beyond their demeanour in chapel?—As Head Master I should always shrink from speaking to the boys personally upon the impression made upon them by the sermon, except, perhaps, to a very few of the upper boys in private conversation; but I do have the means of hearing about that from other masters. The boys speak very freely indeed of the sermons to masters with whom they are very intimate; and I remember from my own recollection as a boy at Harrow, with what keen interest we used to anticipate what would be the line taken by a particular master, drawing particular distinctions, not between the doctrines, for that question seldom presented itself, but between the modes of expression which would be adopted.

662. (*Lord Lyttelton.*) Have you ever observed, either as a boy or since, any inconvenience arising from the great variety of preachers?—Not the slightest.

663. (*Sir Stafford Northcote.*) Do you suppose it is the case, that the boys take the opportunity of Sunday to do their Latin composition?—It is impossible that any but sixth form boys should do so, and I am satisfied that they do not.

664. I understand you that it is set on Friday, and shown up on Wednesday?—That is the exercise of the sixth form. The Latin theme is set on Friday evening, and is sent up on Wednesday morning. I feel perfectly confident that it would scarcely ever happen that a sixth form boy would do this exercise on a Sunday. If it is a punishment of lines, we avoid, if possible, setting them on the eve of Sunday. We take the greatest possible pains to avoid that. It is a very common custom to write letters on the Sunday.

665. (*Mr. Thompson.*) Some religious people would perhaps object even to that?—Possibly; but those who have studied the life of boys at school would, I think, be disposed to suggest that as one of the best modes of spending a part of the Sunday.

666. (*Lord Clarendon.*) You say, "At the end of "every school quarter a divinity paper, bearing on "the school work of the quarter, forms part of the "examination of each form," what should you say is a divinity paper?—The boys read through a certain part of the Bible, according to a fixed rotation during the quarter. They are examined orally on the subject in school on Sunday, and at first school on Monday morning. The whole of that subject, or part of it, is set at the end of the quarter for the examination; that constitutes the divinity paper.

667. (*Mr. Vaughan.*) Is that chiefly historical?—I think that the whole of the Old Testament is set with the exception of several of the Prophets, and the Psalms. I think the whole of the Pentateuch is taken.

668. Do you take the Law?—I know that Genesis and Exodus are taken; probably it is a selection from Numbers and Leviticus, with the greater part of Deuteronomy. The most minute parts of the ceremonial Law would, of course, be omitted. It is left to the discretion of the masters.

669. Is it returned in any of these tables? I see here that they are chiefly the historical books of the Old Testament?—That return was, I think, given for one particular year. Our cycle of reading includes, I know, the books of Genesis and Exodus, and at least a selection from the remaining three books of Moses. I am not quite certain as to how that selection is made. The Gospels are read, as well as the books of the Old Testament, in all the forms below the sixth, and in the sixth form almost exclusively the Epistles.

670. Then it becomes a doctrinal examination chiefly in the sixth form?—I should say rather a critical one, to observe whether they have carefully prepared the subject. Certainly that is the general character of it.

671. (*Mr. Thompson.*) As a rule do you object to allow boys to go home on the Sunday; those in the neighbourhood of London?—Our principle of allowing boys leave of absence in the quarter is this: once in a quarter a boy is allowed to have what is called his exeat; that exeat extends either from Saturday midday to before second school on Monday; or if Saturday be a whole holiday, then the exeat extends from after fourth school on Friday till before second school on Monday morning.

672. That comes only once a quarter?—Yes, we attach great importance to not allowing a boy to have more than one leave of absence in a quarter, unless of course there be some really serious reason, such as the serious illness of a friend.

673. You consider it an evil that he should miss the Sundays at Harrow?—Decidedly; and I may add that we do not allow any boys to have an exeat, except in cases of special emergency, on the Sundays when the Holy Communion is administered; and there is also this limitation, that a boy is not allowed to take his exeat within the first month of the quarter or the last fortnight. There are many reasons for that.

674. (*Lord Clarendon.*) You say there is no absolute uniformity of punishment for similar offences. "Each master is at liberty to determine for himself "the punishment which he awards for any particular "offence." I must say I think uniformity of punishments for similar offences could be easily arrived at?—It is so very difficult to determine what is a similar offence, because there are all sorts of degrees.

675. Although there may be variations in the degree of the offences, yet their general character must be so much the same, that some kind of uniformity at least ought to be made, otherwise there would be a great sense of injustice?—I was most anxious in giving this answer, to avoid stating anything that was at all inaccurate, and I prefer, therefore, to speak here with somewhat of vagueness, rather than say what might turn out to be short of absolute truth. I said there is no absolute uniformity. That is true; if I had said there is no approximation to uniformity, I should have said what was not true. There is no system of regulations existing on the subject, and I am not aware that there are ever any debates among the masters on the subject; still as a matter of fact, each master does possess a very fair knowledge of the general amount of punishment given in certain cases. I do not know that I could state the matter more accurately.

676. I should think that there was no subject of more importance to discuss, and as far as possible to come to some opinion about, at the periodical meetings of the masters, than the amount of punishment which should be awarded for offences, that on the whole must be considered so similar?—Whatever the general understanding, much must in practice depend on the character of the master.

677. I suppose the punishment of setting lines has often been considered by the Head Master and assistant masters at Harrow. It appears to me to have no other practical result than that of spoiling the handwriting of the boy. Is there no other punishment do you think by which some good might

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be done to the boy?—I should observe on that, first of all, that I question the accuracy of that inference as a whole, that it does affect or spoil the handwriting of the boys, and secondly, that it does not apply by any means to the majority of the school, because the great majority of the school are not in the habit of being under punishment.

678. (*Lord Lyttelton.*) Does it not necessarily make them write in a very rapid and slovenly way?—I think it is very important indeed, and I may say the importance is quite recognized amongst us, that the handwriting should be looked to carefully, and that the boy should not write a mere scrawl. Your Lordship (*addressing Lord Clarendon*) has assumed that the writing is atrociously bad; as a matter of fact, it varies very much indeed. I do not deny that in the laxity and in the weariness which often attend looking over a punishment, I have myself passed over writing which is very bad, and calculated to injure a boy's hand: so far as I do that, I fall into an error in not exacting good writing. There is really nothing at all to prevent a master from seeing that the handwriting is very fairly good. I admit most fully that this punishment is an evil; it is simply a part of the great question of all punishments. Do what you will you never can frame a punishment which is not attended with some great inconvenience or evil. What we have to do, I conceive, is to hit upon some form of punishment which is at once so unpalatable to the boy as to be a tolerable guarantee that he will not offend again in the same manner, and at the same time, a very important condition, such that the master who sets it shall not be unduly burdened. If the punishment of learning lines by heart be adopted in the lower part of the school, it is attended with these evils, that in the first place you have no guarantee that the punishment learnt by heart is really learnt thoroughly well, because you are most unwilling to turn back a boy if he can just scrape through, and, secondly, the amount of time which is consumed in hearing the lines said is something which it is very undesirable, I think, to impose on the masters. With regard to the boys in the sixth form, whenever I have occasion to set punishments to them for minor offences, such as being late in the morning, I do set punishments to be learnt by heart, and even then I find that the result is very far from being really satisfactory. Part of my time in school in the early morning is sometimes occupied in hearing boys in the sixth form repeat lines by heart, and although, of course, such punishments are comparatively very rare, yet, I see enough of the system to know that in the under forms, where punishments are necessarily much more frequent, it would be quite intolerable for the master to have them learnt by heart.

679. I am afraid the system is rather more having in view the convenience of the masters rather than the good of the boys?—The convenience of the masters means the time of the masters, and the time of the masters is the advantage of the boys. I have no hesitation in saying that the amount of work which now falls on the masters is exceedingly heavy. I am not simply speaking for my colleagues, and saying that the work is done thoroughly,—that is beside the mark,—but the amount of work which a master must do is so heavy, as really to leave him very little time for any other pursuit, and that is by no means good for the school.

680. (*Lord Lyttelton.*) Is handwriting in an imposition expected to be as good as in an exercise?—That varies; I am quite prepared to admit that it varies too much. From time to time the subject has been reconsidered, and we have always separated with the firm intention of exacting a better writing in punishments; and then by degrees the practice again becomes lax. The boys are often instructed to write out the lines on double ruled paper, especially the younger ones.

681. (*Mr. Thompson.*) I think the cane is not used at Harrow?—No, it is not.

682. Would that be an agreeable substitute for the imposition?—It would very often undoubtedly do away with the other. I should not like to introduce it now, but unquestionably if it was introduced, it would do away with many of these troublesome punishments.

683. (*Lord Devon.*) The extra school must tell very severely on the master and the boys?—That is taken by the masters in order of rotation; it is a very troublesome office. I think the solution of the question would really be, to enforce better writing, and to diminish the number of lines; but it is much easier to lay down the rule than to carry it out with uniform consistency. It would be erroneous, of course, to imagine that at present lines are set on the supposition that the writing is to be very bad. They are not set with that understanding on the part of the masters, but the practice of requiring good writing varies very much. I do not think for a moment there are many cases in which the punishment has had the effect of spoiling handwriting.

684. (*Sir Stafford Northcote.*) Would it not be possible to let the masters take in rotation the task of looking at the punishments, so that one master should have the punishments brought to him at a particular time?—A boy, without libelling his nature, will do all he possibly can to evade a punishment, and the master who sets it is far more likely to see that it is done.

685. Supposing it was recorded, and there was one master who took the punishments for the week or for the day, and the list were sent to him, he would see that such and such boys had such and such punishments, and he would spend a certain portion of his time in looking at the punishments; if they came to him at a fixed time, he would probably spend very little time in seeing that they were properly written?—The difficulty would be for each master to announce to him, with anything like accuracy, the punishments which he had awarded. Punishments are, of course, rare for serious offences, whether of a moral character or what are considered to be serious in point of discipline. To record these on a list might be possible, but it would be very inconvenient to do so with all, there are so many trifling punishments which occur.

686. (*Mr. Thompson.*) Would it also be possible to abridge the labour of the master by setting a boy a piece of uninteresting English prose to get off by heart, say from the History of England. Perhaps 20 lines of English prose would be more difficult to get by heart than forty lines of English verse?—No master I think would ever wish to hear the repetition through. I ought to observe, that one of the difficulties in the way of the punishment of learning by heart is this, that it varies so much with different boys; to one boy it is torture, to another it is nothing.

687. (*Lord Lyttelton.*) You say, "It is of course "left to the discretion of the masters to decide when "a boy must be sent up to me. In general there is a "strong feeling that the more this can be avoided "the better," does that solely apply to flogging?—No, to "sending up" at all. It is thought that the sending up to the Head Master ought to be regarded as a great thing; it is thought an event in a boy's life.

688. (*A Commissioner.*) I suppose throwing stones would be a floggable offence?—The punishment for that offence would depend upon whether there were any wanton circumstances connected with it. Or again, if I found that it was getting to be a serious nuisance, the only way of putting it down would be to use strong measures.

689. (*Mr. Vaughan.*) Would the boys understand that you were doing it upon that principle?—I think so; but I should be exceedingly grieved to have to administer a severe punishment, when the only reason for doing so was the absolute necessity of putting a stop to a practice which, in itself, was not morally bad. The only case I remember in which a boy has been flogged for that offence has been

where it was prevalent in a particular house among very small boys.

690. (*Lord Devon.*) In what part of the school does the punishment take place?—In the fourth form room, with no one present but the school *custos*.

691. And he is a servant?—Yes.

692. Anyone else?—No, the school *custos* remains at the door, standing against it to prevent it being opened from the outside; as a matter of fact he does not see the boy flogged, there is a screen between them.

693. Does the usher flog?—No, he does not.

694. (*Mr. Thompson.*) Have you any objection to answer a question as to the number of corporal punishments inflicted in the course of the year?—It varies very much. The cases are most frequent, as might be expected, towards the close of the quarter, for several reasons, which perhaps I may mention. First, the influence of home, to which I attach great value in keeping boys from serious offences, begins to a certain extent to wear off; then again there are cases of continued neglect which an assistant master will tolerate for a certain time before he sends up to me at all, and probably I pass them over without the most severe punishment on the first occasion, so that I have at last all the arrears, which become heavy. The total number of cases, however, varies. I should say probably about 20 times in the course of one school quarter is about what it has been since I have been at Harrow.

695. You have three quarters?—Yes.

696. (*Lord Clarendon.*) Twenty times each quarter?—Yes, about twenty times a quarter.

697. (*Lord Lyttelton.*) I perceive you invariably give a boy an opportunity of defending himself; when he is sent up to you, you always ask him whether he admits the offence?—Yes, and while I most scrupulously give him an opportunity of making a defence, it is of the very first necessity to save him from the temptation to tell a falsehood. It is important not to give a boy too much chance of defending himself, thus leading him to evade. If you do, you become responsible, for it is sometimes more than a little boy can stand out against.

698. You bear that in mind?—Yes. I always assume as I have stated in evidence, that the boy has done the act. Generally my short conversation will begin with, "How is it that you have done this?" In most cases he will stand silent, which is much the best thing he can do. After a few words, and after taking down the offence in writing in his presence in my book, I then tell him what the punishment must be. In some cases it happens that one has a long conversation with the boy. In such cases I generally send for them after fourth school, when it not unfrequently happens that I am detained for as much as half an hour. If the boy brings with him anything like a real excuse, it frequently involves my requesting an interview with the master. Then I have a conversation with him on the subject, before I award the punishment. I may say, that if a boy maintains that he has not committed the offence, or if he offers circumstances, which seem to me, if true, to be seriously palliative, I should not give him any punishment at all, till after communication with the master who sent him up; and it would rarely happen that I should punish the boy at all after a conversation with the teacher, if he persisted in denying the offence altogether.

699. Would you let him off altogether on his own strong denial?—To the best of my knowledge, I have never but in two instances punished a boy on a grave charge, when he has persisted in denying the offence.

700. You have no actual exemption, as I understand, from flogging, except in the sixth form?—No; the exemption of the sixth form may certainly be said to be absolute. If there was a case conceivable, a boy would be first degraded, and then flogged.

701. Are the monitors in fact ever punished at all?—They are not exempt from punishment. The punishment of a monitor, in any case at all serious, would be a public reprimand before the form, or if that was insufficient, it would be degradation either to a lower place in the body of monitors, or to a lower place in the form, or to the bottom of the form, or, lastly, it would be dismissal from the school altogether. I should make no distinction between the monitors and the upper sixth form with regard to punishments for trifling irregularities, such as being late in the morning. A sixth form boy merely says a few lines by heart; if he is late, for the first few times I should generally pass it over; after that I should give him from 20 to 30 lines of Homer to learn by heart.

702. (*Lord Devon.*) Has it, in your experience, been the practice to flog only in the presence of the *custos*, and not in the presence of the monitors?—Certainly; years must have elapsed since it happened that any boy was present.

703. Does it seem to you that any good would result from certain selected boys being present, with reference to the *morale* of the school?—I should be sorry to allow it.

704. Are you aware that in some schools the boys are flogged in the presence of the whole school?—I am not.

705. (*Lord Clarendon.*) Fagging is very much diminished to what it was, is it not?—It is very difficult to define exactly what fagging is; it is partly a general power of being able to give orders to a younger boy, and it is partly a definite exercise of that power. There is no diminution whatever in the first of these, except, indeed, that whereas at one time at Harrow, the upper fifth form boys had the power of fagging, that has been for about 17 years confined to the sixth alone.

706. The fifth form cannot fag?—They have no power of fagging, and they are not fagged.

707. You say, "Without attempting to define "accurately the duties of a monitor, I may say that "he will be bound to keep reasonable order among "the boys of his house," and so on; do you consider that works well?—Yes, I do. I could not over estimate my own sense of the great importance of the system.

708. How do you say it works in the boarding house?—It acts in this way, that the head of the house first of all has a special authority given him over all the members of the house.

709. By the master of the house?—Yes; it is not given in any formal manner, but it traditionally comes to him, and is fully recognized both by the master of the house and by the boys themselves; in fact, it is as much a part of the system as any other. As to the way in which a boy, if he does his duty, would exercise that authority, it is of course difficult to give an exhaustive description; but I might mention some typical details. One function would be, to keep reasonable order at all times. During the evening, for instance, if the head of the house was convinced that boys were not playing to a moderate extent, but knocking the chairs about, and, perhaps, for some hours going on with some noisy game, he would, in the interest of the house, put a stop to it; that is what I mean by reasonable order. Then a very important function, to which I attach great moment, is that he should keep the house not only in reasonable order, but almost entirely quiet, during the last half hour before the lights are put out. I may say, when I was myself head for a year of Dr. Vaughan's house, from 10 o'clock onwards I used to allow scarcely a sound to issue from any part of the house. I used to stand at a place which would enable me to hear any sound—the whole of the boys knew I was there, therefore there was no espionage—and if I did hear anything of the kind, I should always call for the fag, and send him down to stop it. In that case my call would be heard all over the house, and it would be known that the head of the house was on the alert. If it was at all serious, I should probably go down myself and tell the boy there to come to me the next

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morning if he was making a great disturbance, and visit it, if necessary, with some slight punishment.

710. Which you would have a right to set?—Yes, the simple punishment would be this; in the case of a fifth form boy there would be no punishment at all, except a reprimand and a threatening that it might be more serious if it occurred again. In the case of a fag, one would either give a simple reprimand, which in nine cases out of ten was all, or one would put him to an extra day's fagging. If it seemed to be a gross case, then we should have the power of the cane. Practically, the use of the cane for anything of that kind was excessively rare; it would be used if one had occasion to think there was a very noisy turbulent set that required an example to be made. The object of all this was to secure real quiet for the boys during the last half hour, in the special hope that they might say their prayers quietly; for instance we should never allow any of the boys to be out of their rooms after that time, and I do not hesitate to say that it is perfectly easy for the head of the house to insure that.

711. (*Mr. Thompson.*) By that you mean not being in some other boys' rooms?—Yes.

712. Do you suppose that a monitor would interfere to prevent a boy from smoking?—He would be held to be guilty of a decided breach of school rules, if, seeing a boy smoking, he took no notice of it. If he saw a boy smoking, he would no doubt take into account his age and his position in the school in determining the punishment, but it would be a breach of duty if he passed it over altogether.

713. In practice is it passed over?—Of course there are exceptions in every system, and a boy will sometimes be unfaithful, or timid, and so will connive at it. A great temptation to a monitor is, if he allows a thing, to pretend not to know it: if he once knows it, he would sink in public opinion if he passed it over altogether, but the temptation is to turn the blind side to it.

714. Would a monitor be very unpopular if he were notorious for vigilance in putting a stop to practices which are not morally wrong?—No, I can understand that that might be felt, but I should say that the feeling in the school about those acts of irregularity is such, that the repression of them by a monitor appears to be distinctly part of the school system. I do not mean for a moment to say that the boys as a body attach flagrancy to acts which are contrary to discipline, but so to speak there is—I should not hesitate to use the word—"conventional" flagrancy attached to such acts.

715. (*Lord Clarendon.*) From your observation what should you say is the effect of the monitorial system on the monitors themselves?—I may say that there you go to the true gist of the question. Persons who have not paid attention to the subject frequently imagine that the monitorial system is only another name for legitimised tyranny, whereas it is on the contrary my firm conviction that it is the greatest safeguard against tyranny. On the other hand, the real defects of the system are more likely to be seen in their influence upon certain monitors, who are by nature not well fitted for any post of authority. The defect which may present itself is this; that first of all a very conscientious boy wanting in what I may call public character, a boy who if he was left alone would naturally be very reserved, and live by himself, and take no part in anything bearing on the general good of the body, such a boy feels the monitorial responsibility to be a burden, and, doubtless, it is injurious for a young person to feel for any length of time any serious distress from a conviction that a duty is imposed on him to which he is unequal. That I think has an evil influence, which it is difficult to analyse very accurately, but which we should all probably admit. Then on the other hand there are boys who become somewhat stiff and priggish in their relations towards others; that is a possible evil resulting from the system, and one to which I may say that I am very keenly alive. To speak quite frankly from my own experience, I was much struck on going to Harrow as Head Master, to see how singularly free from any priggishness of this kind the upper boys were. So far as I could judge from watching them very closely, there was not a single instance of this affectation. I should say there is a more complete exemption from it now than at the time which I can remember as a boy myself. I can call to mind a few instances then, in which, as it struck me, boys' characters were temporarily somewhat warped—not permanently, so far as I have been able to judge—but for the time I think they acquired a somewhat unnatural stiffness which was certainly disagreeable and probably injurious.

716. Are not the senior 15 boys always monitors?—Yes.

717. Those boys may be of various characters and perhaps not fit for command?—It probably happens that out of those 15 there are several who are not well fitted for command.

718. They are not such as you would select?—No, not if I made a selection of the boys entirely from my impression of their character; but were I to do that, I should be neglecting the element which has perhaps more power in the school than any other, viz. seniority.

719. (*Sir Stafford Northcote.*) Do you think a monitor who was himself lax in his conduct, could probably maintain influence with the boys below him?—No, I think not.

720. In such a case as that of a monitor, who was himself in the habit of smoking, he could not very well put down smoking among other boys?—No, his influence in the school would be worthless altogether.

721. Do you suppose that the sense of that, and the desire to stand well as a monitor has a good effect on a boy, or does it more frequently happen that it injures the monitor, that you have monitors who are careless?—In that respect, I have no doubt the effect is to make the monitors very careful indeed as to their own conduct. We see that in a very marked manner even at the lower end of the sixth form; it is felt in the school at large that a boy in that form, although he has no monitorial authority, would seriously lose character if he were guilty of forbidden acts.

722. Would the other monitors take notice of a monitor who committed a breach of rules, who smoked for instance?—Practically, I have never heard of such an offence taking place till afterwards. Indeed, since I have been Head Master, I have never heard of it taking place. As a boy I never heard of any monitor being detected in smoking or drinking while he was at the school; it has been found out afterwards. It is difficult to speak without experience as to what would be done in the case you suppose, but I apprehend it would be this; that the monitors would assemble together in the library, and convene the offending monitor before them; then if it was a very gross case, such as a drinking case, it would probably be reported to me as it stood; I should then use my discretion as to the amount of punishment.

723. (*Mr. Vaughan.*) I do not quite understand the position of the sixth form; you say, "If any well "known rule of the school were violated in the pre- "sence of a sixth form boy, still more if he were "himself personally concerned in the violation, he "would be held, both by the masters and by the "school, to be culpable in a much higher degree, "than if he had been, say, in the upper fifth form;" but if he has no authority, how could he prevent it?—The difficulty is, of course, to define the word "authority;" he has no authority to punish, but, on the other hand, he has a very considerable weight attached to his position; so much so, that an upper boy can always greatly influence the conduct of a younger boy.

724. (*Lord Devon.*) What description of punishment can monitors inflict?—The monitor is tacitly allowed—I say tacitly allowed, because powers are never actually delegated—to set punishments of lines; but I believe they are scarcely ever set at all.

725. To whom would they be said? — To himself. His authority would range over all below the upper fifth form. In my time I never set a punishment of lines.

726. What punishment is set? — The only punishments are, adding to the fagging of boys who are subject to fagging; or remonstrance with a boy, more or less publicly, if he is above that—for instance, convening him into the library, or before the house, as the case may be—and then the caning.

727. With regard to the caning, do you feel quite confident that it is a safe thing to invest boys with that power?—I speak from what I have seen and known, and, speaking generally, I should say it is. I do not deny that cases are possible where a boy, either from passion or from a defect in judgment, will cane another boy severely, but I believe that such cases are exceedingly rare, and that the tendency of things is that they should become rarer.

728. Supposing that from passion, or from defect of judgment, an undue punishment is inflicted in the way of personal chastisement by the monitor, what would be the feeling of his brother monitors on the subject?—They would very strongly condemn him.

729. Do you think that you could rely upon this?—Yes. Of course I, to a certain extent, beg the whole question in saying so. They might naturally sympathize with his view of the subject, but I should say in any case where a boy was seriously hurt, the good feeling of the boys would always break out.

730. In your knowledge have instances ever occurred in which a boy caned by a monitor has complained to a higher authority, and thereupon the master interfered and found a difference of opinion between himself and the other monitors on the point, the monitors taking the part of the other monitor?—I have known cases in which the boy punished complained to the Head Master; as to the second part of the question, I really could not say.

731. What was done? — The case of which I am thinking was before my time. Some modifications have since then taken place with regard to inflicting punishment with the cane by the monitors; for instance, twelve years ago no boys in the school below the sixth form were exempted from the liability of being thus punished, whereas now, boys in the upper fifth form are so exempted. I could not state what follows with equal accuracy, but I know some very important precautions were taken, that the boy specially aggrieved should not himself carry out the sentence; precautions also were taken, I cannot say exactly with what limit, that under certain circumstances the monitors should meet together before the punishment was inflicted.

732. Is it left to the discretion of the monitor, or to the general custom and tradition, to decide when he shall use the cane at all?—It is left quite to the discretion of the monitor, modified, of course, by antecedent tradition.

733. (*Mr. Vaughan.*) In extreme cases I understand the monitor would be discouraged from sending it to the decision of the Head Master, while it would be a recognized thing that a master should so deal with it. Upon what principle is it that while a master is expected to send up a boy to the Head Master to receive his punishment, a monitor is discouraged from doing so, but is expected to punish himself? You expect the monitor to punish, but you do not expect the master to punish?—The power of government exercised by the monitors is a government which owes its efficacy entirely to the fact of its being possessed and administered by the boys themselves. It is not as if that power had latterly been given to the monitors by the masters; it has sprung up long since, and has been exercised from time to time, and is now regarded as just as much a part of the school system as the discipline administered by the masters; but, excepting in cases the gravity of which approves itself to the feeling of the whole school, the moment a monitor makes a complaint of a schoolfellow to the master, he then steps out of that internal government, and subjects himself to all the obvious odium of reporting a schoolfellow to one who is in a different relation.

734. Upon what principle is it that fagging is exempted after three years, if a boy does not rise in the school?—From the feeling that he has had enough.

735. (*Lord Devon.*) I wish to know whether it was in your observation that one effect of the large powers entrusted to boys was that it made them imperious?—It is quite clear that such a thing might in certain cases result; but I can only say that I have not observed its influence to any considerable extent; there is the other evil, which I dread more, of a boy being made stiff and priggish.

736. What would be your opinion of a change in the regulations, which would provide that instead of the individual monitor having the power to inflict personal chastisement, in every case it should be referred to a jury of monitors?—The truth is that that modification does exist in, I may say, all cases of gravity; but, of course, to a certain extent, the power and influence of a boy is increased by its being known that the power of punishing rests with him. I am thinking mainly of what may be called house offences rather than school offences. As in a ship, a captain is regarded as having definite authority vested in his hands, so in the case of the house, summary punishments, where necessary, should be inflicted by the recognized head; but, on the other hand, I feel very strongly the great importance of the head of the house availing himself of the counsel and presence, if necessary, of the upper boys in the house whenever any punishment involving an important principle is inflicted.

737. As the matter stands at present, would a monitor now possess the power of inflicting corporal chastisement on any boy who should neglect to fag at cricket, or neglect to pick up balls for the sixth form boys?—The power is not restricted to any particular kind of offence. So far as I can judge, a monitor would never think it necessary to inflict that particular punishment unless he was satisfied that there was something of impertinence or of a deliberate character involved in the offence; if it was only neglect, I do not hesitate to say that he would misuse his power if he inflicted the punishment in question.

738. If a boy pertinaciously abstained from performing the part assigned to him, what would be the case then?—Such a case perhaps never existed; in such a case it would be brought before the head of the school; it is hardly more likely to happen than that a boy should refuse to take the punishment awarded by a master.

739. (*Lord Lyttelton.*) There may be 50 or 60 cases of flogging in the course of the year, are there as many or nearly as many cases of caning by monitors?—That I cannot undertake to estimate; I really cannot say.

740. Is there any record kept? — No, I think not.

741. (*Lord Devon.*) Is there of the flogging? — Yes, I keep a record of all offences which are brought before me, that is of all cases of a boy being "sent up" to me; after stating in each instance the offence, with the name of the master who sends the boy up, and referring if necessary to previous instances in which he has been sent up; I in all cases add the punishment.

742. (*Lord Lyttelton.*) I observe you say, "No one "below the monitors may inflict personal chastise- "ment for any cause whatever, except the head boy "of a large house, who is invested with monitorial "authority over the members of that house." I suppose practically such a boy is always in the sixth form?—Yes.

743. (*Mr. Thompson.*) You say the monitorial system is a means of preventing bullying, would you extend that to a case of this kind? Supposing a small boy to have been grossly bullied by a big one, would he go to a monitor and inform against his oppressor? Would there be any feeling of honour to prevent him from doing it?—It would depend on the opinion of

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the house; bullying is more likely to take place in the house than in the school. I should say a case would not be likely to occur in which a little boy bullied would directly complain to the head of the house. If it was a gross case, indeed, in which all his immediate friends supported him, he would not shrink from it. But the way in which the power of the monitor or head of the house would give protection in such cases would be this: in the first place, the big boy would know that there was this power over him, and so far be deterred from bullying, and secondly, if the bullying did take place, the head of the house would hear of it from the general talk in the house. It would very seldom happen that a boy was bullied at all seriously, scarcely beyond mere teasing, for any length of time without a rumour of it reaching the head of the house.

744. The boy would feel less reluctance to tell the monitor than he would to tell the master?—Yes, undoubtedly. Public opinion would hardly ever warrant his telling the master.

745. (*Lord Clarendon.*) You say that public opinion is against bullying?—Yes.

746. (*Mr. Vaughan.*) You referred to your experience as a boy at school; did you never know an exceptional case of some monitor habitually abusing his power?—I never knew a single instance of it at the time. I have in one instance, after the departure from the school of such monitor or monitors, ascertained that they have grossly misconducted themselves in a systematic way.

747. You did not know it at the time, although a boy at school?—At the time I was unaware of it. I wish to ask your Lordship (*addressing Lord Clarendon*) to allow me to add a few words to what I said, when you examined me at Harrow, on the important question of the number of beds in a room.* I would say, that thinking over the matter I come to this conclusion, that if I were beginning to construct a boarding house, regardless entirely of considerations of expense, solely with a view to what I believed to be for the good of the boys, I certainly should not have all the rooms single rooms. On the other hand, I question whether I should have any with more beds than two. There is an immense value in privacy, but there is also a value in companionship, and to a limited extent, I believe, both these advantages can be secured. One thing you have to guard against, is making the room so large that it becomes a regular playroom, and thus offer temptations to systematic idleness. That is one of the evils of having more than two boys in one room, though, even with this arrangement, a great deal depends on whether the upper boys in the house at the time happen to be boys of influence and character. Certainly you cannot at all insure the absence or the eradication of these habits of confirmed idleness, by simply placing the boys in one separate compartment by themselves; and on the other hand, I can see many advantages arising to young boys, from having a companion in their rooms during the early stages of their school life. They are not perhaps very easy to put in a very convincing form, but they are of this nature. In the first place there is one negative reason, that a very young boy does not, so far as I can judge from what I see at home or at school, very much value privacy. In many cases a young boy will much prefer, and find a greater cheerfulness in the constant society of another. Then it must be remembered, that some boys are very weak in character, and it is a great security for them not to be left alone. It is by no means a perfect security; but they may gain much from the intimate companionship of a boy who is likely to make up for their deficiency; and I have no doubt whatever, certainly I can speak for my own house, that in assigning to each room its occupants, very careful consideration is given to the comparative character of the boys. It will, I am sure, frequently happen that boys, when they come to look back on the time of their first coming will ascribe much of the convenience and comfort that they then enjoyed to the protection given them by the inmates of their rooms. Lord Devon put an exceedingly important question which, of course, is almost the basis of this question of rooms, how far it is possible for boys so to use their privacy that they can say their prayers in quiet and with regularity. I may say I have known an instance happen, probably there are many, in which a boy who had previously been in the habit of saying his prayers, while the companion of a boy of good character, did most unhappily give up the habit when moved into the room of one who was more lax. The boy who gave up saying his prayers in consequence of this change was a boy, as might be expected, of very weak character, but that of course might be looked upon as just one of the cases which require to be guarded against. I knew, on the other hand, of an instance which greatly gratified me—I hope many others exist of a like nature, but it is almost a chance if one gets the information — in which two boys encouraged one another in reading the Bible regularly before going to bed at night. One was a boy of weak character and likely to be led, and it is perhaps not too much to say that he owed this devout habit to the companionship of the other, who was of a more religious turn of mind. I believe, in short, companionship in rooms cuts both ways. I feel very strongly the importance on the one hand, that the upper boys should, for their own comfort rather than for any other more serious advantage, have a single room secured to themselves, and on the other, I think no room ought to be so large as to make it likely that there should be a constant disturbance in it. Therefore, I should be disposed, if I was constructing a house, to confine the rooms to one bed or two beds. There is another point to which I ought to refer, which did not occur to me at the previous examination; it is this, that if you are looking simply to the religious effect on the boys, I question, paradoxical as it may seem, whether the best course is not to have very large dormitories, with say ten or twelve boys in them, and to take care that in each of those rooms there are one or two boys very much older than the majority. I feel satisfied that in that case there would not be a single boy who would not say his prayers regularly; but I think that even this great advantage would be dearly purchased by the sacrifice of comfort to the elder boys.

748. (*Lord Clarendon.*) Do you think three would be better than two?—It does not occur to me that it would, and three would oblige the room from considerations of health to be made larger; on the other hand, it is very difficult to draw the line accurately between two and three, and three and four. I think it is of great importance, as I said before, that in arranging boys consideration should be had not only of their aptness to be together in point of character and temperament, but also of their relation in point of age.

749. You have no little boys at Harrow?—No, hardly any under thirteen.

750. We have received a communication which, as it is anonymous, we can take no direct notice of, as to bullying at Harrow; is there anything you wish to add on that subject? — I am not sure whether I have not already by implication answered all you wish to put to me as to that. If you ask me whether I know of such an instance now occurring, I simply say I do not. On the other hand, I cannot say that the complaint comes to me as if I had never heard of such a thing at all. Cases which come before me, and which therefore come before the masters, of at all gross bullying, are certainly very rare indeed, so much so, that while we believe that we fairly understand the working of the school,—a very complicated thing,—we do not regard bullying as one of the great dangers which we have practically to apprehend. There is a much greater fear of a knot of boys getting together and making one another idle. That is a very definite evil, which we have to meet from time to time, by either moving the boys into other

* See Question 249.

rooms, or, in bad cases, recommending the removal of a boy at the end of the quarter.

751. (*Mr. Vaughan.*) You say that football is compulsory on all the boys? is there only one game going on at the same time?—All games go on at once; one is confined to boys below 14 or 14½, I forget which, and that is managed by two boys who are called "club keepers," generally influential boys appointed from the middle part of the school.

752. Are the boys below 14 compelled to play in the lower game?—Yes.

753. And the boys above are compelled to play in the upper games?—Yes.

754. All those who are compelled to play have the full benefit of the game, and may play at the game just as if they were playing for their own amusement?—Yes, they are all obliged to play, and are not simply placed in base or round the poles.

755. (*Lord Lyttelton.*) They join in the game on equal terms?—On perfectly equal terms.

756. The compulsion is general?—Yes, certainly. In fact all the boys below the upper fifth form, except those who have been three years in the school, are obliged to play, so that practically the compulsory character touches all.

757. Cricket fagging may be called a menial office?—It is simply stopping or throwing up the ball. I might add as quite independent of cricket fagging, that on the afternoons of holidays, there are three or four games, the lists of which are made out by the heads of the respective games, and every boy put down in the list is obliged to play or to pay a fine; that is quite irrespective of the fagging.

758. (*Lord Clarendon.*) As to No. 36, do not the boys themselves pay an annual rent for the football ground?—They no longer pay the rent which they used to pay; till within a year ago they paid 40*l.* a year for the use of the football field.

759. Do they pay that now?—They no longer pay that sum.

760. Do they pay anything?—They pay nothing.

761. For cricket do they pay anything?—Yes; for one portion of the cricket ground they pay annually a rent of about 20*l.*, the rent being incapable of being extended beyond one year at a time.

762. I do not think that boys are charged for cricket grounds in any other school?—I do not think they are. There is one field secured to the Governors by Act of Parliament; that, of course, is the property of the school; then there is the football field which belongs to Lord Northwick, and was rented by a farmer. For that, the farmer received in all the sum of 40*l.* a year. Fortunately a year and a half ago his lease expired, and I was enabled to become the tenant instead of the farmer; consequently that sum is no longer exacted; then there remains the second portion of the cricket ground, which belongs to a private person, for which the school has to pay, as I said, about 20*l.* a year.

763. Is there any other charge made?—No, not for playing grounds. I may say that the boys manage entirely among themselves the financial arrangements for their games; they levy a considerable tax among themselves at the beginning of each cricket quarter, amounting to some 270*l.* altogether.

764. There is one thing that interests a great many people. No arrangements appear to have been made for a sanatorium. There have been in one or two of the master's houses some rooms set aside. I have heard great complaints that boys are ill, and ought to be separated from others. Is it not the case that there is no sanatorium?—There is no sanatorium at Harrow. I personally entertain a conviction that if we were to have one, it would be a very decided advantage. At the same time it is only right to say that careful provision for the sick has been made in all the houses, and in some houses the rooms set apart for boys who are seriously ill, and who may be affected by any infectious disorder, are not only completely separate from the rooms occupied by the remainder of their school fellows, but are absolutely disconnected with the house.

765. That is not so, is it, as to all the boarding houses?—I said that in every case the sick rooms were distinct from the part occupied by the rest of the boarders; but there are three houses which have at their disposal three little houses quite detached from the boarding house itself. In my own house there is a room, sometimes several rooms, far away from any place where the boys are. At the same time I admit that if we could have a special building, adapted entirely for the reception of invalids, it would be, in cases of infection, a great advantage. I may remind the Commissioners that within the last few years buildings of an exceedingly costly character have been erected at Harrow, and that it is a matter of great cost to erect a sanatorium; but I look forward to the time when a building of this nature may be added to our other school buildings.

766. (*Lord Lyttelton.*) With reference to the rifle corps; the number is rather vague, from 100 to 200; do you know how many you have?—I do not at the present moment; but I could find out. I may say that the interest in the rifle corps is very materially reduced during what is called popularly the cricket quarter.

767. Do they practise firing?—Yes.

768. Have they any instruction?—A certain number of our boys are allowed to practise firing with the rifle, the restriction at present being that a master and the drill serjeant must both be present.

769. What do they fire with: carbines or small rifles?—The members of the corps fire with a rifle expressly recommended by Major-General Hay.

770. Who commands them?—They are commanded by a captain commandant, who is always the head of the school. Then they are divided into companies containing from 40 to 50 members each, and each of those companies has attached to it the ordinary complement of officers.

771. Is there any limit as to age?—None.

772. You leave the regulations to the boys themselves?—Yes.

773. Are they not left very much to manage themselves?—The regulation as to the rifle corps is, in the main, left to the boys themselves, but it is understood that no boy can become a member of the corps without gaining the sanction of his tutor after he has been appointed by the captain of his company. In the first instance the boy applies to the captain of the company to which he wishes to belong, then the question is brought to an issue by his referring to the tutor or master of the house for an order for his uniform, and that would not be granted if the tutor thought he was too young.

774. Do you think it is popular?—The popularity of the rifle corps has very much varied since it was established; it increases during the October term, and diminishes during the summer term. Speaking generally, it is found that the boys have somewhat of an aversion to drill, but they seem to like the shooting.

775. Do you regret that?—I am very far from regretting it. I am only sorry that it is not taken up with more consistent interest. The great advantage which it seems to me to hold out is that it enables the boys who have no natural talent either for cricket, football, or racquets, which are our established games, to find some athletic amusement which may at once give them manly exercise, and add to their influence in the school. I may say in general, that my view of the rifle corps at Harrow has always been that it is one of the school amusements; that it does not form strictly a part of the great national rifle movement, and that therefore it is no part of our duty, as educators of the boys, to interfere so as to include it in the regular discipline administered by the masters. I do not hesitate to say that if it came to a question between the boys playing cricket and taking part in the rifle corps, I believe they would be better employed at cricket; but on the other hand, I believe there will always be found to be an opening for a

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considerable number of the boys to take part in the rifle corps, and I should be exceedingly sorry if it should fall to the ground.

776. Was it suggested by the masters? — Yes, in the first instance; but the zeal of the boys soon made the movement their own.

777. Have you a drill sergeant? — Yes; who attends also to the Harrow local corps.

778. (*Lord Clarendon.*) What is your opinion with reference to the dress, and the necessity for keeping up tail coats for the fifth and sixth forms?—I have no knowledge as to the compulsory character of the dress having been at any time introduced by the masters. It is due, whatever may be its merits, to a very long tradition. The rule is, that when a boy enters the fifth form, having up to that time worn jackets, for the rest of his time at the school he wears tail coats, and no other but tail coats are worn by the boys in the fifth and sixth forms.

779. (*Lord Lyttelton.*) It would not be allowed?—No; a frock coat might be allowed, but practically it never is worn.

780. (*Lord Clarendon.*) Is it your opinion that the tail coat should be rigidly adhered to?—I am not prepared to give you a very decided opinion on the point. There are certain advantages attending it. There is an advantage attending one uniform dress, and that is that the boy is not tempted to spend much of his thoughts on discussing what should be the shape of his dress. I would not take upon myself to say that it might never be desirable to modify the shape of the dress.

781. Are you aware that it is adopted nowhere but at Harrow?—I was not aware of that.

782. (*Mr. Vaughan.*) What are the allowed cases of absence from school at Harrow: I am speaking of a boy's being absent two or three weeks of a term?—Speaking generally, a boy would never be allowed to be away from school during a quarter excepting for some serious reason, such as failure of health or something of the kind, except for short periods, sanctioned by what is called the *exeat*.

783. Do the boys apply to the Head Master for leave of absence?—Yes, for any protracted term of absence from the school. If it were due to health alone, it would probably be left to the master of the house in which the boy was. If it were for any other purpose, though, indeed, I may say, such an application for leave of absence would never be sanctioned, the case would be at once referred to the Head Master.

ADDITIONAL RETURN subsequently furnished by Mr. BUTLER.

RETURN showing the Number of Home Boarders in each Term since the year 1845, and indicating what proportion of these were on the Foundation of John Lyon. (See Questions 166, and 228 in Minutes of Evidence.)

H stands for all Home Boarders; F, for Foundationers alone.

		H.	F.			H.	F.
1845	Easter Term	22	20	1854	Easter Term	43	32
	Summer Term	22	19		Summer Term	43	33
	October Term	16	16		October Term	42	32
1846	,,	17	16	1855	,,	44	36
	,,	21	19		,,	48	37
	,,	26	25		,,	47	36
1847	,,	25	24	1856	,,	36	26
	,,	23	21		,,	39	28
	,,	23	21		,,	37	27
1848	,,	19	17	1857	,,	38	28
	,,	23	20		,,	41	29
	,,	25	17		,,	43	30
1849	,,	25	18	1858	,,	38	29
	,,	33	24		,,	42	30
	,,	31	22		,,	46	33
1850	,,	34	28	1859	,,	44	33
	,,	37	31		,,	47	24
	,,	38	32		,,	37	26
1851	,,	42	36	1860	,,	45	26
	,,	43	37		,,	50	30
	,,	40	34		,,	41	22
1852	,,	40	34	1861	,,	48	27
	,,	38	31		,,	55	32
	,,	38	31		,,	52	31
1853	,,	35	30	1862	,,	52	32
	,,	43	32		,,	48	33
	,,	43	32		,,	39	27

From the above figures it will appear that during the last 18 years we have had each term, on an average, about 37 home boarders, of whom about 27 were foundationers; that is, the foundationers have, on an average, constituted about *three fourths* of the whole number. It will at the same time be observed, that during the earlier years almost every home boarder was also a foundationer. The number of foundationers has scarcely increased since the year 1849. The increase has not kept pace with the increase in the total number of the home boarders, and even this has not been very marked.

(Signed) H. MONTAGU BUTLER.

December 27, 1862.

Victoria Street, Saturday, 14th June 1862.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
H. H. VAUGHAN, Esq.

THE EARL OF CLARENDON IN THE CHAIR.

G. F. Harris, Esq.

14 June 1862.

G. F. HARRIS, Esq. M.A., examined.

784. (*Lord Clarendon.*) I believe you are an assistant-master at Harrow?—I am.

785. How many years have you been assistant master?—I went there in January 1837 as assistant master.

786. Of course you are well informed as to all the changes that have taken place in the school during that time?—I should be sorry to say I recollect the whole of them, because they have been very gradual, and my memory may not suffice to recollect the whole of them. Of course I was cognizant of them.

787. One of the points upon which we particularly wish to have the benefit of your experience is with respect to private tuition; what is the system of private tuition that exists at Harrow?—Every boy, you are aware, has a private tutor; not necessarily, but *de facto* every boy has. I mean that if a resident were capable of taking the charge of his son, he would be allowed to do so, and that boy need not have a private tutor; but I do not recollect a case having occurred of a boy being at school without a private tutor.

788. What do you consider to be the relation between a private tutor and his pupil; what does he do for him?—In the first place, the private tutor is a sort of godfather to the boy, takes charge of him

when he first comes, and presides over his well-being during the whole time of his stay at school; so that the boy, as he passes through the school, has the benefit of various systems of instruction from the masters in school, while, at the same time, he has the superintending influence over him, exercised by his tutor; so that there is a sort of double advantage; the boy has the benefit of the multiform system of instruction, and a uniform system of care and attention on the part of his tutor. I do not know whether I can describe the relation better than that; a boy always looks to his private tutor as a person *in loco parentis*. No master in school could be quite that, because a boy remains under a master in school for one term, two terms, or three terms, as the case may be. It is quite impossible for a master in school, in the time, to become so thoroughly acquainted with a boy as the tutor would.

789. Do you consider that the tutor looks upon himself as under a moral obligation to study that boy's character, and to assist him in any way he can, besides his mere studies?—I do.

790. In that respect he really considers himself bound to stand to his pupil *in loco parentis?*—Just so.

791. Do you think that, practically, that is done?—I think the obligation is felt both by tutors and pupils. I think if a boy gets into any difficulty, his constant recourse is to his tutor; he would not think of going to his master in school, because he is not on such intimate terms with him as with his tutor. The tutor is the person to whom he would naturally go for assistance and advice. He is, in fact, the person who has the moral charge of the boy.

792. What do you consider to be the average number of private pupils taken by a private tutor?—It is very difficult to say what the average is.

793. Do you consider that every boy who is in a boarding-house, is, *de facto*, a private pupil of the master of that house?—Yes, that is a rule which never is violated. No boy is ever a private pupil of any other master than the master of the house, if he is a classical master, except in the case of the Head Master's house.

794. Boys who are in the house of non-classical masters, come to others for their private tuition?—Yes.

795. I see, in an answer here, about 40 would be the average number of pupils for each tutor?—I dare say it is about 40; I have had a great many more than that for many years.

796. Do you consider that you could stand *in loco parentis* to above 40 boys?—It is a very large family, certainly.

797. (*Lord Lyttelton.*) How many have you?—At the present time I have rather more than 60; 62 or 63.

798. Sixty-three private pupils, to all of whom you are *in loco parentis?*—Just so; but a great number require little extraordinary care. There are a great many boys over whom a tutor has a general sort of superintendence; and it is only in cases of boys being in difficulty, or for good or for bad requiring special attention on the part of the tutor, that he is particularly called upon to look after them. In the meantime the tutor directs the studies of the boys, and superintends the whole of their compositions.

799. (*Lord Clarendon.*) Considering the great number of other calls upon your time, and the duties that devolve upon you, do you think that, with so many as 60 boys, you can really look after their individual character and moral conduct, and their particular fitness for certain studies, sufficiently to make you feel satisfied that you are *in loco parentis* to them?—I could not do so if the boys were left entirely to my charge. I could not undertake the sole charge of 60 boys if they were solely under me; but all the charge that is required from a private tutor I hope I can undertake, or else I should not have done so.

800. How many boys have you in your own boarding-house?—In my own house I have 51.

801. Then there are nine or ten others?—I have five home boarders. I do not ordinarily take home boarders; but those are the sons of particular friends, who made a very great point of my taking them. The others are boys who are waiting to come into my house, and who are placed temporarily either with Mr. Ruault, or Mr. Masson, or Mr. Hewlett; these are the masters of small houses. Mr. Ruault and Mr. Masson are the French masters. Mr. Hewlett is the school surgeon, and he takes a small number into his house.

802. Otherwise, it is not usual for the masters of the small houses to take boys waiting the opportunity of getting into the larger house?—It is only in the houses of the French masters and the school surgeon.

803. (*Lord Devon.*) With regard to the preparation of the lessons which afterwards are to be heard in school; are those gone through previously with the private tutor?—The private tutor has his boys with him on Wednesday from 10 to 11, and on Saturday from 10 to 11, and between the schools of every whole school-day afternoon (but that varies with different tutors), for the purpose of preparing their lesson which is about to be said in school. It is obvious that, with boys representing eight different forms in my pupil-room, I could not profess to hear all of those lessons. I sit there during the time, and they ask me questions in any difficulty they may have; and when about half the time has elapsed, by which time they will probably have learned nearly the whole of the lesson, I select two or sometimes four, but generally three of those lessons, all or part of which I go through with them, making them construe them to me.

804. Aloud, so as to be heard by the other boys in the same form?—The boys of each form are sitting together. If the lesson is an easy one, I do not go through it all, but if they have any difficulty, I point out to them, or they come to me. I seldom do anything else in that time except remain at their service. In the afternoon I do not profess to hear them construe; what I have said applies to Wednesday and Saturday mornings; they are merely in the pupil-room in the afternoon for the purpose of learning the lesson for school.

805. Therefore the preparation of lessons to be heard in class in school applies only to those lessons which would be heard immediately following the time given to them on Wednesday and Saturday?—No; to the lessons following each of the pupil-room hours.

806. With regard to the composition of themes, or verse composition, what part does the private tutor take with reference to his pupils?—That I can best answer by giving some account of the arrangement of the pupil-room. The verses done by the upper sixth form are never looked over at all by the tutor; the lower sixth form, and the first, second, and third fifth forms do their verses by themselves, and show them up at a certain time to the tutor, and he appoints a time at which they shall come individually in to have them looked over; boys below the third fifth do their verses with the tutor; the fourth fifth and remove not entirely, only as much as they can do in a certain time, finishing by themselves; and the shells and fourth form entirely with the tutor.

807. I do not quite comprehend the doing with the tutor?—It means doing in his presence. A limited time is given for doing these verses. Two hours are allotted as the time during which the exercise should be done. When the boys first come in, on being called over, they are told what the exercise is, and paper is given to them, and they set to work by themselves. Four exercises are set; one for the fourth fifth, and remove, one for the first and second shells, one for the third and fourth shells, and one for the fourth form. I always begin with the easiest of the exercises, and do it myself on paper. As I do it, I see where the difficulties are, and I call up first one boy, then another, of that form in his place to ask him a question. I should question one

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boy, then another, as to the way in which he would get over the difficulties, and his answer, of course, is aloud. I correct him, if he is wrong, and if I find he has no chance of finding it out, then I assist him, and in assisting him I assist the whole form. Having done that one exercise, I go on to the second in the same way, doing it myself on paper. The three exercises requiring to be so treated take perhaps three quarters of an hour; all that the boys have done is shown up at the end of two hours, and I fix another time for them to finish the remainder, and to have them looked over.

808. As regards the master of the form, does he see merely the corrected exercises, or does he also see them in their corrected state?—The exercises shown up at the end of the two hours are never altered by the boys; their corrections are all on another paper. I always show up to the master in school the original draft of the boys' exercises as shown to me with simply my marks upon it, and with no corrections. I also show up to him a fair copy, which is written out by the boy after being corrected by himself, and revised by me.

809. So that the master of the form has both before him?—Yes.

810. (*Lord Lyttelton.*) Does the master in a form exercise judgment on your corrections as well as on the original exercise?—There I speak as a master in form. I always look over the first copy myself in school, and I glance my eye generally over the fair copy as the tutor sends it to me. Some tutors do not send fair copies; that is a matter of discretion. I do not always accept the marks which a tutor has given, because tutors estimate merits in a very different way. I look upon it that a master in school exercises a sort of corrective power over the various tastes of the tutors. He has a better opportunity of forming a standard, he has a larger number of boys before him, he has thirty boys more or less of the same calibre, while the tutor has perhaps only three; he is therefore better able to judge what the merit of the exercise is compared with the other exercises of the same form.

811. But the master of the form may often be much junior to the private tutor?—No doubt.

812. He may possibly differ in opinion from the boy's tutor on some point in the exercise?—He may.

813. You are expected to a certain extent and on certain days in the week to help the boys in their school work?—Yes.

814. What is the principle of selection. How is it that it is with one part of the school work only that you do that, and not the rest?—I think the intention is to give the tutor an opportunity of testing the progress of his pupils quite as much as to give the boys an opportunity of being assisted and watched in their preparation; it is for the purpose of carrying out the idea of the tutorial system, that the tutor may be quite aware how his boys are getting on.

815. As to the general relation, are you acquainted with the Eton system of private tuition at all?—Not exactly; I have only heard of it.

816. You cannot say whether substantially the Eton and Harrow systems as to the general relation of a boy and his tutor are much the same?—I should think the general relation was very much the same, so far as I know.

817. The indefiniteness of the relation is, to a great degree, a recommendation. A private tutor, whether a boy lodges with him in his house or not, exercises a general superintendence over his whole well-being?—Exactly.

818. In the case of a boy at the mathematical tutor's, who cannot be his private tutor, do the parents look to the private tutor for the account of that boy's character, and not to the master of the house in which he lodges?—No; I should think not. I should think there would be a sort of divided responsibility there.

819. Does it appear to you an advantage if the two offices are combined?—I think it is; it is generally regarded so.

820. Are you in the habit of sending full written reports home about the character, as well as the school progress of all your private pupils?—We send monthly reports. I generally send them twice in the course of the term, that is a matter of arrangement entirely; but monthly reports are the ordinary rule, and those reports are more or less full according to the nature of the boy. Some boys do not require a full report.

821. Are parents in the habit of consulting you in all matters concerning their boys?—Constantly.

822. (*Lord Devon.*) I apprehend that in the result a certain portion of the work is prepared in the pupil-room during the week, and a certain larger proportion is prepared in school. The boys do not go into school merely to repeat their lessons, but they prepare certain portions of them, do they not?—They do not prepare in school, except the fourth form; but ordinarily the preparation of all lessons of the fifth and sixth forms is conducted by themselves in their own rooms.

823. Do I understand that during the whole of the time that the fifth form is in school, they are engaged not in preparation, but in repetition?—Yes, as a rule.

824. Has it occurred to you as at all important that more work should be done in the pupil-room, and less in the school?—No; I think not.

825. (*Mr. Vaughan.*) Is your method of correcting the compositions of your pupils in the pupil-room, the common one at Harrow, do you think?—I think it is; though there are some tutors who do not adopt the same plan. Some simply point out mistakes and correct orally, and do not require a fair copy to be written out.

826. I mean particularly as to the practice of calling upon the boys, with regard to the particular difficulty which you yourself observe in the exercise done?—That I cannot say. I only speak of my own practice.

827. In your own method as boys work at a different speed, how do you maintain any precaution against telling a boy before he has felt the difficulty, if you are exercising them all at the same time. Sometimes it will happen that you are telling a boy how the passage may be translated, before he has quite arrived at the point where he has tested his powers to the utmost?—In some cases, I anticipate the difficulty no doubt.

828. With regard to the smaller boys in the school; is it your opinion that it is desirable that they should have more tutorial assistance than the boys in the upper part of the school?—They practically have more; that is more work is done by them with the tutor.

829. I merely ask your opinion as to whether you think that a necessary or advisable distinction?—Yes; I do.

830. Does the difficulty arise in this way; that it is hard to find authors which boys at the commencement of a language are capable of mastering by themselves?—Yes; I think the difficulty partly arises from that, and partly because young boys naturally have not the same power of application, and the same experience in overcoming difficulties that the older ones have.

831. If, instead of authors, exercise books were made (as they are now made for translating from English into Latin) for translating Latin into English, proportionate to the capacity of boys of different ages, would that obviate the difficulty?—Yes, if it could be done, which I very much question.

832. Do you think it would be practicable for a good scholar to form sentences into Latin of progressive difficulty, in such a way that it might meet the capacity of boys at the commencement of their study of the language?—It might possibly, quite for beginners. As a *delectus* you mean?

833. Yes, only framed by a scholar who knew how the difficulty of the grammar of the language ought to be explained, with a progressive series of exercises in Latin to be translated into English, just

as there is a progressive series of exercises now almost universal, of English to be translated into Latin?—Yes; it is possible.

834. (*A Commissioner.*) It is said here, "If a boy "shows a special aptitude for any branch of natural "science, &c., he would be urged and encouraged by "his tutor to prepare for the periodical competitions "for the prizes given for those subjects;" has that ever occurred in your knowledge?—Certainly; among my pupils I may have a certain number who prepare for the natural science examinations. I call their attention to the subject, I do not profess to give any instructions in it at all.

835. (*Lord Devon.*) The point rather was this: whether it has often occurred to you in the course of your experience, to have among your private pupils, boys showing any especial aptitude, either for mathematics, physical science, or modern languages, and whether it would be your course, in such cases, specially to advise the boy to devote his energies to that particular branch?—Certainly.

836. Does it frequently occur?—I should say constantly; thus there are occasionally some who are recommended to devote themselves to mathematics, and to go in for certain examinations for prizes.

837. Do you consider it one advantage of the private tuition system, that there is probably more facility given for developing, drawing out, and forming any special tastes that a boy may have?—Yes, that is one of the advantages.

838. (*Lord Clarendon.*) You recognize the importance of the study of modern languages, do you not?—Most certainly.

839. And there has been some improvement in that respect introduced into Harrow, within the last few years?—I can hardly tax my memory with the precise date of introduction, but I had thought it was more than a few years, certainly as long as eight or nine years ago, but I cannot speak with certainty.

840. I mean that it is of comparatively recent date that the study of modern languages has been attended to at Harrow?—Certainly.

841. In your capacity either of assistant master or of private tutor, do you encourage your pupils to give attention to modern languages?—I do not suppose I do beyond what I have stated above; I do not think it is necessary, because they are obliged to attend the regular school instruction, and the rewards and inducements there held out to them are sufficient without the aid of the private tutor.

842. Do you not think that the private tutor's inquiring whether his pupils attended to the instructions they got in modern languages, and his showing the importance he himself attached to the study, would not be an encouragement to the boys to pay more attention to it than they actually do?—I daresay it might. The tutor does receive a monthly report from the modern language master of the progress of his pupils.

843. Do you consider that there is any important progress made, or any great attention paid to modern languages at Harrow?—Most undoubtedly.

844. And do you think that there is an adequate progress made in modern languages?—Yes, proportionately to the time that can be given: where the system of the school is avowedly a classical system, on which the study of mathematics has been engrafted, and that of modern languages afterwards; considering that it is a grammar school, and that the classical studies are the basis of the education.

845. What do you consider to be the time allotted to modern languages in a week?—Two hours in school, and the preparation for those two hours, which would be perhaps another two hours; perhaps three-quarters of an hour twice a week for preparation, and an hour twice a week for saying lessons when prepared.

846. Modern languages hold the lowest place in the estimation of the masters, and therefore of the boys at Harrow?—I suppose they do; so far, that they have less time allotted to them.

847. With that time allotted to modern languages, you think that a certain amount of proficiency is attained at Harrow?—I do. The modern language masters will be able to say better than I can, but my impression is, that a boy entering the school without knowing anything at all of French, would be a very fair French grammatical scholar by the time he reached the sixth form. He would be able to read French; I do not mean to say that he would be able to speak French, that is a very different thing.

848. That, you say, would apply to the generality of the school?—I should say so; that is my impression. The French master will say how far his experience shows that that is the case.

849. Do you not think that, making classical education the basis of the education at Harrow, it would be possible to devote more time either to mathematics or to modern languages than is now given?—I do not think it would; because a boy who has got a taste for or a knowledge of modern languages when he first comes to school, has plenty of encouragement to devote himself to them; he would be encouraged no doubt, by his tutor, as well as by the competition and prizes that are held out for distinction; and so if a boy has a very great turn for mathematics, he has opportunities of reading mathematics privately, and therefore of devoting more time to them, and of course of gaining greater results.

850. Mathematics, like modern languages, are compulsory?—To a certain extent.

851. (*Lord Lyttelton.*) Mathematics are entirely compulsory, are they not?—So are modern languages.

852. You said to a certain extent; will you explain that?—They are both compulsory in the school. The school instruction, in mathematics and modern languages, is compulsory, but any boy who has a taste for, or whose parents wish him to study mathematics or modern languages to a greater extent than is provided for by the school arrangements, is allowed to read privately, and then I do not call that compulsory.

853. (*Lord Clarendon.*) The time for the reading privately would be taken out of the half holiday, or the time he had for himself?—Of course it would, as would all extra instruction, such as drawing or music.

854. You think that no more time could be subtracted from classical teaching than is now allowed with reference to the proficiency in classics?—Not without danger to the attainment of scholarship.

855. And you do not think, with your long experience of the manner in which the classics are taught, that any alteration could be made in the mode of teaching classics which would maintain the same proficiency and yet leave more time at the disposal of the boy?—I am not aware of any such.

856. You are not aware of any improvement that could be made in the present mode of teaching classics?—No, I am not. I think if I had I should certainly have recommended its adoption.

857. You think the present mode of teaching classics is as near perfection as it can be, because you do not see how it can be improved?—I believe it is so. Within my own recollection those five hours a week which are devoted now to mathematics and modern languages, and the time which is devoted to the preparation of each of those subjects, has been subtracted from the classical instruction; we have now five school-hours a week less devoted to classics than when I first went to Harrow.

858. The average time for a boy to stay at Harrow is from four to five years, is it not?—I should think hardly so long. I think about three years and one-third.

859. And during this time he has had the benefit of the most perfect system of classical instruction that can be devised. Do you think that at the end of those three or four years he gives proofs of the benefit he has derived from this system. Should you say they are all finished scholars who leave Harrow?—

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Certainly not. Some boys stay only one term, some stay six years.

860. I mean of those who stay; are they good classical scholars?—I think so, when a boy has been at Harrow six years; but that is putting an extreme case; three years and one-third is the average; some boys leave at the end of one term and some stay six years. A boy to go through the school and to have the chance of being a first-class man at the university afterwards ought to be in the sixth form alone nearly three years. I think a boy who is three years in the sixth form is pretty sure to get a first class at the university, and I do not think he is sure unless he is.

861. (*Lord Lyttelton.*) That is if he has good abilities?—Of course; but a boy who has not good abilities would hardly get to the sixth form.

862. (*Mr. Vaughan.*) Have you a rule of superannuation?—No.

863. (*Lord Clarendon.*) Do you think that the system of classical teaching at Harrow has suffered at all from the time that has been devoted to mathematics and modern languages?—I may, perhaps, have rather a prejudiced opinion, but I think it has. I do not think the scholarship is so good as it was, and I attribute that partly to the amount of time subtracted. I do not mean to say that the gains in other ways have not been such as to repay the deductions from classical work, but I do not think it is so good as it was. I do not think a boy who gives eight or nine hours a week less to any particular study which has hitherto occupied his whole time can be expected to make as much advance.

864. In what manner should you say the scholarship was less good than it was—in composition?—I think it is principally shown in the composition; I do not think the composition is so good as it was some 15 years ago. I do not think we have such brilliant composers as we have had; I attribute it partly to that, and partly to certain changes that were made in the mode of doing the composition, and having it corrected some few years ago.

865. What were those changes?—Some years ago, instead of the composition being looked over and the exercises finished, as I have always done, and as is now done by most tutors, (because, I think, many have seen the error of the former system,) the exercises were merely just marked, and the boy was not obliged to correct them himself; they were never corrected fully by the tutor from first to last, and the boy showed them up as he had done them, with the tutor's marks upon them. I think a boy got very little good indeed from his composition in that way, and I think that in a very short time the effect began to be seen in a degeneracy of composition. I think most of the tutors have now adopted the plan of all the exercises being finished by the boy, and the fair copy being shown up to the master.

866. Do you think that this change as to the correcting or not correcting of exercises is now generally adopted by the masters?—I think it is pretty generally; I think there are some masters who do not believe in the importance of an exercise being finished and corrected.

867. Who do not believe in the importance of making the boy understand the faults he has committed?—I am afraid I must have expressed myself badly. Some of the tutors, in looking over exercises, are content to look them over with the boy, and to show him where they are done wrong, and how they might have been done better, and to mark the exercise. Others require that when that is done the boy should go to his place, and do those corrections, and bring up another copy for the tutor to see again. That revised copy is then again corrected, taken down by the boy, and written down again. That is a very laborious operation; it passes through the tutor's hands two or three times instead of once. At one time it was thought that too much attention was given to the correction of the verses, that the boys did not profit by it as they ought to do; that they were not interested in it sufficiently to attend to it, and the progress was not what it ought to have been; and that the tutor's time was wasted, and had better be given to other things. Therefore the experiment was tried for some time of correcting exercises in the manner referred to above. I do not believe it answered, and I believe that most, if not all, of the tutors have returned to the old system.

868. (*Lord Lyttelton.*) As to the length of some of these lessons, can you state what is the continuous length of time that any boy, say in the lower form at Harrow, is required to give to any one subject?—In the fourth form they go into school, for the preparation of a lesson, half an hour beforehand, and they then have an hour for saying that lesson.

869. Is that the longest time any boy has to give to the same subject in school?—It is.

870. (*Mr. Vaughan.*) Does the tutor's work come immediately before that?—The tutor's work may come immediately before that. The tutor may have the boy with him for an hour before that; then there would be ten minutes' interval during the passage from the pupil-room to the school.

871. (*Lord Lyttelton.*) That would make two hours and a half continuous attention?—Yes, and even three hours, with the break of the passage.

872. Does it not appear to you that that is too long a time for a young boy to keep his mind on the same subject?—The subject is not quite the same. If he has been with his tutor beforehand, he will have been preparing a lesson, and then he can only be one hour saying that same lesson afterwards. The second hour in school would be given to something quite different, either an exercise or something of that sort. If he has been in the school for an hour first, and comes to the tutor for two hours, the first hour will be given to the lesson, and the other two hours to composition.

873. But on the same thing throughout?—Yes; it is very rare that that occurs; the three hours together are very rare indeed. It was the case on Friday and Wednesday mornings, but that has been remedied; both those two hours of work have been taken away altogether.

874. (*Mr. Vaughan.*) You were saying that you considered the system adopted at the present moment at Harrow was as perfect as you could suggest for giving classical instruction. How has the general school work been arranged and organized. Has it been done by the Head Master at any particular time, or has it been the work of time to modify it. I am speaking merely of the classical work?—The classical work has been very much altered in consequence of the introduction of other subjects. The arrangement is made by the Head Master, in conference with the masters who have to carry it out, not usually by himself alone. In order to arrange the work of the school, classics, mathematics, and modern languages must always be taken into account, and the masters who have to conduct those three subjects must always be consulted.

875. The work of the whole school in classics has been arranged as a whole. Has the work of the whole school, and of all the forms in relation to each other, been considered, whether at any particular moment or gradually, and arranged as a whole?—I suppose it was arranged in the first instance, and has been corrected at various times and according to circumstances, as occasion has arisen.

876. Is it a recognized principle that the work of each form, as it at present exists, should be just a little in advance of the work of the form below it?—It is endeavoured to be made so.

877. That is the principle on which the school is arranged?—Yes.

878. So that the boy, in stepping from one form to another, steps to work that is a little above the work of the form he was in before?—Yes, either in quantity or quality.

879. How long is a boy, on the average, do you think, under one teacher in school on the present

system?—Idle boys may remain for three terms; most boys only one. There is generally a remove at the end of each term. I should think that the average, perhaps would be one term and a half.

880. Do you think that that is as long as it is advisable for a boy to remain under one teacher?—That depends upon circumstances a great deal. It is impossible exactly to state the time a boy should remain under one master.

881. (*Lord Devon.*) As to the period of time in the school; in the form under your immediate charge, namely the sixth form lower division, the boys are in school from half-past three to half-past six on Wednesdays and on Mondays?—No; it is in this way. The time from half-past three to half-past five is devoted to mathematics, and the form is arranged in divisions; one division goes at half-past three, and another at half-past four; they are only in each for one hour.

882. (*Mr. Vaughan.*) I wish to call your attention particularly to two subjects; one is the history at Harrow; is it or is it not the case that the boys from the head of the school to the bottom do almost the same period of history at the same time?—An arrangement was made by which they should all do the same period of history at the same time, though in different books, for this purpose, that a boy should go through a cycle of history during the time of his being there. The cycle was arranged to be terminated as far as possible in three years, that being somewhere near the average of a boy's stay. It was therefore thought advisable that the cycle of history should be so arranged that the boy when he got from one form to another should go to the corresponding portion of history and go on progressively; so if a boy stayed six years he would go twice through the cycle of history; if he stayed three years, only once.

883. How then is the case met of boys in different forms,—a boy in the sixth form and a boy in the lower part of the school. How is the case met in examinations if they both read the same period of history. How are the different capacities of both met by the examination?—They are each examined by a master of their own form on some special book in which they have read the history.

884. So that the subject is the same, but the author different?—Yes.

885. Does that apply to Scripture history?—It does, I should say, excepting the sixth form; the sixth form are excepted from that arrangement with regard to Scripture, and of late the upper sixth form have been excepted also with regard to history.

886. Is it not the case that the original books of the Old Testament are required of boys in the lowest form for the history of the Old Testament, as well as of the boys in the highest form?—Yes.

887. Is it not the consequence of that that the boys in the lower forms have to learn as much of the original Bible history as it is given in the Bible as the boys in the fifth form?—I think there is generally an arrangement made. If Genesis and Exodus for example are given, the fourth form read probably one in the text, and they have a sort of sketch of the second. Some arrangement is made for the purpose of suiting their different capacities.

888. So that what is set down here with regard to the lower boys is nominal only?—The arrangement is made by the master of the form; he knows they cannot get through more than a certain quantity.

889. For instance when it is put down that the Scripture history of the fourth form, second division, prepared by the boys in the lowest form but one, consists of the books of Joshua, Judges, I. and II. Samuel, and I. and II. Kings,—that is subject to certain modifications?—I should think so, and that it would be done in this way: that the master would select certain chapters in those books, but whereas the higher form would go through six or eight chapters on a Sunday, and prepare the whole for examination *vivâ voce*, and for written examinations at the end of the term, the master of the fourth would select certain chapters.

890. Do you happen to know the difference in the amount of scriptural and historical information which is exacted from a boy in the upper part of the fifth form at Harrow, and that which will be exacted from him at his degree in the University of Oxford?—I do not.

891. You do not know whether the one is not almost as much as the other, in fact?—I really do not know, I do not know what is required at Oxford; I believe I recommended the system of the division of the Scriptures of the Old Testament partly in consequence of the representations of a pupil of mine many years ago, in Dr. Wordsworth's time. He told me that he never read the Bible when he was at Harrow as a matter of instruction; and then it was that the arrangement was made of dividing the Scripture into portions, so that there should be a cycle of scriptural reading as well as historical reading, and it was then intended that the whole school should do the same part at the same time, but it should be gone through in a different way.

892. It appeared to me, looking simply on the tables, that as much was required almost from a boy low down in Harrow school, in the way of original reading of the historical scriptures and original knowledge of them, as was required from a youth on taking his degree?—But it makes all the difference how a thing is read; in reading Genesis we may select certain chapters, or we may examine in the whole book.

893. (*Lord Clarendon.*) History in general is the holiday task is it not?—Modern history is the holiday task always.

894. (*Lord Lyttelton.*) But modern history is a necessary part of the school work in all parts of the school, is it not, during the school time?—As a holiday task I believe almost entirely. I do not think it is read at all during school time, except in the lower part of the school.

895. When you say, "Authors whose substance "and matter may have been committed to memory, "and the quantity of each in the same year—'Mark-"ham's England,'" and so on, that means holiday task?—I should think it is very likely.

896. (*Lord Clarendon.*) Is much importance attached to the holiday task: are the boys really examined in it when they return to school?—There is a printed paper set in each form in the upper part of the school. In the lower part of the school other arrangements are made; they are either examined *vivâ voce* or by written paper; their answers are carefully looked over, and that paper tells in the examination at the end of the term, as much as any one paper that is set.

897. (*Lord Lyttelton.*) Is there any distinction in the school to be got which the boys can refer to a knowledge of modern history?—Yes, certainly, the first two in the examination generally have prizes, sometimes more than that.

898. (*Lord Clarendon.*) How is any knowledge of geography obtained?—I cannot speak practically, because we do not have any at all in the sixth form, but up to the sixth form they have geography once a week. Perhaps the masters who work it best can tell you how they manage it.

899. (*Lord Lyttelton.*) Are they classical masters?—It is one of the regular classical lessons.

900. (*Lord Clarendon.*) Ancient geography?—Ancient and modern.

901. (*Mr. Vaughan.*) Do you know why no Latin or Greek prose is learnt by heart in the upper sixth form?—I do not.

902. Do you know why English verse is learnt by heart in the lower part of the school, and is dropped entirely in the upper part?—I do not; I suppose it is thought that the boys could learn it as a pleasure in the upper part of the school.

903. They do no English verse in the upper part of the school?—They do a little occasionally; generally as an extra exercise before a holiday.

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904. Do you, from your experience, find that boys who have learnt the most by heart are the best composers in the language which they have learnt by heart?—I do not think it necessarily leads to good composition; it is a very great assistance. There are some boys who have a natural gift for composition, who compose very well without learning anything by heart, and a boy may learn a large amount by heart and yet not be able to compose.

905. There is no original Greek prose, I think?—None.

906. Do you know upon what principle that is?—No, I do not. It may be, I think, that it is not required at the university. I think it very possible.

907. (*Lord Clarendon.*) How long has the present monitorial system existed at Harrow?—The monitorial system has existed at Harrow ever since my recollection.

908. In exactly the same state as now?—No, I think not.

909. What are the modifications that have taken place?—It was practised before without being distinctly recognized by the masters of the school; now it is distinctly recognized. The extent to which it is carried on is under the control of the authorities of the school.

910. How could a system by which certain boys exercised a considerable power over others have been carried on without being recognized by the masters?—I am simply speaking of the fact that it was so.

911. How were those monitors appointed or constituted?—They were appointed by the Head Master.

912. Will you give us some account of the working of the monitorial system now?—It would be a very difficult thing to do.

913. I mean as to the duties of the monitors and the manner in which those duties are performed?—That is rather a matter for the Head Master to give account of than myself. I can only speak of that which passes under my observation.

914. Is that which does pass under your observation satisfactory?—I think extremely satisfactory. I do not see how a large house could possibly be managed without a very efficient monitorial system.

915. You are talking of the discipline of the houses?—Yes, and I do not see how a large public school can be managed without a very efficient monitorial system.

916. They consider that they are responsible for the maintenance of order and discipline in the school?—Quite.

917. And do you think that by their means order and discipline are maintained?—I certainly do think so.

918. Do you think that they are the protectors of the weak against the strong?—I do; a case of bullying is of very rare occurrence, indeed, at Harrow.

919. Would you not say that that absence of bullying was rather recent, because,—rightly or wrongly I do not say,—there was a notion that bullying was carried on to a considerable extent at Harrow, and, as you must be well aware, occasionally there have been instances of monitors who were supposed greatly to have exceeded their authority?—Yes; but those cases, I think, have been exceptions, which have generally proved the rule of the good conduct of the monitors, because they have been brought into notice, and have at once been visited summarily.

920. It did not prove that they are exceptions; the detection may have been the exception?—I think not; I rather speak from what I know of the value of the monitors in managing the school.

921. You say you do not think you could feel sure of securing order and discipline in your own house without the monitors?—I am perfectly certain I could not, unless I lived actually among them, and unless there was a total departure from the ordinary principles of public school education.

922. That would lead to a system of *espionage*?—Yes.

923. Do you think that the monitorial authority is cheerfully recognized by the school?—I am certain of it.

924. The authority of a monitor is not disputed?—I do not think that the authority of a monitor is ever disputed. Occasionally difficulties arise, because boys in the lower part of the school, with hot tempers and physical strength, may sometimes be betrayed into outbreaks, but it is very rare, and if such cases occur we confirm the authority of the monitor.

925. If a boy, rightly or wrongly, thinks he has been misused by a monitor, what would be the course he would adopt?—He would apply to the Head Master directly.

926. There is no preliminary court of appeal to the whole of the monitors?—I should say he would apply first of all to the head of the school, and if the head of the school thought the case was one of difficulty, he would assemble the monitors together; if he could get no redress the only appeal would be to the Head Master.

927. And the Head Master would consider himself justified or called upon to hear that complaint against the monitor, even though the whole body of monitors had not thought it one for bringing up before him?—I should think he very likely would. I am rather trenching on the Head Master's province. If he thought the monitors were right, he would probably say, "You will have the alternative of leaving the "school if you do not submit to the punishment they "have thought right to inflict upon you."

928. Is a monitor permitted either by the Head Master or by usage to inflict punishment immediately on a boy?—I should think very rarely. The order generally is, "Come to my rooms at such a time."

929. So that the monitor would have time to reflect?—Yes. I should think it was very rare, and quite contrary to principle, that a punishment should be inflicted immediately.

930. And contrary to usage?—I should say so.

931. What sort of interval would there be in general between the commission of the offence and the being brought into the monitor's room?—Generally after breakfast the next morning is the time fixed.

932. And the monitor may inflict a certain amount of corporal punishment?—Yes.

933. With the cane?—Yes.

934. Is that done by the monitor in his own room, without any witness?—I really do not know; I should think not. It is difficult for me to give an answer which would be unexceptionably true, because monitors may vary in their practice; I merely speak of my own impression.

935. Are you aware whether there is any control over the manner or amount of punishment inflicted by the monitor?—I should think there was, certainly.

936. There are monitors in your house?—There are.

937. Who of course must occasionally have to inflict punishment?—Yes.

938. You are not aware how those punishments are inflicted, or in whose presence, in your house?—Not exactly.

939. The 15 senior boys are invariably monitors?—Invariably.

940. That is the fixed number of monitors for the whole school?—Yes; as the numbers of the school increased, it has been increased from 10.

941. Do you consider, with reference to the duties the monitors have to perform in maintaining order and discipline, and so forth, that those 15 monitors are sufficient for the whole school?—I do. Practically they are found to be so.

942. In each boarding house is there a monitor?—If there is not, the head of the house is *ex officio* a monitor; the head of the house exercises monitorial power.

943. (*Lord Lyttelton.*) He is always in the sixth form, is he not?—Not necessarily.

944. But as a matter of fact?—As a matter of fact I should think it was the case in large houses.

945. (*Lord Clarendon.*) In your own case have you school monitors?—Four or five of the monitors, I think, are in the house. About something like one-tenth or one-twelfth of the boys in the house have generally been monitors. I have had a very large proportion of the sixth form in my house, sometimes 16 at one time, and I have now.

946. I suppose a monitor then always will be at the head of your house?—Always.

947. (*Lord Devon.*) You say, I think, that the practice would be,—and no doubt it is a very proper practice,—that punishments should be inflicted only after a certain delay following on the commission of the offence, but supposing a boy refuses to take the part assigned to him at football or at cricket, would it be relied upon that the monitor would not immediately inflict punishment?—With regard to football, I know the practice; the boys are stopped at four o'clock bell, and if they have not been to football that day, and have no valid reason, they are told to come to the head of the school the next morning, as the representative of the executive powers. With regard to the practice at cricket, I cannot speak certainly.

948. During the period that you have kept a boarding-house, has it ever occurred to you to have a complaint made by a smaller boy of any abuse of authority by a monitor?—Yes. I remember one case very distinctly where I was obliged to send a boy away. He was second in the house at the time.

949. Was he the complainant?—The little boy was the complainant. He had been punished excessively by the second boy in the house, and that boy happened to be under some blame for other things, and this came as an accumulation of other complaints, and he was removed in consequence. This was a great many years ago.

950. The second boy in the house was a monitor?—Yes. A younger boy had an accident and broke all the monitor's tea-things, and the justification was, that they were some which he valued very highly because his mother had given them to him, and he punished the boy excessively. The younger boy came to me, the case was investigated, and as there had been clearly a very gross loss of temper, this happening at a time when he was under some displeasure for something else, the monitor was removed. Had it been a single act alone, he would probably have been degraded.

951. That was an abuse of the monitorial authority, not a school offence, or any offence against discipline, but simply a private offence, namely, that these articles were broken?—The boy was in discharge of his duty as a fag at the time.

952. I think you have stated that you believe that, practically, even a monitor of small physical strength would generally succeed in maintaining his authority, even over big boys?—Yes.

953. That he would be supported by the other monitors?—Certainly.

954. Supposing a monitor to abuse his authority, in the way of oppression or undue punishment of a smaller boy, in that case do you believe that the feeling of the other monitors would be against him, or would he be supported by them?—A good deal, perhaps, would depend on the character of the monitors at the time; but I should think it would scarcely be against the monitor.

955. (*Sir S. Northcote.*) Are you sufficiently in communication with the monitors of your house to know how they feel the system themselves? I mean, is it an annoyance to them at all, in any case, to be placed in that position of responsibility?—I do not think it is.

956. Supposing the case of a very shy boy being put in the position of a monitor, do you never find that such boys feel it an irksome position?—I have no doubt they do. Those are the very boys who are benefited by it.

957. Do you find the necessity of keeping order ever interferes with their own studies?—To a certain extent it must; but I do not think very seriously.

958. (*Lord Clarendon.*) Since this Commission was appointed, our attention has been directed to two subjects, rather more by the parents than the boys, in which they think some improvement might be made; first, in the ventilation, both of the school-rooms and of the living-rooms and sleeping-rooms of some of the boys' boarding-houses; and then, at some of the boarding-houses, in the food—I do not know whether it is insufficient, or whether it is not of a good kind; and then of the badness of the beer. It is not from boys, but from parents who must have got it from their boys. With respect to the ventilation, I hope there is something doing towards the ventilation of the school-rooms. We saw some improvements in them, but some were very deficient indeed; and it is a matter to which I think the attention of the masters should be directed most seriously. I think it has as much to do with the health of the boys as anything else. In the name of the Commission I would most urgently call the attention of all the masters to that; for I think in some of the boarding-houses improvement is greatly wanted. I think you must occasionally, in the course of your experience, have heard complaints of this kind?—I think I have, on two occasions, in my own house.

959. With respect to ventilation?—No, never with respect to ventilation.

960. With respect to food?—Yes. I got one anonymous letter, and a personal application in a very straightforward manner, indeed. I never had a complaint as to the quality.

961. (*Lord Lyttelton*). As to the cooking?—No; both were as to the quantity, not as provided by me, but as consumed by the boys. It caused me a great deal of difficulty at the time to know how to meet it, because it was a peculiar case. The boys in my house had got a fancy never to be helped twice to meat. It was a kind of fashion they had among themselves. They never will be helped twice. I made a most urgent appeal to them when I got this letter. I begged and entreated them to save me from the scandal of not allowing them to have a second help of meat, but it produced no effect. I always carve, and I am obliged to suit the helpings I give to the boys to what I think they ought to be able to eat. If I had known who the person was who wrote the letter, I should have asked him to come to my dining-room after the dinner is over to see the enormous quantity of food that is left, which we are obliged to give away to poor people. I attribute this fashion rather to the fact of boys eating a great deal elsewhere, and therefore they do not come with a thorough appetite. I never had the slightest complaint of the quality of the meat. I know very well if there was any it could not have been well founded.

962. (*Sir S. Northcote.*) Are there many cases of boys who get extra beer, such as Bass's ale?—Sometimes, only on a medical certificate.

963. (*Mr. Vaughan.*) You say they eat elsewhere. What induces them to go elsewhere when they have the prospect of a meal before them?—I am afraid it is an infirmity of boys' natures, a tendency to sweets.

964. (*Lord Clarendon.*) Do you happen to know what in your house is the allowance per head per diem of meat?—I do not; I do not think the meat is arranged by an allowance of quantity. I can tell you, with regard to my own house, that we always have three dishes, that they are such as will suffice, and that there are always more in the rear in case of their being wanted, but no regular quantity is allowed.

965. (*Lord Devon.*) Could you not tell us, one week with another, how many pounds are consumed by how many people?—I could not possibly.

966. (*Mr. Vaughan.*) Does not the butcher's bill for the house, for instance, give you the amount?—My butcher's bill for the year is about 600*l.*

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967. I mean as to the number of pounds?—I think it would be delusive. My Sunday's dinner is a whole sirloin and a large portion of the ribs of beef. That furnishes the whole of my house for the day, and furnishes a cold joint for another dinner in the week.

968. Have they the same joint cold for supper?—Not ordinarily; there is a cold dinner on Sunday. The sirloin, I suppose, weighs about 30, 40, or 50 lbs., besides the ribs. I suppose the beef for Sunday's dinner is about 80 lbs.

969. (*Lord Lyttelton.*) Do you know what is the average amount of pocket money your own boys have?—I only know what they have from me. They have 2*s.* a week from me, of which 1*s.* is capable of being stopped for mischief, and the other is never stopped.

970. Do you know what on the average a boy brings with him?—I do not. When I am asked, as I often am, by a parent, I say that a boy in the lower part of the school should be fairly expected to have about 30*s.* when he comes first to school, and that his father must expect to have an application in the middle of the term for about 15*s.* more.

971. In the three terms that would make 6*l.* or 7*l.*, besides his allowance?—Yes; those are for school subscriptions and for the decorations of his room. Some boys are more expensive than others; some spend it simply in eating, for which there is nothing to show. It depends on the character of the boy.

972. (*Lord Clarendon.*) Have you not perceived that some of the school-rooms have been very deficient in ventilation?—I think the school accommodation at Harrow is perfectly infamous. I think some of the rooms are such as would not be tolerated in a national school, certainly not in a proprietary school. The new building which you saw the other day was built almost entirely by the subscription of the masters, who had a great deal to do with the arrangements of that building. The dimensions of the rooms and the planning of it entirely was settled by a masters' committee, and carried out by the architect. With the exception of those rooms, there is really hardly a room fit for boys to be in.

973. (*Lord Lyttelton.*) Do you mean for want of ventilation?—There is scarcely a room with a square ceiling to begin with, or any ventilation. I believe I have the best room in the old building, a room with three windows. When I went into it, there was no window that opened at the top, now there is. I can never bear to be in the room without one window open, and sometimes two.

974. (*Sir S. Northcote.*) How does the new system of ventilation answer?—There was a good report of it the other evening by the masters, in whose rooms it had been applied.

975. (*Lord Lyttelton.*) Are they overcrowded?—It is not that, but I think it is that they are badly arranged. I mean the rooms in the old building. There are rooms upstairs which really are not fit for any gentlemen's sons to be in. I do not think that any expression is strong enough to characterize them.

976. I suppose the beer is all bought in the place, is it not?—No, I always have Romford beer, and I have it laid in twice a year. I know it is most unexceptionable.

977. (*Lord Devon.*) Can you tell me whether the breaking out of fever has been a matter of occasional or frequent occurrence within the last 25 years?—In my experience we have had actual scarlet fever, prevalent so as to cause the boys to be sent away, only on one occasion, in Dr. Vaughan's time. We had a curious complaint, which was called the rash for want of a better definition, only two years ago. The medical men best know what it was, but they seemed to be very much divided; some called it roseola, some called it scarlet fever, some called it spurious measles, and so forth; but I have only known one real outbreak of scarlet fever.

978. On the second occasion was the school broken up?—It was, principally because of the panic and alarm which spread to London. It is a very curious fact that a medical man of some distinction in London, who came to see a case that I had, was perfectly positive that it was not scarlet fever in the case he saw. It was a highly infectious malady.

979. (*Lord Clarendon.*) The boy who died in Mr. Butler's house died of scarlet fever?—He died from very injudicious exposure as he was getting well. He did not die at all from the malady with which he was originally attacked.

980. (*Lord Devon.*) Has the school only been broken up on two occasions?—Only on two occasions in my recollection. I have two rooms in a cottage close to my house, which I use as a kind of sanitarium, and there I always send a case of infectious illness.

981. There is no distinct building as at Eton and Rugby, and possibly elsewhere, for the purposes of a sanatorium common to the whole school?—No, there is not. Most of the houses have what may be called a sanitarium either within themselves or closely adjoining.

982. With reference to a subject akin to this, viz., the provision for bathing, I think there is no bath-room in your house?—No, there is not. I have a bath-room, but it is not accessible to the boys.

983. Do you know whether in other houses there are?—Not for boys, I should think.

984. What are the provisions for washing besides the basin?—We have a large number of footbaths which are used by boys who do not have sponging baths, but I should think that one-third of the boys have sponging baths.

985. One to each room?—It is a private matter, they are not found by me; they are either hired or purchased by the parents.

986. (*Sir S. Northcote.*) Are you in the habit of going up into the boys' rooms at all?—Yes, I do always once in the course of the evening. When I am at home during the evening I generally go up before prayers; I always go up once afterwards.

987. Do you go into each room or only into some of them?—It depends on circumstances. I have no uniform practice; the less uniform the better. I always knock at the door and go in.

988. (*Lord Lyttelton.*) I understand you to state that the profit on the board alone of 50 boys would be 15*l.* That would be 750*l.* a year?—Yes; but I feel it extremely difficult to give anything like an estimate because it is so difficult to separate items of personal expenditure from that of the boys. For example, I breakfast with my boys every day when we are alone. All I know is, that my balance at the end of the year is my profit, which after all is the most thorough test. I proceed on this calculation—

	£
Annual savings - - -	1,000
Personal expenditure - -	1,200
Total -	£2,200

which is thus made up—

	£
Private tuition of 60 pupils at 15*l.* each.	900
Assistant master's salary - -	150
Profit on boarding house (50 boys) -	750
Income from other sources (private)	400
Total -	£2,200

The amount at which I put my own expenditure, 1,200*l.*, is the only point open to dispute; that I am obliged to estimate to the best of my ability.

989. (*Sir S. Northcote.*) Are the boys allowed to get meat or anything of that sort in for breakfast?—All have tea, coffee, rolls, butter and bread provided. They are allowed if they wish to bring in anything cold, and if they wish it they are allowed to have eggs or anything as simple as that cooked in the kitchen, but nothing else. Many boys do that and many do not; I should think probably two-thirds do not.

990. (*Lord Clarendon.*) I omitted to ask you about fagging. The fagging does not go below the fifth form, does it?—No; the remove and first shell are night fags and the others are day fags.

991. And you do not consider there is anything objectionable in the system of fagging, as established at Harrow?—I do not.

992. It is neither disapproved by the masters nor very much disliked by the boys?—I do not think it is.

993. There is another point, of perhaps no great importance, and yet I believe it is thought so by some of the boys, which is their dress,—the tail coat which they are obliged to wear when they get into the fifth and sixth forms; is that a matter, in your opinion, of great necessity?—It is a matter of their own arrangement. I do not think we interfere in the slightest degree with it. We do not require them to wear tail coats at all. It is a question of jackets or tail coats.

994. (*Lord Lyttelton.*) Would the master prevent the wearing of any other?—The adoption of a tail coat at a certain period of the school is a matter of usage among themselves.

995. (*Lord Clarendon.*) It is a proof of their status in the school?—Yes.

996. (*Lord Lyttelton.*) Might a fifth form boy wear a round jacket if he liked?—A parent once tried the experiment. He was very anxious that his son, who was a little boy, should not wear a long coat, and he applied to the Head Master, who said he was at liberty to wear a jacket. The boy wore a jacket for two days, but during all that time he was made so unhappy by his schoolfellows laughing at him that he begged his father to allow him to wear a coat. At that time it was said that it was not at all a school regulation depending on the masters, but on the boys themselves. What we do is to restrict them from wearing all sorts of colours and any cut of coat, except the old dress coat.

997. (*Lord Clarendon.*) A boy below the fifth form would not be allowed to wear a tail coat, would he?—Only by the leave of the head of the school.

998. And the masters?—They have nothing to do with it. I have several boys in my house who wear tail coats.

999. Who are not in the fifth form?—Yes. If a big boy applies to the head of the school for leave, the head of the school gives it to him.

1000. (*Lord Lyttelton.*) But, ordinarily, no one would think of allowing a jacket to be worn in the fifth form?—No. With regard to dress, the real point is whether or no, what are now so very common, morning coats, should be worn instead of dress coats. Some 20 years ago nobody would have thought it a great hardship to have to wear a dress coat in the morning. At present a boy is obliged to have a double outfit; he is obliged to have a morning coat which he wears at home, and which he does not wear out in one vacation, and outgrows before a second, and to have a dress coat to wear at school. The dress coat is the real grievance on the part of the parent. I do not think the boys feel it themselves; some may. Those I have spoken to I think would rather maintain the present state of things.

1001. And wear the sort of coats that are now worn?—I believe they would.

1002. Should you consider that there would be any great objection to changing that form of dress if there was a general wish on the part of the boys for it?—I do not know. It is rather looked upon now in the light of the cap and gown of the university. It is rather distinctive; it enables you to distinguish a boy, and so far it may be an advantage.

1003. Do you believe the boys would like to be allowed to wear all sorts of morning coats?—We should not allow them to wear all sorts of morning coats. I remember perfectly well when this law was first introduced, boys used to wear green coats and brass buttons, with very smart waistcoats; we were obliged to put that down. As to the shape of the coat, I do not think the boys object to it at all, but rather like it. Some are very much attached to the old custom.

1004. (*Mr. Vaughan.*) How long have you been at Harrow?—Since January 1837.

1005. Can you tell me what the usage of the school has been with regard to gratuitous instruction; that is to say, whether gratuitous instruction has ever been given to the kinsmen of the founder upon the same footing in which it is given to those in the parish of Harrow?—I do not know at all.

1006. Do you know whether any application has ever been made for it?—I do not know.

1007. Are you at all acquainted with the deeds connected with the foundation of the school?—I have read John Lyon's will, and I have read over the charter founded on it.

1008. Do you remember any points in either of those documents that bear upon that subject?—I do not.

1009. Perhaps I may as well point out to you the particular passages that appear to give certain rights for gratuitous instruction to the founder's kin. There is the following among the original rules of the school: "The schoolmaster may receive over and "above the youth of the inhabitants within the "parish so many foreigners as the whole number "may be well taught and applied and the place can "conveniently contain, by the judgment of the Go-"vernors, and of the foreigners he may take such "stipends and wages as he can get, except that they "be of the kindred of John Lyon the founder"?—I am not aware whether it has been applied for.

1010. Do you know whether there has been any rule of the Governors that has at all abrogated that?—I am not aware.

1011. With regard to founder's exhibitions from the school to the universities, are you aware that any preference to those has ever been claimed by the founder's kin?—Not to my knowledge; I never heard of any founder's kin in any way.

1012. Has any preference been given to parishioners of Harrow?—No, they have always followed the result of the examination.

1013. Are you aware whether in the original orders of the founder he directs that any preference shall be given to the parishioners of Harrow or his own kin in awarding the exhibitions?—I do not know.

1014. Are you aware of the existence of this passage with reference to the scholars sent as exhibitioners: "All the said poor scholars to be taken and "chosen out of the said free grammar school at "Harrow, and of the most apt and most poor sort "that may be met. The poor kinsfolk of me, the "said John Lyon, if any such be, and such as are "born within the said parish of Harrow, being apt "to learn, poor, and meet to go to the university, "to be preferred before others." Were you aware of the existence of that passage?—No, I was not. I have read the charter over, but I never knew of such a case.

1015. Do you or do you not think that practically the founder's kin have shared the advantages with the parishioners, or have they had any preference shown to them in the exhibitions?—To the best of my knowledge they never had the least preference. I never heard of the existence of the founder's kin.

The witness withdrew.

HARROW.

T. Wood, Esq.

14 June 1862.

THOMAS WOOD, Esq., examined.

1015. (*Lord Clarendon.*) I believe you are the drawing master at Harrow?—I am.

1016. How many years have you been drawing master there?—Twenty-six years.

1017. Are you resident at Harrow?—Yes.

1018. And your occupation is exclusively to teach drawing there, as far as it is connected with the school?—Exclusively.

1019. You do not keep a boarding house or take any pupils in the house?—No.

1020. About how many pupils have you on an average?—It would not be very easy to strike an average without reference to books, but I think on a rough guess I might say, perhaps, 50 as an average, now.

1021. Who attend regularly?—Yes.

1022. From what part of the school are your pupils mostly drawn?—I do not think from any particular part. I should say they are dispersed almost completely through the school; I do not think I could name any particular form from which they are more numerous than others.

1023. Their attendance on you is entirely voluntary, is it not?—No; they are punished by impositions if they omit to come to me.

1024. That is those who undertake it, but I mean it is not compulsory; it is not part of the school system to attend?—No; those who attend on me do it either from their friends' wish or their own desire.

1025. I suppose the greater part of the pupils who attend your lessons do so in consequence of the desire of their parents?—Yes; but not entirely.

1026. Are those rare cases, or are there many who voluntarily desire instruction in drawing?—Many; I think I may infer that from this circumstance, that my reports which are sent in fortnightly to every tutor, have to specify the number of attendances, which must amount to four in the fortnight; so far from being bounded by that there are many cases in which the boys exceed it. There are some who have as many as 8, 9, or 10, I have given as many as 12 in the fortnight, but it is voluntary, they are not bound to attend more than four times in the fortnight. They do it of their own accord, and from their own wish and choice entirely.

1027. When once a boy has embarked on his instruction with you he must follow it up; you would report him if he did not attend?—Unquestionably; I do that every fortnight as a regular thing.

1028. You report his attendance and his progress?—Yes; to his tutor.

1029. To whose house he belongs?—To his tutor; not necessarily to the master in whose house he may be.

1030. Do you report him to the master of the house in school?—No; to his private tutor. He must show four marks for the fortnight's attendance on me, indicating that he has been with me four times for an hour each time.

1031. Those marks are merely for attendance, not for progress?—Merely for attendance. I really think I may say of the majority that they exceed that number by their own wish.

1032. Do you not give marks for progress?—Not in those reports. There are other printed reports of a different form in which that occurs.

1033. Is credit given in the examinations to proficiency in drawing? Is your report for good or for bad of any use to the boy at the half-yearly examination?—I think not now; but till very lately, at least till within a few months after Dr. Vaughan left, I always gave copies as they are called to those who deserved it from regularity of attendance and progress. Mr. Butler has thought fit to alter the plan; he does not object to my giving copies to the lower school, but he tells me he thinks it is rather *infra dig.* for a boy in the upper school to receive a reward for merely doing what he ought to do.

1034. But your copies were given for proficiency, not merely for attendance?—For both.

1035. I do not understand why it should be *infra dig.* for a boy to receive a prize for having succeeded in what he attempted?—It was because the giving of the copies was supposed to be due to both progress and regularity of attendance. It must be many years ago now since I have had to report a boy for anything approaching to bad conduct.

1036. What is the nature of the instruction you give them in drawing, is it in perspective?—Perspective, undoubtedly, because I look upon perspective as lying at the root of the whole, and until a boy has mastered some of the elementary portions of that study, it is no use to take him out sketching, which I do in the summer.

1037. You are in the habit of taking the boys out sketching?—Yes, in the summer quarter.

1038. That is taken out of the half-holidays?—All their work is taken out of the half-holidays.

1039. Do they draw from casts?—No, not much. I could not manage anything of that kind myself, situated as I am with so many boys, and many of them in different stages of progress, of different abilities, in the room at the same time. The only plan I can follow is to take those out in the summer term who I think are able to sketch from nature, and let them make the most of it.

1040. They do not draw figures?—My attention is principally turned to landscape, and to drawing from nature, as being the great object of learning it.

1041. There is no drawing from casts or models?—Not much.

1042. I suppose you use models in so far as perspective is concerned?—Yes. I ought to mention that at stated seasons I give them lectures on perspective in my pupil room.

1043. I suppose it is part of the hour that they give to you that is employed in that way?—The whole of it, and for that they have the same mark as if they had been pursuing the practice of it.

1044. It is for attendance?—Yes.

1045. (*Lord Devon.*) Do you ever find any difficulty in keeping order in your class?—Never. I was mentioning just now that for 8 or 10 years I never had occasion to report a boy.

1046. What I meant was something short of being "reported"; have you ever had any difficulty at all?—I have perhaps once or twice in the course of the time, but I have always found that by coolness and temper those boys could be kept entirely in order.

1047. (*Lord Lyttelton.*) Are many of your boys among the best boys in the general school studies?—I think they are.

1048. (*Sir Stafford Northcote.*) Do you teach any geometrical drawing at all?—I do not; that is the department of the military drawing master, whose appointment is in fact now vacant.

1049. (*Lord Devon.*) Has there been one?—Yes; an officer of the rank of captain or colonel in the army. He did not live at Harrow. He used to come over for a day or two. I suppose it did not answer his purpose.

1050. (*Sir Stafford Northcote.*) How long ago was that?—I think it cannot be more than three or four years ago since he came, but then he had only one or two boys.

1051. Were they the same boys as learnt of you?—I do not think they were, but cannot be sure.

1052. (*Lord Devon.*) How long had there been a drawing master for military purposes?—I can hardly say; but for some 8 or 10 years it did not come under my observation sufficiently to enable me to speak with certainty.

1053. (*Mr. Vaughan.*) What time in the day is allowed for the drawing lessons?—Their attendance on me takes place in their play hours.

1054. And no time is given but play hours?—Only that; and the consequence is, that they come to me

when they can best manage it; for instance, if they are engaged in a cricket match, that serves as an excuse, and instead of coming to me on that day they come the day after, or something of that kind.

1055. Do you find that that interferes with the prosecution of the study?—It must do so in some respects, but I cannot help it from the cause I mention.

1056. Do you make use in any way of the school vacations to assist the progress of the boys by setting them holiday tasks for prizes?—I cannot do that; I have tried it.

1057. Do you mean you cannot rely upon them to do the work?—I cannot rely upon them.

1058. Or do you mean that you cannot rely on the work done being entirely their own?—I cannot rely upon either; and, what is more, I cannot rely upon their taking care of any studies I may put in hand. I have done that at various times, and I generally find that they have done nothing.

1059. Have not the pursuits of the family permitted them to do it?—There are many cases in which sisters or brothers have had a taste for the art. Then the case is very different. There are boys under those circumstances who show me at the end of the vacation sketches which prove that they must have devoted a great deal of time to them, especially those who have been abroad.

1060. If it were to become more general, could it be taught in classes?—It could be taught in classes if made part of the school work; not otherwise.

1061. I do not mean if the whole school, but I mean if a much larger proportion would learn?—I think if it were made part of the school work, nearly the whole school might possibly learn.

1062. I was not considering the case of its being compulsory, but of such facilities being given to it as that it could be taught in classes?—It could only be done under those circumstances; it can never be done as long as it takes the place of play, that is, in classes previously arranged.

1063. Would it be a consequence of its being made part of the school work, and taught in classes, that it would be taught with less expense to the individuals learning it?—That might be, but I have no means of judging

1064. Being taught together, it would impose less trouble on the master, and therefore cause less expense?—I do not see that that would impose less trouble.

1065. Have most of those who come to you learnt it before?—I think, perhaps, the greater number have. It is very difficult to say.

1066. Do you find that a great many still are content to begin with the elements?—Very many; though I think I may say that the majority know something about it before they come.

1067. Do you think that the boys who study it are as fond of athletic pursuits as other boys, or do you think you get the weaklier boys; boys less fond of play?—No, I do not think so at all. I cannot call to mind a case.

1068. Do you think that those who prosecute it, as you say some do, with eminent success, are tempted by it at all to encroach on their school work. Have you ever had any complaints of that sort?—Never.

1069. Do you think it is a study which furnishes a good relief to school work, without encroaching upon it?—Unquestionably.

1070. Do you think it exercises different faculties?—Wholly different.

1071. And therefore is a relief, although still an occupation?—It is a mental relief, as cricket is a physical relief.

1072. Do you consider that it has an effect on the handwriting?—I think but little.

1073. You do not think it gives freedom or precision of hand?—I think not. I think, on the contrary, the best painters of our day are the worst writers, as a general rule.

1074. It a little surprises me to hear that. Have you ever attempted to analyse the reason of that at all. Is it in the position of the hand, or anything of that sort?—No, but it is notorious, notwithstanding, perhaps accidental.

1075. Have you heard that it gives greater precision in the use of firearms; in the use of the rifle, for instance?—It certainly trains the eye; it has that effect; the eye becomes more true. No man can study drawing, more especially if he studies from nature, without educating his eye to a great extent.

1076. With regard to the hand also, do you think it has any effect on the hand in giving it obedience to the eye, and bringing it into harmony with the eye?—I should think not in the case of the rifle.

1077. Has it ever occurred to you, from your position as teacher to a great public school, to consider the relation that the possession of the art of drawing holds towards general education?—I think, in most cases, one can hardly look upon it otherwise than as an accomplishment, not as a school study. I am not sure that I quite see your question.

1078. I meant as an element of education, physical and intellectual, have you considered what its value is?—As an accomplishment, offering a resource on most occasions, in travelling for instance, I think it is valuable, to go no higher.

1079. Have you any suggestions to make that might assist its prosecution with success at Harrow. Have you any suggestions to make as to the arrangement of the drawing system, or as to any facilities which might be given to it?—I cannot suggest anything so long as the drawing lesson takes place in the play hours.

1080. That is one suggestion as to which I should ask you whether you have any suggestion to make, viz., as to the time at which it should be taught?—I can only answer again that as long as it takes the place of the play hours I can give no suggestion.

1081. Does it amount to this that, in order to the successful prosecution of the study, you would suggest that it should take place out of play hours?—That certainly would very materially assist it.

1082. (*Lord Lyttelton.*) They have no prizes for drawing at Harrow?—They have.

1083. There is nothing to encourage success particularly?—Yes; there are prizes now; the copies are only given to the lower school.

1084. In the upper part of the school there is nothing in the nature of reward or competition?—Now there is.

1085. You say in your answer that many of the boys occupy much more of their time than the necessary two hours, as much as double that time, do you think?—More than that sometimes.

1086. Those who are very fond of it?—Yes, and they are many.

1087. (*Lord Clarendon.*) Your emoluments, I believe, arise from fees from your pupils?—Entirely.

1088. Are they paid to you direct, or do they come to you from the Head Master?—Through the heads of the houses.

1089. Through the head of the house?—Yes; the reports go through the private tutor, and the accounts through the head of the house.

1090. And the fee, I think, is three guineas the term?—Yes; that is, for three terms a year, nine guineas for each boy.

The witness withdrew.

HARROW.

Rev. B. F. Westcott.

14 June 1862.

The Rev. B. F. Westcott examined.

1091. (*Lord Clarendon.*) I believe you are an assistant classical master at Harrow?—Yes.

1092. How long have you been so?—Since the spring of 1852.

1093. You are likewise, I believe, composition master?—Yes, I have been so for about 9 years, When I first went to Harrow, I took a form, but after midsummer, 1853, Dr. Vaughan engaged me on the composition.

1094. What are your precise duties as composition master?—They have varied, but speaking generally I take a division of the monitors and upper sixth form in composition. When my work first began, Dr. Vaughan took the first 4 monitors, and I took the next 11 boys (the last 6 monitors and the first 5 of the upper sixth form), and at that time Mr. Steel took the remaining 15 of the upper sixth form. My work was to look over exercises, which afterwards were in some cases submitted to Dr. Vaughan, but I was responsible for the correction of the exercises of the 11 boys following the first four.

1095. The Head Master took 4 and you took 11?—Yes.

1096. (*Lord Lyttelton.*) There are not more than 15 monitors altogether?—At that time there were only 10; but I reckon the whole form together.

1097. (*Lord Clarendon.*) Your duties were confined to those 11 monitors, you did not go lower down in the school than them?—Not at that time.

1098. You looked over the compositions of the highest boys in the school, except four?—Yes.

1099. Do you correct them in school or do you look them over before they go to the school?—My custom is generally to look over the exercises before the special boy comes to me, but he comes to me in my study: the work is not done in the school at all. Each boy comes separately to me, and I look over the exercises with him in my study.

1100. Then you do for him what the private tutor does for him in other parts of the school?—Yes; at least what the private tutor does in the fifth form.

1101. The monitors do not have private tutors as such, do they?—The composition of the monitors and the upper sixth form is not looked over by their private tutors.

1102. Do those monitors have private tutors?—Yes; but their work is confined to what is called private reading in one classical subject.

1103. Do you continue at the present moment with these 11 monitors under your charge?—I mentioned that that was the original arrangement: several changes have been made since. During the latter part of Dr. Vaughan's stay at Harrow, I fancied there was too much labour bestowed on the composition of the sixth form. There were three masters engaged on it, and I suggested to Dr. Vaughan that it would be an adequate provision if he could take part of the form, and I take the remainder; it ended in his taking the first 10, and I took the remaining 20. I found that was more than I could do well with my other work. When Mr. Butler came the form was divided into equal divisions, I was to take 15 regularly, and the Head Master to be responsible for the other 15.

1104. You are talking of the whole of the form?—Yes.

1105. That consists of more than 30 boys?—I am talking of the upper sixth form. The arrangement at present is, that the Head Master takes constantly the first 10 and 5 out of the remaining 20, who come to me, so that every week I have 15, and the headmaster 15, the first 10 being constant in his case, and the remaining 5 variable.

1106. That is the system now?—Yes; and it has been so since Mr. Butler has been at Harrow.

1107. Do you think it is a system which works well?—I think it is decidedly more satisfactory than the former one, because the Head Master sees every boy of the upper sixth with some exercise.

1108. Is it since you have been at Harrow, that a certain amount of time has been devoted, and compulsorily given to mathematics and modern languages?—The change with regard to modern languages in the lower part of the school was made shortly after I came to Harrow; the mathematical arrangements were made before I came.

1109. Do you consider that the time that is now given to mathematics and modern languages, is in any way injurious to the classical studies?—I doubt whether it would be possible for me to answer that question, because the lessons which would be affected, I imagine, would be the construing lessons. The composition, I think, would be entirely untouched by preparation for modern languages or mathematics. I do not believe that the preparation of these subjects for school takes up time so as to interfere with composition.

1110. Then you have nothing to object to with respect to modern languages and mathematics, as interfering with classics?—I cannot speak of their actual effect on composition at all. I have no knowledge of the character of the composition before these subjects were part of the school work.

1111. You have only to do with the composition?—I regularly take one lesson a week on Saturday, and other lessons (though rarely) at any time when the Head Master wishes me to do so.

1112. Verse and prose?—Yes.

1113. Do you think that if any more time was devoted to mathematics and modern languages than is now given, the classical instruction and scholarship would suffer from it?—It is very difficult to express an opinion on so wide a question, without having had very much greater opportunity for comparing the present with the past state of the school than I have had; but I should think that the composition itself would not suffer, or rather the good composers would not suffer. But it would probably be otherwise with regard to the mass of the boys. Their composition would, I believe, suffer, for I do not suppose that they would gain any increase of vigour by greater variety of work, and the amount of time at their disposal is now fully occupied. A good composer would sacrifice other subjects to his composition.

1114. You think that the present system of classical instruction at Harrow, with reference to its proficiency and success, could not afford to have any more time subtracted from it?—The time devoted to classics is certainly not more than is absolutely necessary, at any rate for the best boys, those, I mean, who reap the benefit of the classical element of the school.

1115. Do you think that the manner in which classics are taught at Harrow is the best that can be devised, and is productive of the best results?—I really must plead total inability to answer so wide a question as that; generally, however, it seems to me that the freedom and variety of the methods of teaching pursued are calculated to encourage and develop every form of sound scholarship.

1116. But since you have carried the present system into operation, nothing has occurred to you that would be an improvement upon it?—It must be remembered that we come rather to work out a system than to frame an idea of one; and our method of government allows of constant changes of detail. In principle no change seems to me to be called for.*

* The witness subsequently requested leave to add to this answer, "There are two details in the arrangement of the scholarship examinations of the sixth form which might, I think, be altered with great advantage":—

"α. It would be desirable, I believe, to separate the classical and mathematical parts of the examination, and to assign some scholarships to classics only, and some to mathematics only. The present system of adjudging our highest rewards to aggregate excellence in classics, mathematics, and modern languages, is obviously open to great objections, and I believe that the best scholars and the best mathematicians would gain considerably by the distinct recognition and reward of their respective studies. Up to the sixth form the combination of marks works well, but in the highest form it seems reasonable to offer some scope for the special pursuit of either of the two great branches of university education.

"β. With regard to the classical examination for scholarships, I should be glad if in all, or at least in some cases, it might be made to depend chiefly on *unseen passages* and not on work prepared in school. In other words, I should wish our highest classical examination to be modelled on the examination for university scholarships. With this view also it would be well, I think, to confine the examination to selected candidates and not, as at present, to extend it to the whole upper and lower sixth forms."

1117. But still in working a system, its deficiencies might suggest themselves; for instance, do you think that the grammar is taught in the most efficient way; is the Harrow grammar one that you think is incapable of improvement?—I speak of course with very great diffidence as to the working of the different forms, but I believe that two or three modes of teaching grammar are represented in different parts of the school, where the same text book is used. Thus I think a boy ought to gain a thorough knowledge of grammar as he passes through the school, from having the same great rules inculcated and explained in many ways.

1118. Has this difference in the use of the grammar reference to the different masters by whom it is used, or the different parts of the school to which it is directed?—To the private views of the masters, and in part to the form.

1119. So that the manner in which grammar is taught depends on the individual master?—Yes.

1120. And his mode of teaching the grammar and applying the rules?—Exactly; in everything except the text book which he uses the teaching depends on his own views.

1121. Those boys with whom you have to do, who are quite the superior boys of the school; do you find them well grounded in Latin and Greek, with a full and to you satisfactory knowledge of grammar, as they come to you after they have gone through the school?—I think it is necessary to be remembered that the rising in the school depends on many things besides scholarship. A boy may rise most rapidly into the upper sixth form without being at any time distinguished for scholarship by the help of modern languages and mathematics. I have known a case where a boy has risen from the bottom of the form almost to the top by great success in mathematics, and *vice versâ*, so that it happens continually that a boy reaches the upper sixth who is a very bad scholar.

1122. Those cases are rare. Surely it is mainly by classics that a boy advances to the higher positions in the school?—Excellent scholars, who are necessarily few, rise rapidly; but commonly a boy rises by fair proficiency in a variety of subjects, which is compatible with bad scholarship; for lessons in divinity, history, geography, and repetitions are included in classics, and pure scholarship has comparatively little weight in the examinations.

1123. But, speaking generally, do you think that those boys with whom you have to do, and who are the upper boys of the school, are well grounded in grammar, and that they are fundamentally acquainted with the classical languages; would that be the result of your observations on their composition?—I feel that every answer must be relative. Before speaking positively, I should like to compare my own pupils with those of other schools. The best boys are good scholars; many are what they always will be, indifferent scholars.

1124. But then you would say, would you not, that the best boys at Harrow are upon an average well grounded in the fundamental principles of the language?—I think I said that the best boys are really good scholars, and all the boys seem to me to have the opportunity of gaining sound scholarship. Indeed the tendency of our system is to look to the average rather than to the most promising boys.

1125. I do not think it is necessary that you should speak positively on the matter, as the best scholars,—the most proficient,—must be rather the exception than the rule; how do you find the great majority of the boys that come to you, even those who get up to the top of the sixth form, are they generally well grounded in classics? Do they leave Harrow with a fair proficiency in classical knowledge?—I should say so judging from the composition. Their verse composition is generally free from gross blunders; the Latin prose is fair, the Greek verse I should say rather better. I think it is a much easier subject.

1126. You are speaking then of boys, I suppose, who have been 3½ years at Harrow?—That I think is the average school life of a sixth-form boy.

1127. You have no knowledge whatever of their acquirements in modern languages or mathematics?—No, not directly.

1128. Have you private pupils?—I have.

1129. Do you direct your attention at all to, or do you interest yourself in, their progress in mathematics and modern languages?—I always ascertain the position of my pupils in those subjects.

1130. Do you consider that they do make fair progress in them, as far as you are able to judge?—I think the best boys do, decidedly.

1131. In both mathematics and modern languages?—In both.

1132. With reference to the time they are able to allot to it?—This is pre-supposed. For instance, a boy, as I have known to be the case, may gain a very fair knowledge of German in two years.

1133. Not having any knowledge of it before?—A knowledge of the first elements only.

1134. (*Lord Devon.*) You have been several years at Harrow?—Yes, ten years.

1135. During that ten years has the general average composition of the school, on the whole, so far as it came under your observation, advanced, or in any degree deteriorated?—You will observe that at the beginning of my time I took boys from the upper division of the upper sixth form only.

1136. Take the observation generally?—Looking to my own pupils I cannot say there is much difference, the average of the best composers is about the same: that of the inferior composers somewhat lower.

1137. Supposing an opinion were entertained in any quarter that in consequence of the introduction of more branches of instruction the general classical character of the school had somewhat declined, should you be disposed to agree in that opinion or not?—That is a question which I feel unable to answer, because I have not known the school under any other system; but I believe most strongly that the multiplication of subjects is a great evil.

1138. Were you at Harrow yourself?—No.

1139. (*Lord Lyttelton.*) Have you had private pupils all the time you have been at Harrow?—Yes.

1140. In your own private pupils alone have you observed any falling off in classical scholarship during that time?—No, I think not.

1141. What Latin grammar is used at Harrow?—That called King Edward the Sixth's, which was prepared by Dr. Wordsworth. It resembles the Eton grammar in form and arrangement, but differs from it considerably in detail.

1142. Is it Dr. Charles Wordsworth or Dr. Christopher Wordsworth?—Dr. Christopher Wordsworth. Dr. Charles Wordsworth composed the Greek grammar which we use.

1143. With regard to the work done during the October Term, 1861, part of it is looking over the fifth form composition; how many do you look over?—That return refers only to my private pupils.

1144. (*Sir S. Northcote.*) I think you said you looked over 15 boys a week?—Yes.

1145. But in this table apparently there are some 21 or 22 boys; are some of those stated twice over?—No, that division of time is owing to the arrangement I mentioned before. I fix hours for 20 boys, but five in each week do not necessarily come to me. In one quarter I had 17. A boy comes twice if any composition is left uncorrected.

1146. With regard to the Latin prose what proportion of that is original, and what proportion is translation?—My impression is that it is equally divided. There is one theme and one piece of translation.

1147. So that a boy does a piece of Latin prose of one kind or another every week?—Not quite so. The ordinary arrangement is this, a Latin theme is done in the first week, a Latin translation in the

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second week, and an English theme in the third week.

1148. And you look over the English themes?—Yes.

1149. Which do you find in proportion the best, the original Latin or the translated Latin?—In the original theme it is necessary to consider both the substance and the form, so that a comparison is difficult.

1150. Do you consider upon the whole that the themes are better as themes, or the translations as translations; should you say that the one was satisfactory and the other not satisfactory?—I should always expect that the theme would be most correct because a boy generally writes what he can easily express.

1151. Who selects the passages that are to be translated?—Lately the Head Master exclusively.

1152. What are the English passages generally from?—They are taken from English (rarely foreign) authors of every style and date.

1153. (*Mr. Vaughan.*) Suppose a grammatical knowledge had been gained both in Latin and Greek, so that a boy could express himself in those languages, which do you think would be the best to use for original composition, Latin or Greek?—I have had little experience in examining original Greek composition at school; but, speaking theoretically, I should not hesitate to prefer Greek, with certain limitations, supposing the training in both languages has been equal.

1154. You were mentioning just now that when boys wrote original Latin prose they were apt to accommodate the matter to their language. That led me to ask you whether you thought as an instrument of expression the Greek or the Latin language would be the better for boys?—I suppose there would scarcely be any doubt that simply as a means of expression Greek is a language much more flexible than Latin and more easily adapted to the circumstances of modern society and the subjects of modern thought.

1155. Would the habit of writing in Greek less cramp and impoverish the substance of a theme or an essay than the habit of writing in Latin?—It is difficult to decide, because I think the same law exactly would work, a boy would use the phrases with which he was familiar.

1156. I am supposing him to be equally proficient in both?—Even then it would be necessary to take account both of the great varieties of style which he might see in Greek and the extent of Greek literature. The allowed range of imitation in Latin is very narrow, and consequently a young scholar would be more likely to gain a good Latin style than a good Greek style, unless special Greek models were prescribed. In saying this, I do not touch the question of the superiority of Greek as an instrument of mental discipline; and with advanced scholars the objection to original Greek composition, which I have mentioned, does not exist.

1157. Do you think it is at all an objection to an original composition in Latin that it does give a poverty to the mind?—By no means necessarily.

1158. You think that a boy's habit of expressing himself in a language of which he does not possess the full mastery, and which is not the most absolutely rich language in itself, does not tend to make him write what may be called platitude, that is meagrely and poorly?—I think if his errors were not pointed out it would certainly do so, but it is the very business of the master who looks over the composition to explain any difficulties and to point out to the boy what he should have said and how he might have said it idiomatically.

1159. I am speaking of the tendency of writing in such a language not perfectly possessed; do you think that that has a bad effect at all on the powers of thought and expression generally?—I cannot say that I have any evidence that it does so. I find endeavours to think in the Latin no less than in the English themes.

1160. Not to accommodate themselves to the phrases that they possess, but to express their thoughts?—My wish is to bring out original thought as far as I can in the exercises; and the imperfect classical form frequently suggests hints both on style and argument.

1161. (*Sir S. Northcote.*) Do you look over all the boy's exercises together?—Yes.

1162. (*Lord Clarendon.*) Do you set punishments?—To my pupil-room.

1163. Is it generally lines to write out or lines to learn?—Generally lines to write out, or translations, unless a boy is high in the school.

1164. If he is high in the school he has lines to learn?—As a general rule that is so.

1165. Have you ever reflected at all whether that was the best mode of punishment that could be imposed on a boy?—The subject has been constantly discussed, and on the whole the general opinion is, that it is, but that it is not free from evils.

1166. Has it been considered the best with reference to the convenience of the masters or the advantage of the boys?—The best, according to our system, which is possible.

1167. You do not think it would be very desirable if you could at the same time unite some benefit with the punishment?—Yes, if we could see any way in which that might be done.

1168. Do you not think if they were to learn a task by heart, whether in English prose or Latin prose, that it might impress something on their memories which would be of advantage to them afterwards, and be a better form of punishment than the present, which appears to me to have no other result than to spoil their handwriting?—I cannot say from my recollection that lines which were learnt left any very clear impression; they were looked upon as something to be repeated at a certain hour and then forgotten.

1169. I should think that would apply equally to the writing?—Considerable pains have been taken to ascertain the latter fact (whether the writing was injured); the subject was discussed only two days ago, and the opinion was that some of those who wrote most punishments wrote better than the average. I think in my own pupil-room that those who write most punishments certainly do not write worse than the others.

1170. (*Lord Lyttelton.*) Are they required to write tolerably well?—That of course varies with the different masters.

1171. Does it appear to you that it could be of importance to diminish the number of lines a boy should write and to make fair handwriting an essential point?—That is assumed to be always done; in the case of a boy who sends up a bad punishment, it is supposed that he will be required to do it again, and if this is often the case he is made to write on double ruled paper.

1172. The judging of the handwriting could be done with great rapidity by the masters?—I think so. There is not the slightest reason why badly written lines should ever be taken.

1173. Is it not a great objection to learning by heart, that it would necessarily be a very unequal punishment for the same offence?—Very unequal indeed.

1174. (*A Commissioner.*) Have you ever heard of three pens being used together to write an imposition?—I have heard of an imposition being written with three pens; but I cannot conceive it possible that a punishment so written should be taken if it were looked at.

1175. (*Lord Clarendon.*) Did you ever hear of an imposition being written by a boy's fag?—Yes; that is a very serious evil. Of course no boy could ever send lines to his tutor written by his fag, but punishments have been sent to the Head Master written by fags, and a law was made that the tutor should always countersign the lines sent to him.

1176. Do you think that system is put an end to now?—I think so.

1177. But no better means of punishment suggest themselves to your mind as the result of your experience than this of writing out?—Not on the whole, I must confess.

1178. Do you not think that the system that is very often adopted of making boys bring a certain number of lines every two hours, or something of that sort, on half-holidays, for an indefinite period, a period not even stated to them, is an irritating system, and one that rather produces a sense of injustice on the part of the boy punished and of sympathy with him on the part of the other boys?—I have very little evidence to speak from; but I cannot recal any instance of a pupil of mine who has had such a punishment who has ever expressed to me or indicated any feeling of the sort.

1179. You are aware it is often inflicted?—Yes.

1180. I believe you keep a small boarding-house, do you not?—Yes.

1181. How many boarders have you?—My usual number is seven; under peculiar circumstances, I have once taken eight.

1182. Are those boys that you take permanently with you in their course through the school, or only expecting to get into the larger houses?—I should never willingly take a boy expecting him to go into a large house except under peculiar circumstances. I have once or twice done so.

1183. Do you consider that the boys in the small boarding-houses, in your own house, for instance, have more direct supervision and attention paid to them, morally and physically, than they have in the large boarding-houses?—I must, of course, confine everything I have to say to my own house. From my own arrangements, and I believe those of the other houses are similar, closer and more constant supervision of the boys is inevitable.

1184. Will you state, exactly, what are the relations between yourself and them?—They are with me at three meals a day, so that anything physically wrong must immediately come under my notice. I also see my boys two or three times every evening.

1185. To converse with them, do you mean?—Yes; and to explain any difficulties they may have.

1186. Do you converse with them with respect to their studies?—Yes; and on any subject of interest.

1187. (*Lord Lyttelton.*) Besides their meal-times?—Yes.

1188. (*Lord Clarendon.*) And you endeavour to ascertain what their real characters are, both morally and intellectually, and to assist them according to the result of your observations?—As far as I can. I imagine this to be a necessary part of my duty.

1189. You consider you stand entirely *in loco parentis*?—Absolutely. The idea of a small house is that of a family.

1190. You think, then, that you would be able to put yourself in the place of a parent more effectually than any of the masters of the large houses who are, *de facto*, private tutors to their boarders?—It could hardly be otherwise. My boys would feel less scruple in consulting me, and they have free access to me at all times.

1191. In fact, that they are necessarily more intimate with you than they could be with the master of a larger house, because you are able and willing to devote more time to them?—This is pre-supposed in the idea of a small house.

1192. The relations between your boys, for instance, and those of the upper part of the school, I suppose, are just the same as those between the boys of the large boarding-houses?—Exactly.

1193. And you did not think that the boys make any difference towards them; I will not say look down upon them, and think they are too much cared for?—I never traced any symptoms of that in the boys themselves; and I have turned my attention to the question with considerable care.

1194. Your boys are not isolated because of any different treatment made towards them?—Not in their school relations.

1195. But in their social relations?—I think not at all. As regards their relation one to another in the school, I am satisfied that they feel a perfect equality in position with every other boy.

1196. I mean with respect to sharing in their amusements; you do not think that they consider they are a little too tenderly treated?—I do not see any symptom of such a feeling in any quarter.

1197. And in their amusements it is just the same as in the school?—Exactly; but they suffer in some measure from not having a very strong house feeling.

1198. Such as matches between the different houses, and so forth?—Yes.

1199. From those sort of matches, of course, they are necessarily excluded?—Yes, though they combine among themselves.

1200. And so far, therefore, they are in a position of social inferiority, perhaps, in the school?—A boy with strong athletic tendencies would, perhaps, feel so, and all lose to a certain extent by the want of a peculiar house feeling.

1201. The number of the small boarding-houses is not precisely limited, is it?—No; for it must be remembered that the small boarding-house is a means for making it possible for a junior assistant master to live at Harrow. It is, in fact, a payment for his school-services.

1202. Without having these pupils, you would not be able to maintain yourself at Harrow?—Not if regard is had to the exceptional expensiveness of the place.

1203. (*Lord Lyttelton.*) But the large houses are the same, are they not?—Yes; but I think it is important to notice the different effect which the boarders have on the domestic arrangements of large and small houses. Our pupils live with us constantly. We have no privacy.

1204. (*Lord Clarendon.*) For that advantage the parent pays a larger sum?—Yes.

1205. Without larger remuneration you would not, with seven or eight scholars, have any profit that would make it worth while to you?—If the terms of the small houses were lower I think it would be absolutely impossible for us to live at Harrow at all.

1206. How much is the amount of salary handed over to you by the Head Master?—£150.

1207. And that is all you have besides the boarding?—To this must be added the private tuition fees.

1208. Have you many private pupils beyond your own boarders?—Yes. The pupils from the Head Master's house and the mathematical masters houses are divided among the small house masters.

1209. You have as many as 40, have you not?—Yes; but the number is variable. At first I had only 22. Forty is the fixed limit, which is rarely exceeded.

1210. Paying how much each?—£15.

1211. (*Sir S. Northcote.*) Do those include the boys in your house?—Yes.

1212. (*Lord Clarendon.*) It is 40, in all?—Yes.

1213. You do not consider, with reference to your large and onerous duties in the school, that these 40 boys are more than you can stand to *in loco parentis*?—I have, as a rule, only seven boys in my house. My relation to the other boys is the same as that of any large house master to his pupils.

1214. To them your relation is merely official; it is their studies you look to?—That is all I feel myself bound to do; though personal influence variously exercised must be connected with this.

1215. It is the school boy, not the individual boy?—Yes; not a member of my family.

1216. (*Lord Lyttelton.*) You draw a distinction between the boys in your own house, and the boys to whom you are private tutor only?—I make a distinction by considering my obligations to the one much greater than to the other.

1217. Is it a difference in degree only?—It is practically that I see the boys in my house every

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evening, and in every relation. My intercourse with boys out of my house is necessarily more limited.

1217. Do you consider yourself bound to report to the parents of the boys out of your house as to their general character?—Undoubtedly.

1218. Not only as to school progress, but as to general character?—Most certainly.

1219. (*Lord Clarendon.*) Do those reports of yours go into the monthly reports?—Yes.

1220. You would furnish them to the head of the house in which your private pupils are boarders?—Yes.

1221. (*Lord Devon.*) Have you ever had a monitor in your house?—No, I have not.

1222. It has been stated to us, very probably on good grounds, that benefits result to boys from being placed in that position of responsibility in which they are when at the head of a house, charged with maintaining discipline and repressing disorder. Does it occur to you that that advantage would be lost to boys in small houses. In cases where monitors are in small houses are they in a similar position to that which they would occupy in large houses?—Their position would scarcely ever be similar from the numbers under their control.

1223. You have no personal experience?—No.

1224. (*Sir S. Northcote.*) How does it happen that you have never had a monitor. Have your boys left before they got to that age?—I have only a few, and scarcely any have stayed to that age. Several have gone from my house to large houses, just before they become monitors.

1225. Do you suppose that the boys who come to the small houses are boys who for any reason generally would leave earlier than other boys?—It is difficult to answer that question, because the whole number of my house pupils has not been more than 30 or 40; some of them have gone into the army, and others to private tutors.

1226. You cannot say that there is any general law?—I cannot; and I foresee that some of my present pupils will speedily be monitors.

1227. Have you ever had a boy in the eleven at cricket?—Yes.

1228. (*Mr. Vaughan.*) Do all those circumstances which you have just mentioned, those peculiarities incidental to being in a small boarding house, tend at all to form a different character in a small boarding house boy from that which is formed in a large boarding house boy?—From what I can see in the pupil-room, they make no difference in that vigour and independence of character which is supposed to spring from the public school system. At the same time it is obvious, that small houses extend the advantages of a public school education to many boys who from delicacy of organization, physical or intellectual, would not otherwise have enjoyed them.

1229. With the constant conversation with the master, and the being so much in a kind of home, or as you express it, a family, do you think that that does not tend to make a different character from that which a boy acquires who is altogether in a large house of 40 boys, not seeing so much of the master?—I should expect it would do so; but I do not feel that I should be justified in laying down any broad difference. It would, however, be strange if a small house boy were not more interested in and better informed upon general topics than one living almost entirely with boys.

1230. Does it strike you that there must be a tendency in the system to produce that?—I should assume it could not be otherwise, but I should not feel justified in saying more.

1231. Supposing it happened that a vicious boy was in a small boarding house where there were only seven or eight other boys, would not his example be very much more powerful and unchecked in a house of that description than in a large boarding house?—Supposing detection were not almost infallible, certainly; but at the same time my experience leads me to think that it is impossible that detection should not speedily follow.

1232. Do you think that your acquaintance with the boys in a small boarding house is such that you would necessarily discover any evil tendencies which made a boy vicious?—I should certainly expect so; and, as far as my experience goes, it bears me out in that expectation. I should think that the influence, either for good or for evil, of a boy of strong character would be much greater in a small house than in a large house; at the same time detection in the case of evil would be much more certain in a small house.

1233. (*Lord Clarendon.*) I think you said that the number of small houses was not limited?—It has increased steadily, I think, since I have been at Harrow. I am not aware that there is any limit.

1234. And it entirely depends on the master whom he shall appoint?—Entirely, I think; in fact, the boarding house is a part of the assistant master's salary for the school work, and is reckoned as such.

1235. Is not the remuneration of the master of the small boarding houses rather precarious?—It is very precarious.

1236. At present their income is dependent on the will of the Head Master. By increasing the number of small boarding houses he could diminish their income. I suppose it must be an object to them that the number of the houses should be limited?—We are all conscious that our whole position depends on the Head Master. We have no *status* of any kind in the school.

1237. As masters of small boarding houses?—All the assistant masters are in a similar position, but our position is obviously the most unstable.

1238. I see in Table E that you have some sort of superintendence over, or give some instruction in the English form?—Yes, one lesson on Sunday, having no Sunday work myself.

1239. Is it the Gospel of the day?—It is left entirely to my own discretion; it has been lately the Gospel of the day.

1240. It is left in your discretion as to the manner in which you will give religious instruction to the form?—Yes. I have never received any specific directions.

1241. Is your connexion with the English form simply the scriptural instruction of that form?—Yes, or rather the Scriptural instruction on Sunday of the upper division of the form.

1242. But the form altogether is not above 20?—I do not know what is the number of boys in the whole form; my division is not above seven or eight on the Sunday.

1243. What Scriptural instruction on Sunday does the other division get?—The regular master of the form gives them a lesson similar to that which I give.

1244. He is apart from the school staff?—Yes; he is not reckoned on the school staff.

1245. Are you the only regular Harrow master who gives instruction of any sort to the English form?—I am the only one, as far as I know. I simply undertook to do so for Dr. Vaughan, who felt an interest in the school. This was not a specified part of my work at all.

1246. In short, it is scarcely in any way connected with the Harrow school. It is a sort of,—I will not say charity,—and yet it is a sort of eleemosynary establishment founded by the master of Harrow, in fact?—It has certainly no practical connexion with the great school; but Dr. Vaughan, as I understood from him, distinctly contemplated the removal of any promising boy, if it might seem desirable, from the English form to the great school.

1247. It really has nothing to do with the school at Harrow, and receives very little inspection?—I cannot speak positively, but, as far as I know, very little.

1248. It is nobody's business, and nobody is interested in it?—I am not aware of anybody, except the Head Master and myself, who is officially in-

terested in it. I think the modern language master has examined in French, but I do not think that any master feels himself bound to take any part in the working of the school.

1249. Do you know how far that applies to the Head Master?—I cannot speak of Mr. Butler's relation to it. Dr. Vaughan examined and inspected it.

1250. He established it?—Yes, and therefore he took considerable interest in it; but I can speak of nothing positively since then.

1251. It is for the children of the inhabitants of the village and neighbourhood of Harrow?—Yes; some come from some little distance, even so far as Pinner, but still it is confined to Harrow and the neighbourhood.

1252. Do you know what the feeling of the parents is about the school; are they satisfied with the attention the children get?—I am not sure that I have sufficient information to enable me to speak; I can only judge from the fact that they all gladly send their children to it, and there was another school at Harrow before, which I think has disappeared.

1253. What is the number in the English form?—My impression is that it varies from 20 to 30. The boys are chiefly children of tradesmen.

1254. Are they children of residents at Harrow?—At Harrow or in the neighbourhood.

1255. (*Lord Devon.*) The whole of those would be qualified to come to Harrow school proper if they chose, on the foundation of Mr. Lyon?—I am not able to say certainly.

1256. Do you think that it would amount to a positive certainty?—I imagine the majority would be qualified to come on the Lyon foundation.

1257. (*Sir S. Northcote.*) Have you reason to think that there is much use of cribs, or of old copies, or much copying each other's verses, or helping each other in composition by the boys?—I must speak relatively; such practices will always occur, there is no doubt, but I think in a very short time detection follows. Composition done out of school is checked by composition done in school, so that a boy's average power is fairly ascertained, and any great variation from this excites suspicion.

1258. You cannot tell whether the practice increases or diminishes?—The use of translations has certainly diminished, because for a time it was tacitly admitted, and lately it has been very rigorously put down.

1259. (*Mr. Vaughan.*) In what way do you mean it was tacitly admitted?—If, for instance, a tutor went into a boy's room and found a translation, it was not confiscated; that was in Dr. Vaughan's time, and for some time afterwards.

1260. (*Sir S. Northcote.*) Have the boys the opportunity of copying each other's verses. Does one division have the same subject set, and do they show up to different masters?—Yes.

1261. Are any precautions taken against copying?—All the copies are afterwards given to the master in form, who, I think, would invariably detect copying.

1262. They are all shown to one and the same master?—I was not strictly accurate, because two forms commonly have the same exercise. Then I think the master judges from the character of a boy; if he finds an exercise considerably better than usual, he takes care to communicate with the master of the other form, to see whether it has been copied from an exercise shown up to him.

1263. (*Mr. Vaughan.*) Is there any arrangement by the masters with regard to setting subjects in original composition or in translations, for the purpose of avoiding the possibility of the use of old copies. Do they keep that in their mind at all in the subjects which they set?—I believe that a record is kept of every exercise set.

1264. As to the recurrence of subjects and the recurrence of passages?—I have known exercises recur at long intervals.

1265. Do you not suppose that they so far recur that there is some danger of the sort?—I cannot remember any evil arising from this occurrence. If the evil arose, it would easily be detected and obviated.

1266. (*Lord Lyttelton.*) With reference to the upper part of the school, does it appear to you that with regard to their proficiency in composition, both Greek, Latin, and English, the proportion of original composition and of translation is about right; do you think that neither of them unduly preponderates over the other at all?—I think not. I should not be prepared to suggest the removal of one or other form of composition.

The witness withdrew.

J. F. Marillier, Esq., and The Rev. R. Middlemist, M.A., examined.

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Rev. R. Middlemist.

1267. (*Lord Clarendon.*) I believe you are mathematical masters at Harrow?—(*Mr. Middlemist.*) We are.

1268. How long have you been so?

(*Mr. Marillier.*) I am in my 44th year.

(*Mr. Middlemist.*) I have been there 17 years.

1269. (*To Mr. Marillier.*) I believe you originally went as writing master?—No; my first appointment was a private one, under the late Dean of Peterborough, as mathematical master solely. During the first seven years the old writing master was still alive. Dr. Butler wished him to retire, or take an assistant, neither of which he was willing to do, and therefore Dr. Butler introduced me solely as a mathematical master.

1270. Did you give instruction in writing?—Not for the first seven years.

1271. But afterwards?—Afterwards I was appointed by the Governors as the writing master of the free boys; under that designation. It was only as writing master to the free boys that I held the appointment.

1272. There has been a considerable change, has there not, in the system of mathematics taught since you have been at Harrow?—Yes. If your Lordship would allow me, I would read half a dozen lines which would take in the entire thing, and perhaps that will be the shortest way:—"In 1819, the late "Dean of Peterborough, seeing the want of more "mathematics in the school, the sixth form alone "reading Euclid once a week with him, and the "remainder of the boys being left to take private "mathematical lessons of my predecessor, who was "then very aged, invited me to undertake the pri-"vate mathematical instruction of such pupils as "should desire it; and I accepted the appointment."

1273. The other boys were to take private lessons; was that compulsory on the boy?—Entirely voluntary. Perhaps I may add that Mr. Sotheron Estcourt was my first pupil. "And for seven years things "continued in that form, after which, on the decease "of the former writing master to the free boys, the "Governors of the school gave me the vacant post to "be held with my private tuition. These engage-"ments were continued until Midsummer 1837, when "my private tuition was rescinded, and Mr. Colenso, "now the Bishop of Natal, being appointed joint "mathematical master, the whole school was arranged "for mathematical classes. On Mr. Colenso's retire-"ment in 1841, Mr. J. P. Birkett replaced him until "July 1844. The numbers in the school being then "very small, Mr. Birkett returned to Cambridge, and "I was alone in the school work until July 1845, "when the Rev. Mr. Middlemist was appointed to the "department." I should like to say, as Mr. Middlemist was a superior mathematician to myself in every

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way, and a younger man, I was very glad to succumb to Mr. Middlemist, who has, I am sure, been a very kind friend ever since, and given me a great deal of assistance.

1274. That was in 1845 ?—Yes.

1275. Was that the first time that the study of mathematics became compulsory in the school ?—No, in 1837, when Mr. Colenso came in, it was obligatory. The whole school was made mathematical; the same as it is now exactly.

1276. (*To Mr. Middlemist.*) In what manner is the tuition in mathematics divided between yourself and Mr. Marillier ?—There are four mathematical masters now.

1277. But you and Mr. Marillier are the principal ones, are you not, or are they all equal ?—We are equal, except that we take seniority according to the number of years standing. The sixth form is divided amongst three mathematical masters, who take them in six divisions, two each, three times a week.

1278. That is about ten pupils each ?—Yes, in each division. The fifth form we divide into eight divisions. All the four mathematical masters join in taking these at second school, after breakfast, three times a week, an hour each division. Then the lower part of the school we also divide in various ways; Mr. Marillier and Mr. Hayward taking the lower part of the school.

1279. You yourself taking the upper sixth ?—Yes. Mr. Watson, Mr. Hayward, and myself take the two sixth forms.

1280. What branches of mathematics are taught in the sixth form ?—They are very varied. Boys get into the sixth form principally by their acquirements in classics; therefore in the sixth form we have boys of all degrees of ability as well as standing, and we are obliged to classify them in the best way we can, and we have them therefore varying in arithmetic, Euclid, algebra; some of them reading rather high in algebra. We have a considerable number in trigonometry, and a small number in conic sections and mechanics, and in private tuition we have some in the differential calculus. It is mostly in the second year subjects at Cambridge that we profess to teach in the sixth form.

1281. The classification which you speak of, and which you create in the sixth form, has reference only to mathematical proficiency ?—Yes; we can scarcely say that they are classified according to the proficiency in mathematics. I do not profess, for instance, to take the boys of the highest standing in mathematics, nor does any other master do that, but we arrange them as they have passed through the school to each master; he generally keeps his own boys throughout the school, and when they get into the sixth form, whatever advancement they may have made, they still remain under the same mathematical master; they are not classified according to attainments in mathematics.

1282. The sixth form boys are divided by chance among the three masters ?—No; they generally remain with the same master as they were under in the fifth form.

1283. Is not there a distinct classification for the sixth form ?—No, not according to attainments.

1284. How is the classification of the sixth form made; you say that the sixth form for the purpose of division amongst the three masters is classified ?—I should say distributed. They are simply divisions in order to get a convenient number to teach. Each master divides them between the two hours as he finds most convenient. We could not make that classification, because they are not all with us in mathematics at the same time; one portion of them must be with Mr. Westcott or Mr. Butler, or Mr. Harris, to to do composition, and we are obliged, therefore, take them according to numbers not proficiency.

1285. You may have then at the same time in your division, a boy in arithmetic, and a boy doing conic sections ?—Yes, quite so. We have never attempted to classify them in the sixth form, because we find that the attainments are so varied that it would be impossible to do it with any effect. When I have had a sufficient number of boys of equal attainment in mathematics in the upper division I have had them in one class, but it is a matter of great difficulty to get the number to last more than one quarter, and therefore, under those circumstances, we are obliged to teach them individually. In the fifth form, we have a classification throughout according to attainment, but it is not possible in the sixth form, because of the variety of attainment.

1286. Do you think that the study of mathematics is on the whole popular with boys. When I say popular, I mean that they consider it sufficiently part of the curriculum, and to be sufficiently rewarded, as to have a personal interest in this study ?—Yes; I can best judge from the way that they do their work, which, I suppose, is the best test of it. I find at least nine tenths of the boys under me in school do, I should say, three fourths or five sixths of the work I set to them and do it well; that, of course, I set according to the ability that I fancy the boy can show.

1287. How many hours a week does the sixth form devote to mathematics ?—They have three hours of actual work in the school three afternoons; each division has one hour every afternoon of what we call the whole school days, and they ought to bring up an hour's preparation of work to be looked over in school, besides the work they actually do in the presence of the master.

1288. So that it ought to be six hours a week ?—Yes; this preparatory work may be done at any time between the intervals of the school.

1289. Is that supposed to be done or should you expect it to be done with the assistance of the private tutor ?—No; it is an understanding that the private tutor should not assist in that; he may give hints, that is he may instruct a boy on the particular subject, but not to do those particular examples that he would bring up to school.

1290. Is it within your knowledge that the private tutors do assist the boys, I do not mean improperly assist them, but that they do encourage them in their studies, and take part in it with them ?—In most cases, in mathematics they do not do so or very seldom, because there are not many classical tutors, who could in the more advanced part of the school give assistance to them. The assistance they are most likely to get would be from the mathematical private tutor; that has been done occasionally.

1291. Are there mathematical private tutors ?—Yes, there are two of the present mathematical masters who take private pupils in mathematics besides the school work, and in reading their private work with the tutor it may have happened, and I dare say sometimes has happened, that they have derived assistance in their work out of school from their mathematical tutor.

1292. Are there many private mathematical pupils ?—I can scarcely say at the present time. For some years I have given up private mathematical tuition myself. When two additional younger men than myself came to the school I gave it up, because it would be an advantage to them to derive that profit from the school. I can only speak of the earlier times; I used to have 40 private pupils.

1293. Every boy at Harrow has a private tutor ?—Yes, in classics.

1294. And that private tutor is considered to promote, as far as he can, the general welfare of the boys in the school ?—Yes.

1295. But it is not within your knowledge that the boy never gets much assistance, and perhaps not much encouragement either from his private tutor ?—Encouragement he certainly gets. There are two or three tutors, also mathematical men, who assist their pupils in their preparation for school. I should say, as a general rule, it is not done by the tutors.

1296. Would you communicate with the private tutor of a boy respecting his progress and proficiency ?—Yes.

1297. Is that your custom?—Yes.

1298. With respect to every boy?—Yes; I send a monthly report regularly without fail to the private tutor, to be copied by him and sent to the parent.

1299. If you found the boy deficient and idle, or had anything to complain of in him, you would communicate with the private tutor rather than with the master of the class to which that boy belonged?—Yes, the master of the form, as we call it, would have nothing to do with that question; that would be entirely a matter between the mathematical master and the tutor of the boy in the first place, and secondly, of course, with the Head Master. It would be the duty of the tutor in the first place to give all assistance and encouragement in his discipline with the boy, and failing that of course the reference would be to the Head Master.

1300. (*To Mr. Marillier.*) Would you pursue the same system with respect to the boys that are under you?—Entirely; I have all the monthly reports to intercommunicate with the tutor exactly the same.

1301. (*To Mr. Middlemist.*) So that it is the same system in the upper and under parts of the school?—Yes, it is quite the same; the tutors would be the persons first referred to.

1302. Would you consider that there is sufficient time allotted to mathematics to secure a fair proficiency in them?—That is rather a difficult question for me to answer; it depends entirely on the object of the education. In a public school like Harrow I consider that the time allotted to mathematics is really very fair in proportion to the other studies, because the term classics includes a great variety of subjects besides the mere tuition in Latin and Greek, and as the mathematical work only comprises the teaching of those subjects which I have mentioned, I think that the proportion of time is not unfair.

1303. Looking at mathematics as a training for the mind, as Greek and Latin are, would you then say that sufficient time is given to it?—The classical and mathematical masters are continually discussing the question.

(*Mr. Marillier.*) They are always antagonistic as to that. They give us one-fourth I think.

(*Mr. Middlemist.*) Yes, we have one-fourth of the number of marks given to classes in the trial. We have one-fifth and classics have four-fifths of the whole marks. That has been so since I have been there, and I have never expressed any discontent about it.

1304. (*To Mr. Middlemist.*) Should you say that the public opinion in the school is becoming more favourable to the study of mathematics than it was?—Certainly.

1305. The boys are glad to see it constituted a part of the regular curriculum?—Yes, certainly. When I first came there was none of what I have described as out of school work at all. We had on an average about two hours a week in most of the forms, and with a little arrangement that was extended to three. I think none of the boys were reading beyond arithmetic, and a little algebra and Euclid. By the help of extra time and a great deal of energy, as well as by introducing this out of school work, which nearly doubled the time, we have been able to introduce and to keep up a very considerable degree of attainment in those extra subjects, but of course the time is very short to do anything with such subjects as those. We cannot for instance profess to compete with such a place as King's College. Men are allowed there to divide into different departments and to make mathematics or anything else special. We never can profess with three hours a week to make any very great proficiency in the higher subjects of mathematics. We have no system by which the boys may if they please, or as they are advised, leave off one subject and more especially pursue another. We have no such means at Harrow.

1306. I understood that if a boy showed any particular aptitude for mathematics, we will say, and more particularly if he was intended for any profession in which mathematics were required, he would be allowed to leave off a portion of his Greek and to devote himself to the special study?—That is done to some slight extent, to the extent possibly of two hours a week; a boy is excused one or two exercises which would leave him perhaps two or three hours a week more to devote to mathematics, but I imagine that the great means of gaining proficiency in mathematics would be by extra private tuition. A boy may do a great deal in that way if he has any special object in view.

1307. Has this allowing a boy more time to devote himself to mathematics been on the whole attended with a good result to him?—I have not formed a very decided opinion of it, because it has not been done to any very great extent. It has not been thoroughly and fairly tried.

1308. Do you think it has been sometimes made an excuse for idleness?—Yes.

1309. The mathematical masters are in constant and periodical communication with the Head Master, are they not?—Yes.

1310. Is any improvement or change in the study of mathematics under consideration or contemplated at this moment?—I am not aware of any.

1311. (*Lord Devon.*) You have, I think, three prizes, one for mathematics, one for the Neeld medal, and another for arithmetic?—Yes.

1312. Who conducts the examination for those prizes?—For some years after their institution they were conducted by the mathematical masters, but of late years they have been conducted by an examiner. When Mr. Neeld founded the medal he left also a small sum to pay an examiner. So that for the last few years we have had a Cambridge man selected by the Head Master as the examiner, and he either comes himself or he sends the papers and looks over them.

1313. What number of competitors are there for the Neeld medal?—I have never known less than 12, I think, and it has been as many as 40 or 50, that is, not for the Neeld medal only, but for all the prizes at the same time.

1314. The examinations for the different prizes, I suppose, take place in the different branches of mathematical instruction. The Neeld medal is for the highest proficiency?—The Neeld is given to the boy who gets the greatest number of marks in all the subjects. The second prize of five guineas is given to the boy next to him. Two other prizes of two guineas and a half each are given to the boys who get the highest marks in arithmetic and Euclid respectively. Any boy may go in for all the prizes or for one only.

1315. (*Mr. Marillier.*) I think it is generally arranged that they go in for the general prize, and special for the other two.

1316. (*To Mr. Middlemist.*) I think both Mr. Marillier and yourself receive boarders?—I do.

(*Mr. Marillier.*) I do not.

1317. (*To Mr. Middlemist.*) How many have you?—I have 35.

1318. As regards private tuition for classical purposes, where do they go?—They go to four of the classical tutors who have not large houses, the same as the boarders in Mr. Butler's house.

1319. I see you conclude your written answer with a suggestion as to the propriety of limiting the number of boys on the foundation; do you attach much importance to that: do you consider it beneficial to the school?—I have always thought it an unfair thing that rich men should come and live at Harrow, men who could very well afford to pay for the education of their boys, and ask the masters who are not paid by the foundation at all, to teach their boys gratis, because it is tantamount to those who do pay paying the masters for the education of others who do not pay. I simply make that suggestion; I have not inquired into the question.

HARROW.

J. F. Marillier, Esq.
Rev. R. Middlemist.

14 June 1862.

1320. (*Lord Lyttelton.*) Boys intended for Cambridge almost always go direct from Harrow to Cambridge?—Generally.

1321. They have no difficulty in passing their preliminary examination at Oxford?—No. Their examination at Trinity, which is the most strict at Cambridge, would be passed by a boy if he had a month or two before read up the subjects with a little care.

1322. With regard to a boarder, there is some difference, I apprehend, in the relation between you and your boarders, and what there would be if you were a classical master?—Yes.

1323. You do not call yourself the private tutor of those boys?—No.

1324. But you are responsible, of course, for the general good behaviour and order of your house?—Yes, and for the good behaviour of the boys in my house generally. Private tutors always refer to me in any case, just as I would do as mathematical master to a private tutor. They would refer to me in the first place if they had any difficulty with the boys in my house, and then their reference would be after that to the Head Master.

1325. Do you make regular reports home about the character of the boys in your house to the parents?—Yes, official reports once a month, and then I write privately besides when necessary.

1326. What particulars do you go into in those reports with regard to the boys who board at your house?—I send home the report of all the boys in my house.

1327. What do you state yourself concerning the boys in your house? do you make any report of your own?—Yes, I make what we term the house report.

1328. What is that?—That is as to how the boys conduct themselves while they are in the house, and anything that falls under my observation, as to whether they are going on satisfactorily. If I have anything particular to communicate, I do not send it home in that form; I write a note.

1329. Are the parents in the habit of speaking to you and writing to you often about their boys?—Yes, very often.

1330. As much as they do to their classical private tutor?—They never write to the classical private tutor unless it is about anything specially connected with their studies. In all other cases I am always referred to.

1331. They look to you, in fact, much more than to anyone else, as the friend of their boy?—Yes, wholly in that respect.

1332. Are you in the habit of having familiar intercourse with the boys in your house?—Yes.

1333. They come to you in any difficulty?—Yes.

1334. Are you always present at their meals?—Yes, and I see them continually from time to time, in the evening, when they are indoors.

1335. You are the only mathematical master who has ever had boarders?—Mr. Colenso had, he had a large house, and two of the other mathematical masters have a few boarders.

1336. Then we may take it in the same way with regard to all of them; they are all in the same position with regard to the boys that you are?—Yes; I have had a house 16 years.

1337. (*Sir S. Northcote.*) How many boys are there in your house?—Thirty-five; sometimes I have one or two more, sometimes less.

1338. How many sleep in a room?—They vary; I have got five or six single rooms. The upper boys have single rooms, and the others are two or three in a room. I have one with four in it.

1339. Are the rooms pretty well ventilated?—Yes.

1340. Is yours a new house or an old one?—I built it myself, but part of it was a very old house.

1341. Do you think that boys who get private tuition in mathematics, do so for the purpose of cramming for school examinations, or for the purpose of really prosecuting their studies to something beyond what they would have time for in school?—I think the latter is the motive generally prevailing. It frequently happens that a boy has a particular object in view, as when he has to go up to matriculate, and then it is desirable that he should read up the mathematics necessary for that examination; so if a boy was going up to Woolwich or any other examination, he would prepare specially for that particular object; that he can do in private reading, though he cannot do it very well in a public school room.

1342. Have many boys gone up for the Woolwich examinations?—A few have gone up, we have not had many.

1343. Have they generally been successful?—We have had two or three successful; very few boys attempt that examination, we have not had many.

1344. Have you not had boys who have left for a few months or perhaps a year, in order to prepare for the Woolwich examinations?—Yes; we have had several.

1345. Have those boys before they left done anything in the way of extra private mathematical reading?—Yes; sometimes they have.

1346. Are there any cases of boys who have done it from a very early period of their going to school, or quite at the end?—It varies very much. I have had them almost from the first day they have come to the last, others only towards the very end.

1347. Have those been boys generally speaking who have done well in classics, or has it interfered with their classical studies?—I have had many boys who have done the best in classics, as well as in the mathematics. I must mention one motive which has just occurred to me, that many classical boys have acted from, and that is, they find they lose a great deal in the examinations by not getting mathematical marks; a boy sometimes has gained a scholarship by getting a large number of marks in mathematics.

1348. A scholarship in the school?—Yes, in fact it was so the last time. A boy gained a scholarship through his success with mathematical marks over another boy who was higher in classics; that has sometimes occurred, and it is a great spur to boys to prosecute the study of mathematics. These are isolated motives. I should think the general motive is a better one; a desire merely to become proficient in the study.

1349. Speaking generally, can you say whether the success of the Harrow men at Cambridge in mathematics is greater now than it was before mathematical teaching was introduced?—Certainly.

1350. Markedly so?—I should think so. I think certainly during the last few years they have made great progress, and done very well.

1351. (*Mr. Vaughan to Mr. Middlemist.*) Is the weight which is given to mathematics such as to make time spent in gaining his full amount of marks in mathematical work worth as much to a boy as the time spent in gaining the same amount of marks in classical work?—No, I should not say that; a boy knows very well that he would gain much more by devoting his undivided time to classics than to mathematics. A boy giving the greater portion of his time to mathematics could not be so successful in the school by any means; at the same time a boy can devote a great portion of his time to classics, and yet devote a great portion of his spare time as a change to mathematics, so as to add very much to his gain by classics.

1352. There is no provision or rule of the school which makes a certain quantity of marks in mathematics absolutely essential to the promotion?—No.

1353. Can a boy gain his promotion from one form into another by increasing very much the marks in his classical work, so as to dispense with any marking at all in any mathematical work?—I think that would be quite possible. He might rise from the bottom of the school to the top, but he must excel very much in classics to do that.

1354. That is putting an extreme case?—Yes.

1355. He must gain a certain quantity of marks, and it is not the law of the school that any certain number of them must be in mathematics?—No; but I think I ought to say on the other hand that a boy might gain his place entirely by mathematical proficiency in the examination, because the marks are added together in the proportion I have mentioned, one-fifth and four-fifths, and he might gain his removal from one form to another without doing much in classical marks.

1356. Has that ever happened?—I hear from the complaints of the classical masters sometimes that such a boy is not fit for the form, because he has got up by mathematics.

1357. That is so, is it? (*Mr. Marillier.*)—It has occurred that a boy has got a scholarship solely from mathematics; the classical examiners have added in the mathematical marks which gave the balance.

1358. But still mathematics have such weight that you know it to be a matter of complaint among the classical masters that the teaching of their form is made more difficult by mathematical pupils coming in who are not fit for the instruction in fact?—Yes, that is certainly so to some extent. Of course the head boys are not so; but a few boys are almost every time admitted, more for their mathematical attainments than for their classical attainments.

1359. With regard therefore to the classical forms, in order to do moderate justice to mathematics, the mathematics necessarily act a little as an impediment to the classical teaching under the present arrangement of the school. You cannot do anything approaching justice to mathematical attainments under the present organization of the school, without in some degree interfering with and also embarrassing the classical instruction?—No, it certainly could not be greatly extended beyond what it is now, without very materially interfering with it. Even now it does to some extent disorder the arrangement.

1360. Would it not be a consequence of that, that supposing any organization could be devised for classifying the school in forms which would not make such an arrangement as this necessary, it would be so far to the advantage of classics and mathematics. If, for instance, there were separate classical and mathematical forms, with separate promotion into each?—That would necessitate a separate independent examination in each subject; that we have often discussed, and have thought it would act badly on both sides.

1361. But suppose an arrangement by which the school forms should be something distinct, both from the classical forms and from the mathematical forms?—I do not quite see how you would arrange the school form, would it be by the aggregate of marks?

1362. If the aggregate of mathematical and classical marks qualified a boy for each school form, such school form being independent of the classical form, would not such an arrangement remove those difficulties which you have mentioned?—To some extent that is done now—to almost as great an extent as we can possibly do it. The whole of the sixth form is left perfectly free to the mathematical masters to arrange as they please. In our examinations we have a printed paper giving the boys placed by the aggregate of all the marks, then the order in the classical examination is given, and then in mathematics and modern languages, so that any boy sees exactly what he has done, and is credited for each subject.

1363. But still the marking of mathematics is always dependent upon the marking of the classics, is it not?—Not the relative marking.

1364. But the standard of marks?—Yes, that does not at all interfere with the order in which they appear relatively to one another, the succession from one form to another is, as I say, dependent on both, and that is the only difficulty we see.

1365. (*Lord Lyttelton.*) Any boy systematically neglecting his mathematical studies is liable to constant punishment, is he not?—Yes.

1366. Just the same as in classics?—Yes; indeed I am not quite sure that there is not more difficulty in escaping it than in the other case, because they have a definite work to do, more definite than a classical work, and it is more easily exacted.

1367. Is there any general interest felt in the school in the competition for the mathematical prizes?—Yes, very considerable. There is one feeling that very often acts against a great number going in; a younger boy thinks it would be rather setting himself forward to attempt to compete for the Neeld medal. He knows that only a few boys have the least chance of it, and he thinks it would be rather impertinent of him to go in; but for that a great number would like to go in. We very often encourage them to try to get it, but it is very difficult to do so; therefore it was that I thought small prizes being examined for at the same time, might induce many to go in for them, and thereby distribute the interest throughout the school.

1368. Is the successful candidate looked upon as having achieved considerable success in the school?—Yes, it is considered to be one of the highest; I think it is as much prized as any other in the school.

1369. (*Sir S. Northcote.*) Has the Neeld medal ever been taken by a boy low down in the school?—No, I think always in the sixth form. It is perfectly possible that a boy low down might gain it.

1370. Have any of the other prizes been taken by boys in the lower part of the school?—Yes, I know that the arithmetical and Euclid prizes have been gained several times by boys low down in the school, in the fifth form, and shell.

1371. Having beaten boys much higher than themselves?—Yes.

1372. (*Lord Devon.*) Are you and your colleagues on the same footing with regard to imposing tasks, as the classical masters?—Yes, each master is complete in his own department. Of course, with reference to the Head Master there is the appeal to him.

1373. (*Lord Lyttelton.*) Out of school your position is the same as the other masters?—Precisely.

1374. (*Sir S. Northcote.*) What kind of impositions do you set, the same as the other masters?—What I generally set is, enforcing the lesson; that is, making them go on till they do the lesson.

1375. You do not give them tasks to write out?—I do for misconduct; if a boy is late in the morning, I set him 50 or 100 lines, or whatever it may be, to write out.

(*Mr. Marillier.*) I frequently give them portions of Euclid to write out.

(*Mr. Middlemist.*) The great fault one has to find, is that they do not know their lessons, and that is always punished by their having to bring them up till they do know them.

1376. That imposes a greater task upon the master?—Yes.

1377. (*Lord Clarendon to Mr. Middlemist.*) Have you anything to suggest to the Commission that you think we ought to know, which would promote the study of mathematics?—It does not occur to me that there is anything very important which I could suggest.

The witnesses withdrew.

HARROW.

Rev. H. W. Watson.

14 June 1862.

The Rev. H. W. Watson, M.A., examined.

1378. (*Lord Clarendon.*) I believe you are a mathematical master at Harrow?—I am.

1379. How long have you been so?—A little more than five years. I went there at the end of 1856.

1380. What part of the school do you take?—I share the whole school with the other mathematical masters. There are three other mathematical masters,—Mr. Middlemist, Mr. Hayward, and Mr. Marillier; and we take the whole school between us.

1381. Your instructions are not confined to the sixth form?—No, we take the whole of the school between us.

1382. I believe you have private pupils, have you not?—Yes.

1383. How many have you?—I have at present 17. Mr. Hayward also has private pupils, and has, I believe, the same number.

1384. Do you prepare your pupils?—Not necessarily for school work, but for any special work they want to prepare. There are many boys who find that the time given to mathematics in the school is not quite so much as they wish to give to them; they wish to make special progress in mathematics, and therefore they come for private tuition. In some cases it is, of course, to assist them in getting on in school, but in most cases it is for other purposes, probably because they want to go to Cambridge, and wish to do well in mathematics there, or to the army, and they wish to prepare for the entrance examination.

1385. Do you consider that your private pupils would be prepared for Woolwich examinations, for instance?—We have had no case of a boy going from us directly to Woolwich, and this is to be regretted. There is one boy now preparing for Woolwich from Harrow, without intending to go to what is called "a crammer;" in the meantime he is a private pupil of my colleague Mr. Hayward. I do not know how he may succeed, but this is the only case we have ever had of the kind, because the Woolwich examination is rather high in mathematics, and preparation for it requires more time than boys can give to it at school.

1386. (*Lord Lyttelton.*) Is he a very clever boy?—He is a very industrious boy.

1387. (*Lord Clarendon.*) Has he been excused any part of the school work?—He has been excused some portion of his compositions. To obtain this exemption there must be satisfactory evidence given that the boys will work steadily in their mathematics.

1388. (*Lord Lyttelton.*) Is it prose composition with Greek and Latin, or all Greek composition?—I think one exercise a week, but not always the same.

1389. (*Lord Clarendon.*) Do you consider that under the present system, and with the time that is now allowed for mathematics, a fair proficiency is made by a boy who is, we will say, the average time, three years and a half, at Harrow?—I think quite as fair as you can expect, compared with the classical proficiency. Of course it is not so great as it is at many schools, where mathematics occupy a larger portion of the time. There are many schools with which we cannot compete in mathematics; many schools profess to give as much mathematical as classical education to a boy, and the boys from these schools of course go up to Cambridge or elsewhere very much better prepared than from Harrow, but I think we give a very fair preparation indeed; I think the classical work would suffer, and perhaps unduly suffer, if more time were given to mathematics.

1390. Considering that a classical education is the basis of the education given at Harrow, you do not think, with reference to the general advantage of the school, that any more time should be given to mathematics?—I think not, certainly. The only case that would be worthy of consideration would be that of certain boys who happen to have a much greater aptitude for mathematics than for classics, it is possible their case might be met to a certain extent more than it is capable of being met at present. But there are many great difficulties in the way.

1391. If you were to discover in a boy any remarkable aptitude for mathematics, both great facility for acquiring, and a great desire to advance in mathematics, should you consider yourself justified or called upon to bring his case before the Head Master, and to request that more time might be allowed to him?—I think I should, certainly, and such a request would be attended to; the only thing would be that it possibly might not be attended to unless at the same time there was a certain want of aptitude for classics. I think if a boy was doing very well in his classical studies, the feeling would be that it was better not to interfere with him. If there was a great disparity between the boy's mathematical and classical powers attention would be paid to his case. The great evil to guard against is the thing being made an excuse, and its also of course unhinging the general working of the school.

1392. In your position both as mathematical master and private tutor, I suppose you watch anxiously for any great proficiency in mathematics, in order to bring it forward by all the means that would be at your command?—No doubt. But there are greater fluctuations; some two or three years ago I think there was a very much greater desire for mathematics in the school than at present. Judging from my private pupils, I should think there were almost 20 pupils more reading mathematics two or three years ago, than at present, in the school.

1393. Do you think the taste for mathematics has fallen off?—It is a fashion more than anything else; the fashion for taking them up has abated. It may or may not be temporary, I cannot say; I have not been at the school long enough to see whether it goes through a phase of that kind, and revives again, but at present it is in a very depressed state.

1394. Mathematics are compulsory on the whole school, are they not?—I do not mean that the compulsory portion has gone off at all; I mean the voluntary portion, which is indicated by private tuition.

1395. The falling off of private pupils would indicate a less desire to advance in mathematics?—Yes, that is the test I was applying just now. I do not see that the school work diminishes at all. These things are very much regulated by fashion in a large school.

1396. The compulsory part, as far as you are able to judge, has not become unpopular?—No. It is not more unpopular than all compulsory lessons are.

1397. Those who gain the prizes for the Neeld's medal, for instance, are considered to do credit to the school?—Yes.

1398. As having done well?—Yes. I do not think there is any falling off in the proficiency the highest boys obtain.

1399. Or in the credit they enjoy among their school fellows for devoting themselves to that branch of study?—I think not.

1400. The study of mathematics has increased upon the whole, has it not, since you have been there?—For the first one or two years it seemed to me as if it was increasing, but for the last two or three years it has seemed to be stationary. It does not seem to have advanced at all; I do not think I can see any difference. It does not fall off, at the same time it does not get on.

1401. Do you think that mathematics are sufficiently studied, and that a sufficient advance is made in the higher branches of it, to be a training for the mind?—I should think it was in very rare cases that there was any such training given by them at Harrow. We rather prepare for the training they might be to the mind when more undivided time can be given to them hereafter. I am not speaking of individual cases, as I understand you are asking me a general question.

1402. (*Lord Lyttelton.*) Do any of your boys get so high as to do problems?—They do problems in all their subjects.

1403. I mean things they do not find in the books?—Yes.

1404. (*Lord Clarendon.*) Does anything occur to you by which the system might be improved, or is there anything you can suggest to the Commissioners?—It has often occurred to me that possibly a great advantage might result if more facility were given to the very highest boys—boys not below the sixth form—of pursuing their studies more unfettered by the general regulations of the school. It has struck me that many boys might employ their time very profitably, if some such career were open to them; but there are many difficulties in the way of it. I should be sorry to make this suggestion as if it came from me, and were not sanctioned by the authorities of the school, because nothing can be stronger than the wish of the Head Master, and of the classical masters, that every facility should be given consistently with the proper working of the school; the great difficulty is to prevent shirking, and to prevent any relaxation in the ordinary work being taken advantage of. The traditions of the school must not be sacrificed.

1405. (*Mr. Vaughan.*) With regard to the exhibitions, for instance, do you think that a due proportion of exhibitions might be given to mathematics?—I should think so; with a separate mathematical classification, of course, in that case. The boys would be arranged according to their mathematical order. It would not do to introduce a system of this kind anywhere below quite the highest form in the school; if that were done, mathematics not having the tradition among boys which classics have, would not be studied even so much as at present.

1406. Do you mean that the present state of mathematical knowledge is not at present sufficiently high to make it worth giving more rewards?—Quite so. The only way to get mathematics learnt at all is by allowing them to count in the general school list at the end of the quarter, and that is valued by the boys because it gives them a higher placing in the school. If they were to be separated from the classics, low down, without affecting the school placing, they would be altogether disregarded.

1407. Are they not necessarily kept very subordinate by the best mathematical marks, taking only rank with one-fourth of the best classical?—Without doubt.

1408. Is it or is it not the case, that that subordination prevents the attainment of the knowledge being extremely high?—It is very difficult to say. I question very much whether the way in which the system acts at present in the lower forms is not quite as favourable as we could possibly get it: of course if mathematics counted one-half or two-thirds, or anything of that kind, they would be taken up very much more than they now are: an alteration of this kind now might increase the stimulus that is given to them. Anything like a separation of the studies lower down would simply have the effect of causing mathematics to be altogether thrown over, and classics entirely adhered to, except in very rare instances.

1409. The mere separation of the two classes would of course be for the disadvantage of mathematics?—Certainly, except in the highest form.

1410. (*Sir S. Northcote.*) What proportion should you say of the boys in the sixth form had gone through six books of Euclid?—A very fair proportion indeed.

1411. Half?—I should say that very nearly half had done so not so as to repeat them at once at sight, but they would have gone through them, and understood them.

1412. What proportion should you say had been through trigonometry?—A much smaller proportion; speaking almost at random, I should say almost one-fourth, or more than that; perhaps one-third.

1413. I suppose the whole or the great part of them work quadratic equations, evolution and involution, and so forth; to what extent do most of them go?—I should think a very fair knowledge of algebra of that kind, would be obtained by, I may say, two-thirds of those in the sixth form.

1414. Do you suppose that one-third of them leave with very little knowledge of algebra?—Speaking in round numbers, probably one-third leave with very little knowledge of algebra.

1415. Are they all pretty familiar with common arithmetic?—Yes, they take much greater interest in arithmetic.

The witness withdrew.

Mr. G. Ruault examined.

Mr. G. Ruault.

1415. (*Lord Clarendon.*) I believe you are teacher of modern languages at Harrow?—I am.

1416. How long have you been so?—I have been at Harrow for 18 years altogether.

1417. In your present position?—Not entirely. With Dr. Vaughan at one time I took part of the classical tuition; I took the third form, the form which Mr. Hutton has now.

1418. That is the lowest?—It is the lowest in the school, the two forms combined together.

1419. Did you give that up on becoming teacher of modern languages?—I did. I did teach German together with that form, but it was then only taught privately; it was not made part of the public tuition as it is now.

1420. German is now made a part of the public tuition?—Yes.

1421. Do you teach both French and German?—Yes.

1422. You are a native of France?—Yes.

1423. What part of France?—Paris.

1424. Where did you learn German?—I learned German in Germany, at Stuttgardt.

1425. It is optional, is it not, whether a boy learns French or German; he is not compelled to learn both?—No.

1426. A boy may make his own choice?—Not quite so; when I select which boys are to be drafted into the German division, I take those who are the best proficients in French; they begin with French.

1427. How much time is devoted to modern languages?—Two hours a week in all forms.

1428. The sixth form as well as the others?—Yes, with the exception of the last form, which has only one hour and a half a week.

1429. Two hours a week either French or German?—Yes.

1430. That does not include preparation or private tuition?—No; the preparation, I consider, takes quite an hour for each lesson.

1431. Does the boy prepare it himself, or has he private tuition?—He prepares it himself.

1432. Do you consider an hour is necessary for that?—Yes.

1433. (*Lord Lyttelton.*) That makes four hours a week?—Yes.

1434. (*Lord Clarendon.*) Do you consider that is sufficient to acquire a certain amount of proficiency in those two languages?—That is as much time as can be given to it in a public school. I do not say it is as much time as is necessary to acquire French and German thoroughly. I believe that boys who have

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Mr. G. Ruault.

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begun to read French on coming to the school, read it very fluently indeed on leaving the sixth form.

1435. Practically, what is the result of the teaching of modern languages at Harrow?—I think the result is very satisfactory. French and German are taught grammatically, and boys leaving in the upper forms attain a very fair knowledge of those languages, sufficient to enable them to acquire afterwards, in a short time, what cannot be taught in a public school; that is, the power of speaking them fluently. Some boys never come into the German division at all.

1436. In consequence of not having made sufficient progress in French?—Exactly so.

1437. Those boys who are in the German divisions are tolerable proficients in French?—Yes that is a *sine quâ non* of their coming into the German division, that they shall have made certain progress in French, so as to allow them to go on by themselves with French, or to keep it up afterwards.

1438. Would you say really that a boy who has been the average time at Harrow, say three years and a half, is able to read any French book, and with facility?—I think so, if he has come with a tolerable preparation in French. I should hardly say so with a boy who comes without the slightest knowledge of the language; he might be able to read, but not very fluently.

1439. (*Lord Lyttelton.*) On arriving at the school at the age of 13 or 14?—I find boys arrive at that age without having even opened a French book, but generally I do find that they do know some French.

1440. (*Lord Clarendon.*) All you profess, I suppose, is to give them a practical knowledge of the language, and enable them to read but not to converse at all?—Not in the public tuition, in the private tuition they do.

1441. What private tuition is there?—It is quite voluntary. There are very few now, not above 16 of the whole school, who come to me privately, with a special request from the parents to have private lessons twice a week.

1442. Is your communication with the boy during that time he is with you in French?—It is with those boys who can speak it. In the private tuition the conversation is carried on strictly in French.

1443. (*Lord Lyttelton.*) The 16 all talk French?—Yes, there are 16 French and German; I think about eight French and eight German; they all talk French or German.

1444. (*Lord Clarendon.*) Is it not the fact that many boys who come to Harrow with a very fair knowledge of French, and a considerable facility in speaking it, lose that at Harrow?—I do not think so now. It was the case, undoubtedly, before French was made compulsory. It is only since 1855 that it has become compulsory; before that time it was not so. A boy who came with a very good knowledge of French might leave the school having forgotten it altogether.

1445. I am speaking of facts within my own knowledge, of boys who have gone there with a considerable facility in speaking French, and who have lost it?—You are talking of speaking; it cannot be spoken publicly in a class of 20 boys, some of whom do not speak French at all. We cannot hold the instruction in French with any advantageous result; I must teach it in English.

1446. Do you vary the books you use, or do you use particular books?—No, we have used a book which was composed by Mr. Masson, my colleague the other French master, which includes assistants, from different authors in French, except in the sixth form, where there is always a special book.

1447. Selected by you?—By me or by Mr. Masson; by me for the German division, and by Mr. Masson for the French division.

1448. Are there extracts from German authors which are used for the German class, or do you take any particular author?—I take extracts for the German division, except in the sixth form, where I always read a book for one year, either a play of Schiller or Goethe, or some other book, and I get through that in one year, and take another book for the next year.

1449. Do you find that the boys like the study of modern languages?—I think so.

1450. Do you think they fully recognize the increasing necessity of it?—I think so, by the earnestness which they give to it. The lessons are always very well prepared.

1451. Considering that boys come at the age of 13 or 14 to Harrow, should you not say that it was indispensable, if they wished to be really good scholars, that they should be thoroughly well grounded before that time?—Yes.

1452. What is the cost of private tuition in French?—It is 9*l.* a year.

1453. Suppose a boy comes able to speak French, and his parents are willing to pay the cost of private tuition, do you not conceive that it would be perfectly possible to keep up that boy's power of speaking?—Perfectly so.

1454. What is the time given to private tuition?—They come twice a week to me.

1455. For how long a time?—For an hour each time.

1456. And a boy who does that regularly ought to be in no danger of losing either his proficiency or his habits of speaking?—I think not; those who do come speak perfectly well.

1457. Have you many cases of boys of fair capacities who, making the most of their time in that way, do keep up their knowledge of French?—I have.

1458. And the ability to speak it?—Quite so; but even in the sixth form I almost always speak to them in French.

1459. You said just now that you exercised a choice as to which boys should learn German. The boys are drafted off, I understand, from the French class into the German class when they have about two years or so to remain at school?—Yes.

1460. I apprehend you would not make those boys leave off French and take to German without the distinct request of the parent?—We are obliged to do so. It is only in cases where parents have written that there was a special cause for the boy to go on with French on account of some examination coming on which he was likely to go through, where we should not do so.

1461. But considering the great importance of the knowledge of French, do you not run a considerable risk of a boy who knows French well, going off very much in the knowledge of it in the last two years?—He has great inducement to keep it up by the trials.

1462. But he loses his instruction?—Yes, there is no time for both French and German at the school.

1463. Suppose the case of a parent who does not so much care for German as French, and who had sooner his boy should learn French the whole time?—That is acceded to on the request being made.

1464. (*Sir S. Northcote.*) With regard to these prizes, there is a medal and a prize for modern languages; what languages are brought into the examination?—French and German.

1465. Nothing else?—Nothing else. There are two prizes, a medal and a prize. They are alternate—the medal is one year for German, and one year for French, and the prize the alternate year.

1466. Supposing a boy to learn Italian, that would be no use to him at all?—Such a case has never occurred.

1467. What number of boys have you at a time in your class?—24 is the maximum.

1468. Have you the same authority over them that the classical masters have over their forms?—Entirely.

1469. And you find no difficulty in managing them?—None whatever.

1470. (*Lord Lyttelton.*) Have you the same authority out of school?—Entirely so.

1471. (*Mr. Vaughan.*) I think it is so low as the third and fourth remove of the fifth form that the

German begins to be taught instead of French?—Yes.

1472. That is a considerable number of forms down in the school, is it not?—No.

1473. It is the sixth form from the top in the school?—Yes; but of those two forms one division only does German, and three do French.

1474. Are those four divisions of the modern language school altogether independent of the classical divisions of the fifth?—The third and fourth removes of the fifth are taken together, and four divisions are formed.

1475. Is the distinction between the third and fourth removes of the fifth preserved in those four divisions?—The third and fourth removes of the fifth are mixed, and we then divide them into four classes.

1476. Does it generally occur that a boy arriving at that point in the fifth form is proficient in French?—Those who come to the German division are all proficient.

1477. I mean those who have reached that place in the school where German is first taught?—Not always; they sometimes come to the fifth before they know any French at all.

1478. What do you make your standard of French sufficient to admit them into the German class?—Reading French with facility from any authors I may give them, and translating at first sight.

1479. The most difficult authors?—Good classical authors. If I find there are not enough to make the proper number of the German division, I make it smaller; I allow it to be 14 or 15, and keep my French division a little larger.

1480. Although there are two classes on that one form, that is French and German, one boy cannot belong to both?—No.

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Mr. G. Ruault.

14 June 1862.

1481. (*Lord Clarendon.*) Do you ever find the least difficulty in managing the boys?—Never; I never had to send up to the Head Master at any times

1482. (*Lord Devon.*) How many boys have you in your house?—Seven.

1483. Is it one of the new small houses?—No, I have had mine for twelve years.

1484. Is it a small house?—Yes. I have had 10 or 11, but now I cannot take more than seven; my family arrangements will not allow me.

1485. Do they breakfast and tea with you?—Yes, not with my family, but with me.

1486. (*Lord Lyttelton.*) You do not join with the other small house masters in the statement of expenses which we have here?—My house does not come under the regular small houses. Boys do not stay with me; they only pass through my house; they come to me only for a short time previous to entering into somebody else's house.

1487. (*Lord Devon.*) How long do they generally stay?—Seldom more than a year.

1488. (*Lord Lyttelton.*) Is your house the only one in which that is so?—Mr. Masson takes some in that way.

1489. (*Lord Clarendon.*) They are *in transitu*?—Yes.

1490. Do your pupils write French exercises with you?—Yes, small essays.

1491. French composition?—Yes, in the upper classes, that is.

1492. (*Lord Lyttelton.*) They are accustomed to read French with you?—Yes.

1493. And they write original French sometimes?—Yes.

Victoria Street, Saturday, 22d November 1862.

PRESENT:

Earl of Clarendon.	Hon. Edward Twisleton.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.
Sir Stafford Northcote, Bart.	

The EARL OF CLARENDON in the Chair.

M. W. Ridley, Esq., called in and examined.

W. M. Ridley, Esq.

22 Nov. 1862.

1494. (*Lord Clarendon.*) How long were you at Harrow, Mr. Ridley?—Five years and one term.

1495. You were the head of the school?—I was head for one year.

1496. You are now at Oxford?—Yes.

1497. At Balliol?—Yes.

1498. How long have you been there?—One year.

1499. Will you have the goodness to explain the working of the system at Harrow. In the first place the constitution, and in the next place the working of the monitorial system. Who are the monitors?—The monitors are the first 15 in the upper sixth form of the school. After you get into the upper sixth form there is no promotion by competition, only by seniority; therefore you can only become a monitor in consequence of a rising in those above you.

1500. (*Lord Lyttelton.*) There are always more than 15 in the upper part of the school?—Thirty is about the number, more or less.

1501. There is sure to be 15?—Sure to be 15.

1502. (*Lord Clarendon.*) And the first 15 in the school, reckoning according to seniority, are monitors?—Yes, the first 15 out of 30, reckoning by seniority according as the vacancies occur.

1503. Those first 15 are the monitors?—They are the monitors.

1504. I suppose they are the best boys in the school in the way of scholarship?—Generally, as they are supposed to be.

1505. They have arrived at the sixth form from being the best?—Entirely.

1506. And their places are ascertained by seniority?—Yes.

1507. The first 15 are always monitors?—Yes.

1508. What do you consider to be the duties of the monitors?—Well, I should say in general to keep order. Of course that is thrown chiefly on the head of the school.

1509. You mean that the captain of the school has a distinctly higher position than anybody else?—Distinctly higher. There are cases in which monitors would be hardly called upon for the exercise of their power; for instance, if they were so unequally divided that there were four or five monitors in a house, the lower monitor would not have so much power as if he were a single monitor in his own house.

1510. What would you say was the position of the head of the school; a great deal of power and authority centres in him, does it not?—A great deal.

1511. What can he do; what are his attributes and functions?—All the financial matters of the school properly, pass through his hands; that is to say, all

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M. W. Ridley, Esq.

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matters connected with the games; the money expended, and anything of that sort, passes through his hands. He has the entire administration of the compulsory football at Harrow.

1512. (*Lord Lyttelton.*) Apart from his actual position in the games?—Quite apart; in his position of the head of the school.

1513. Does it ever happen that he takes no part in the games himself?—It is part of his duty to be there under the compulsory system of football, and he is obliged to be there himself to see that everybody else is there.

1514. In any case he manages to do that?—In any case.

1515. (*Lord Clarendon.*) He is considered the head of the monitors?—Yes.

1516. And to a certain extent he is responsible for the proper administration of the monitorial system?—Yes.

1517. Do you consider the monitorial system an advantageous one?—Decidedly.

1518. Has the captain of the school more power than the other monitors in the exercise of monitorial duties?—I should not say that he had any greater power except the power he exercises over other monitors. He has no greater power of inflicting punishment.

1519. What power does he exercise over other monitors?—He could do such a thing as call a meeting; if there happened to be any disputed case of punishment, such a case would be carried to the head of the school, and according to his own judgment he would either refer the case to the Head Master or call a meeting of the monitors and punish publicly, which is the most severe punishment which the monitors can inflict.

1520. How is that public punishment inflicted?—Simply by the head of the school himself in the presence of the other monitors. He inflicts so many blows with a cane.

1521. What are the other duties of the monitors. The duty of the monitors extends further than merely to keeping order, does it not. The head monitor, that is, the head of the school, keeps all the money accounts, receives and accounts for the money, does he not, that is, as to the games?—Yes.

1522. And the monitors in general, you say, have to keep order, but what other duties have they got to perform. They keep order in their respective houses, I presume?—Yes.

1523. (*Lord Lyttelton.*) Would they stop bullying?—Yes, of course, I meant to include that in the term keeping order.

1524. (*Mr. Thompson.*) If they observed any boys going to public houses, would they report them?—No, but they would be punished.

1525. (*Lord Clarendon.*) By the monitors?—Yes.

1526. By the monitor himself, or would he be reported to the master?—He would be punished by the monitor himself, unless a case occurred which was considered too serious, and which should be left to the judgment of the master. I think it is the wish of the masters that offences, if they are not too grave, should be punished by the monitors.

1527. (*Lord Lyttelton.*) And the monitors would consult as to the nature of the offence?—Only in doubtful cases.

1528. (*Lord Clarendon.*) Would a monitor ever report to the Head Master without communicating with the other monitors?—He ought not to do so; he would most generally refer to the head of the school.

1529. And take counsel with him as to the mode in which the case should be dealt with?—Yes.

1530. Do you consider that the monitorial system is very beneficial?—Yes, I think that it checks breaches of discipline much more than does the power of the masters; at all events certain kinds of breaches of discipline.

1531. What kind of breaches of discipline?—Such breaches as drinking, immorality, and so on.

1532. That is to say, the sort of cases not so likely to be known to the masters as to the monitors?—Yes.

1533. Do you think the monitors would be as much disposed to check or punish those offences as the masters?—I have known cases in which, perhaps, the monitor might have failed in his duty, but I can conscientiously say that the general tone is such that a monitor who saw an offence committed would consider himself bound to punish the boy who committed it.

1534. And public opinion would support him in so doing?—Decidedly.

1535. You think the exercise of the monitorial authority is not unpopular?—I think that if any monitor is found to neglect his duty, he is despised by those who are subject to his authority.

1536. (*Mr. Thompson.*) If he neglect his duty?—Yes.

1537. (*Lord Clarendon.*) Would you say that a monitor in the exercise of his duty has thoroughly the support of public opinion?—Yes.

1538. (*Lord Lyttelton.*) Fifteen is a good many, and you would be sure of getting some good ones among that number; but does it occur to you that to throw such a great amount of authority on the head of the school, seeing that he attains to his position of head of the school by seniority and not by merit, is rather a risk. Might it not happen that that amount of authority might occasionally be thrown upon a weak or inferior boy?—It generally happens that when a boy of that kind is likely to take the position of head of the school by seniority, somebody takes his place, and he leaves. I have known that.

1539. The importance of the place is so great that he does not get it?—Yes.

1540. (*Lord Clarendon.*) An unfit boy is, in point of fact, jockeyed out of it?—Yes. The Head Master generally would interfere.

1541. (*Lord Lyttelton.*) You have not known a boy of so weak or bad a character at the head of the school as to have been treated in that way?—No.

1542. (*Mr. Thompson.*) Is there no such thing on record as a monitor setting a bad example to the boys?—I have known a case of a monitor setting such an example.

1543. What is the remedy; *Quis custodiet ipsis custodes?*—It is degradation.

1544. That is always the case, is it. There must be some cases in which the delinquencies of a monitor are not discovered and brought home to him?—Yes; I suppose there are some monitors who neglect their duty, and if they are not found out of course they do not get punished.

1545. They enjoy comparative impunity?—Unless it be known to the rest of the sixth form. I have known cases in which monitors have been obliged to be punished in that way.

1546. In what way is the point of honour regarded in the school; would it especially condemn dishonesty?—I should say dishonesty is one of the faults condemned, and what is called sneaking is another.

1547. What is sneaking?—Telling tales out of school.

1548. Bullying is another?—Yes.

1549. There are other offences of a graver character; would they be looked on in like manner?—I think so.

1550. On moral grounds, and not merely on conventional grounds?—I think, on moral grounds.

1551. Do you think the moral tone of the school is good as distinguished from the mere point of honour?—Yes, I think it is; it varies.

1552. (*Sir S. Northcote.*) Is there any class of boys in the school who are at all equal or greater in moral influence than the monitors; boys who are distinguished in games or otherwise?—There is no absolute class of that kind, but occasionally there are such boys in the eleven. Practically those who are great in athletic sports exercise a high influence in the school.

1553. If they exercise a high influence, would that influence be enough or more than enough to counteract the influence of the monitors?—No, I think not.

1554. (*Lord Lyttelton.*) Are the monitors of a popular character as a class—popular with the rest of the boys?—I do not know that there is any special popularity attaching to them.

1555. (*Sir S. Northcote.*) Do you think the establishment of an organized system of monitors has the effect of stopping the irregular influence of such a class of "swells" as I have referred to?—I should never have dreamt of any such class of boys exercising a paramount influence when I was at Harrow.

1556. I do not mean power, but school influence over boys. Was there a set there at all who were looked up to as finer fellows than the rest of the school?—There was a set there which was formed into a club, and which club was formed principally but not entirely from among such of the boys as you have described.

1557. Was that a voluntary club established among themselves, or was it formed for any particular purpose?—It was a school club established with the object of maintaining athletic sports.

1558. (*Lord Lyttelton.*) How often did they meet?—There was a room open in the town every day in the week; the papers were taken in there.

1559. How many members were there in that club?—I think about 30.

1560. Is it continued down to this day?—It continues now.

1561. (*Sir S. Northcote.*) Were those boys mostly monitors or were they from all parts of the school?—The first 10 of the boys were always *ex-officio* members of the club.

1562. And the rest were elected?—Yes, elected by ballot.

1563. Did they derive much distinction or influence from belonging to the club?—It was considered an honour to be elected.

1564. Would any boy be elected for distinction in school work?—Certainly not.

1565. But for being a nice fellow and being distinguished in the games?—Precisely so.

1566. (*Lord Lyttelton.*) If he was a nice fellow, was it the fact that distinction in school work gave him any additional claim?—That would depend a good deal on what kind of meeting it was.

1567. Of course these 10 monitors *ex-officio* members would exercise some influence on the election?—Yes.

1568. Do you think the monitorial system as it prevails at Harrow is popular among the bulk of the school?—Decidedly.

1569. Do you think that the little boys find it to a certain extent a protection to them?—They do, I think.

1570. (*Lord Clarendon.*) As to bullying, was there much bullying when you were at Harrow?—Very little indeed.

1571. Because there have been some very notorious cases of bullying at Harrow?—I have known one or two cases, very bad ones, while I was there.

1572. How were they dealt with?—I think those who were convicted received what was called a public whopping.

1573. How is such a case brought forward?—Supposing it was one of the cases that came first to the knowledge of the monitors, it was considered one of the most serious offences which a boy could commit, a meeting was called, and the offender was publicly caned by the head of the school, the senior monitor being present as well as the whole school, summoned in the fourth form room, and there the offender was publicly "whopped," or before a monitor's meeting in the school library.

1574. Had the monitors power to summon the school?—With the permission of the Head Master they could.

1575. Would he give permission?—He would give permission to the head of the school.

1576. Was any master present when this whopping took place?—No.

1577. It was administered at the discretion of the monitor?—A certain number of blows were allowed.

1578. In what part of the school was the boy who offended?—You could not inflict personal chastisement upon any boy above the upper fifth.

1579. In what part of the school was the boy who was punished in this way when you were there who had been bullying?—I think he was in the third fifth.

1580. (*Lord Lyttelton.*) With respect to the effect on the future character of the boys, has it ever occurred to you to consider what effect the regular authority which the monitors have has on their own nature in after life. Do you think it is a beneficial effect?—I should think it would accustom them to the idea of responsibility.

1581. It does not give them premature ideas of power?—I should say not.

1582. (*Mr. Thompson.*) It does not make them bumptious?—It never occurred to me to look at it in that light.

1583. (*Lord Devon.*) You think that the checks which exist are quite enough?—Yes.

1584. Those checks, I mean, in reference to the other monitors?—Yes, no boy was bound to take a punishment from a monitor if he considered it an unjust one.

1585. Had he a right of appeal to the Head Master?—To the Head Master.

1586. (*Lord Lyttelton.*) What would be done in that case. Do you know if many such appeals were made?—I think I have heard of one such appeal.

1587. You have only heard of one such appeal?—No, only one.

1588. Was that appeal made to the monitors or to the Head Master?—It was made to the Head Master.

1589. (*Lord Devon.*) And do you remember what was the result?—I believe the boy either had to take his punishment or to leave the school.

1590. (*Lord Lyttelton.*) Does the number of monitors appear to you to be too large?—I think it is quite sufficiently large.

1591. But is it not too large?—Well, I can hardly say.

1592. Would there be some disadvantage in a smaller number. For instance, would not a smaller number tend to produce feelings of too much consequence in the boys?—The larger number perhaps ensures your having better authority, because if you have four or five who really exercise the authority out of the whole number, it will be found quite sufficient.

1593. The first 15 are sure to include the best scholars in the school?—Not quite; because sometimes a boy makes a sudden rise in the school. He may get into the sixth form, and may be merely in the sixth form for two years, during which time if he is a clever fellow he may be the best scholar in the school. I have never known a monitor displaced in his examinations at first.

1594. (*Mr. Thompson.*) But, generally speaking, in the course of a majority of years have you not found that the 15 include nearly all the best scholars?—Yes, decidedly.

1595. Would you say, as a general rule, that a boy's moral character is in any proportion to his intelligence and aptitude for learning; what I mean is, are the cleverest boys the most regular in their habits, as a rule, and the best conducted?—I should say not.

1596. Have you known instances of very clever boys not being so well conducted as others of a lower capacity?—Yes; but I have never known them succeed generally in the school. Those who are high in the school as monitors generally have been, perhaps, not the cleverest boys, but those who have kept regularly to their work, and have got their moves regularly. Other boys have got moves fast, and have then been degraded or put down for breaches of discipline.

1597. Then you do not think that intellectual and moral superiority go together, as a general rule, in the school. It may happen that a boy may be intelligent, but idle, and not make any progress; but

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measuring by success in the studies of the school, do you think that the ablest are usually the most moral?—I should say as a general rule, that intellectual and moral superiority do not go together; but of course the breaches of discipline among such boys are much less than among others. Every one who knows them thoroughly will know that their intellectual superiority has but very little effect upon their moral character; there is no close relation between the two.

1598. (*Mr. Vaughan.*) In the cases of bullying, in which the monitors interfere, how do they know when it happens to occur?—As a general rule, it can hardly escape the notice of a monitor or the head of a house. Whoever is head of a house exercises the same power as a monitor in the house; and when such a case does occur he would naturally hear a report of it, and he would punish it himself, or the whole body of monitors would be called in to punish it.

1599. Would not the monitor feel himself empowered to inflict punishment himself?—He could do so, decidedly.

1600. Would he do so generally, or would he decide in that judicial manner of which you have spoken?—The course that he would pursue would differ according to the monitor. For instance, if a case occurred of a monitor not being sufficiently strong to inflict punishment, he might very likely refer to the body of the monitors. The same thing might occur if in exercising his privileges he were likely to be treated with contempt and to be laughed at afterwards; such circumstances as these would produce a wish in the monitor to refer to the general body.

1601. Do you think in that way that bullying is repressed at Harrow?—Yes, I do think so.

1602. Do you think it would be as effectually repressed in any way if the monitors had not that authority given to them?—I think that it would be checked to some extent by public feeling.

1603. Even without that power being given to the monitors?—Yes; but I think the power possessed by the monitors is an additional security.

1604. You have mentioned that a boy has a right to appeal to the Head Master. Now, supposing that a monitor, such as you have been describing, who was a boy of superior physical strength to the boy he was punishing, were actually to begin to punish him, how would the sufferer be able to appeal?—Of course he could not help it at the time, but he would have to appeal afterwards.

1605. Does the Head Master discourage appeals to his authority, both by the monitors consulting him on the one hand, and by the other boys in the school appealing from the monitors, on the other?—Decidedly not.

1606. Then it is not the system at Harrow to discourage those appeals?—No; such cases very seldom occur.

1607. I think I understood from you that, all things considered, the head form did represent, upon the whole, the moral discretion of the school as well as the intellectual superiority?—Yes, I think so.

1608. Because the things that would impair their moral discretion would impair, at the same time, their rise in the school to such a position. Is that so?—Yes, I think they would.

1609. Supposing a clever boy, having sufficient tact and perseverance still to gain his remove, were known to the Head Master to be not of a trustworthy character or to have been guilty of grave breaches of discipline, would such a boy be deprived of the privileges of a monitor?—He could be deprived of them.

1610. Have you ever known a case of that kind occur?—Yes, I remember one case.

1611. (*Mr. Thompson.*) It was a very gross case, I suppose?—Yes, it was a very gross case. It could not be done ordinarily.

1612. (*Lord Lyttelton.*) Do you think the effect of the present system is that a new boy, in a short time, and when he comes to know the tone of the school, if he gets bullied would feel a reluctance to complain to a monitor?—I think he decidedly would be reluctant to go and tell.

1613. Are they less reluctant to appeal to a monitor than to a master?—They would hardly ever think of appealing to the masters.

1614. Is there a similar feeling with regard to appealing to the monitors?—They are reluctant to do so, but in those cases we rely a good deal upon the houses happening to be well managed, and the authority of boys who had stayed lower down in the school from want of intellectual power, and who are yet celebrated in games. Their authority would check bullying, and their feeling would be to help the monitors in the exercise of the powers they possess.

1615. But if there is secret bullying going on, how do you think the monitors find it out?—It would come to their ears partly through the persons who have power in the house, and in other ways, from boys who have acquired a position by their superiority in games, or by their general popularity.

1616. There is no doubt, then, that they do find it out?—Such boys as I have mentioned always know what is going on. They are thoroughly acquainted with everything that is happening around them. Information has also been obtained from the servants in reference to cases of bullying.

1617. (*Sir S. Northcote.*) Would a boy's appealing to a monitor be called sneaking?—It might or might not.

1618. Then what would be the definition of sneaking. I want to know exactly what the limits of sneaking are. Is appealing to a master called sneaking?—I think it would be.

1619. But appealing to a monitor would not be called sneaking?—Not always.

1620. (*Lord Devon.*) Is it within your knowledge that boys have been taken away during the last five or six years on account of having been bullied?—I remember one case in our house, I mean in the house that I was in.

1621. Was that a case in which the monitor had not interfered or in which his interference had been ineffectual to stop it?—The monitors had interfered. It was not a case of decided bullying; but was a case of a peculiar character. There would be some difficulty in saying whether it was bullying, or what it was; but it was set down as a bullying case.

1622. (*Lord Lyttelton.*) Was the boy unsuitable for the school?—Yes, he was, in every respect. He was a great deal too good-natured.

1623. (*Lord Clarendon.*) That appears to be a curious disqualification. What boys have the power of fagging?—Only the sixth form.

1624. The upper fifth, then, cannot fag?—No.

1625. (*Lord Lyttelton.*) And the upper fifth cannot be fagged?—No.

1626. Nor any part of the fifth?—No. But there is a great variety in fagging. The remove, for instance, may be fagged for one period of fagging, and the shells for others.

1627. (*Mr. Vaughan.*) You have mentioned that a boy could be too good-natured. If good-nature is one quality that provokes bullying at Harrow, it makes me curious to know what the others may be?—Perhaps good-nature, in that sense, was hardly the term to apply to it. What I meant to say was, that he had a good deal of work imposed upon him because he was good-natured. He was asked to do things which he had no right to be called upon to do, and he was too good-natured to refuse.

1628. If he has an odd appearance, if his dress is unlike that of other boys, would that lead to bullying?—I do not think that would lead to bullying; not what we should call bullying.

1629. (*Lord Lyttelton.*) In the case you have just mentioned, was the boy's manner odd?—Yes, he had a peculiar manner. I should say such a thing as telling lies would certainly ensure a boy being bullied.

1630. (*Mr. Thompson.*) Do you mean telling lies to the masters?—Yes; or telling lies in any way.

1631. (*Sir S. Northcote.*) If a boy were impertinent, it would lead to his being bullied, would it not?—Yes; if he were impertinent to a boy who was bigger than himself, he would certainly be bullied.

1632. (*Mr. Thompson.*) For instance, if you had a studious boy who moped a good deal and did not possess high animal spirits, who did not take any active part in the games, would he be bullied?—He would probably not come in for bullying, but a name or two might be applied to him which he would not think particularly pleasant.

1633. Do you mean a general name, or a proper name, a nickname?—A general name.

1634. I suppose that the boys are not bullied for working?—No, I have never known such a case as that.

1635. (*Lord Clarendon.*) Is not a boy respected, or does he not become popular from being a student?—No; he might be if he persevered till he got to a high place in the school. In that case he would most likely get respect for his work; but a working boy in the lower part of the school would not obtain respect from the school in a general way.

1636. Do the boys take an interest in the success of other boys?—They take a very warm interest in their success indeed.

1637. Especially as to who gets the prizes?—Yes. There is a very great deal of cheering and excitement always about the prizes and scholarships.

1638. Is that encouraged by the masters?—Not so far as the cheering is concerned.

1639. I mean, is the feeling encouraged by making the facts public?—Yes.

1640. (*Mr. Thompson.*) You mean the feeling from which the cheering arises?—Yes.

1641. (*Sir S. Northcote.*) I suppose it would not be easy to find a boy at Harrow who did not know who had got the chief prize that half?—No, I should think not; or the boy who was first in his examination.

1642. (*Mr. Thompson.*) Do the boys also take an interest in the honours awarded elsewhere?—Yes, they always take an interest in it.

1643. Supposing a Harrow boy got a university scholarship?—That would be sure to be known, because there is a holiday given for it.

1644. (*Lord Clarendon.*) That is a very good way of creating an interest or in keeping it up?—Yes.

1645. (*Mr. Thompson.*) Would they take an interest in the list of mathematical or classical honours; in who got a first class at Oxford, or at Cambridge?—Yes; certainly.

1646. (*Lord Clarendon.*) Do you think that the power of fagging is often abused?—Never by one who fags legitimately. The fagging that is abused is what is called "shell" fagging. It means fagging by boys stronger than others, who have no right to fag.

1647. That is unlawful fagging, is it not?—Yes.

1648. (*Mr. Thompson.*) A sort of piracy, you might call it?—Yes.

1649. (*Lord Clarendon.*) Is not that now put a stop to; is it not a sort of thing that a monitor would at once put a stop to?—It would be put a stop to directly it became known, but it will occur sometimes where there is no monitor at the head of a house or where the head of a house has not sufficient authority. I do not mean intellectual authority, but who does not possess sufficient influence.

1650. How would it be in a house where the boy who was oldest in the house was not a monitor; must the monitor always be the head of the house?—Yes, the monitor must always be the head of the house.

1651. But there are some houses in which there is no monitor; then, I presume, it comes by seniority?—Yes; by seniority or height in the school.

1652. (*Lord Devon.*) What is the power and position of the monitors in the small houses, where the boys are perhaps more immediately in contact with the master of the house, and where, in a great degree, they live with the master?—Their powers are exactly the same as in other houses.

1653. Are there many houses in which there are no monitors?—Yes, a good many.

1654. (*Lord Lyttelton.*) But the head of the house has the same authority there as anywhere else?—Yes.

1655. (*Lord Clarendon.*) What do you think of the small houses at Harrow; do you think that they are attended with advantage?—They are useful for boys who are not strong enough to face the difficulties of a larger house. For instance, boys who are likely to become invalids, or others who want taking care of, are better in a small house. Otherwise there are some disadvantages in a small house.

1656. Is it not the case that in those small houses the boys do not get the benefits of a public school at all?—Yes, except with regard to the intellectual education.

1657. (*Lord Lyttelton.*) Do they not mix with the other boys in all their games?—I think they are a good deal led to shirk the games.

1658. Do they associate with the other boys freely; walk about with them, for instance?—Yes, if they become known; but they do not so easily become known.

1659. Is there any distinction as to the studies; I do not mean formally, but do not they compete together?—There is not the least difference.

1660. Are they looked down upon as scholars; are the boys in the small houses looked down upon as a set by the rest?—I should hardly use so strong a term as to say they are looked down upon; but they are not considered as being equal to the others.

1661. (*Lord Clarendon.*) They are rather treated as "muffs"?—Yes; something of that kind.

1662. (*Mr. Vaughan.*) Do you think that they are subject more to become the victims of evil influences by the accident of a bad boy being in the same house?—I should say they might.

1663. Has it ever happened that a bad boy has been in one of those houses and has done more harm than he could have possibly done if he had been in a large house?—I do not remember any particular instance; but I am quite sure that such would be the case.

1664. (*Mr. Twisleton.*) But in the same way would not the influence of a good boy be greater?—Infinitely greater.

1665. (*Mr. Thompson.*) Would not the disadvantages be counterbalanced by the greater surveillance the master would be able to exercise over the smaller number?—Yes, it might be to some extent.

1666. (*Mr. Vaughan.*) In fact it is a different system. It is more like the system of a private tutor?—Yes, they are upon a different system altogether. They have no fagging, to begin with.

1667. (*Lord Lyttelton.*) Have they no fagging in the small houses?—No. Generally the breakfasts and other things are managed altogether independently of fagging. The chief amount of fagging that is done now in the large houses is done in making coffee and getting things for breakfast and tea.

1668. (*Mr. Vaughan.*) Is there not a peculiar arrangement at Harrow by which fags at games are exempted from liabilities beyond a certain point. Were not a certain number told off every week?—Yes, there are boys regularly appointed by the head of the school to send down to fag at the games those whose turn it is to do so.

1669. So that every boy, until it comes to his turn by that system of rotation, is exempted from fagging at the game?—Yes.

1670. How long has that system been introduced?—As far as I know it has been in use since the present code of rules was drawn up. The head of the school's rules, we used to call them.

1671. Do you think that that is a salutary regulation?—Yes; it prevents unfair fagging.

1672. And it prevents also the excessive fagging of one boy?—Yes, because he can appeal if he is required to fag out of his turn.

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1673. (*Sir S. Northcote.*) Is any favouritism exhibited in the matter of fagging in connexion with the games ?—No ; I think not.

1674. It is the regular system in the school for every boy in his turn to fag ?—I think so.

1675. If a boy happened to be brother of the captain of the eleven, for instance, would he get off more than he was entitled to ?—Not in the least : on the contrary he would be likely to get more than his fair share of it.

1676. (*Lord Clarendon.*) I believe it is not much the custom to have single rooms at Harrow ?—I believe it is more the custom at Mr. Butler's house ; but it is not the custom in most of the houses. In the house in which I was there were four rooms with five in each, and in the others there were a less number.

1677. Did the boys desire to have single rooms ?—No, I think not ; but perhaps the rooms with three in them were preferred to those which had five.

1678. (*Lord Lyttelton.*) Did the boys not consider it as a privilege to be promoted to a single room ?—Yes, of course, inasmuch as it was more comfortable.

1679. (*Lord Clarendon.*) Then I understand from you that there are no separate studies ?—No.

1680. Do the boys work in their own rooms ?—Yes.

1681. (*Mr. Thompson.*) Where did you work ?—In our own rooms almost entirely.

1682. Do you mean in your own bed room ?—Yes, it was the same room.

1683. You worked in the same room that you slept in ?—Yes.

1684. I presume you had some sort of apparatus for work there ?—Yes, there was a table and desk and books and other things.

1685. (*Lord Lyttelton.*) While you were reading there did you find it a disadvantage to have no separate place for study ?—I did not find it so. The work of the lower boys in preparing for school is done immediately under the eye of the tutor, and they then went into what was called the pupil room for the purpose of preparing their lessons.

1686. (*Mr. Thompson.*) That is with regard to the lower boys ?—Yes.

1687. (*Lord Lyttelton.*) I am speaking more of the upper boys. When they get to the top of the school are there sufficient means and appliances for study and preparation ?—Yes, I think so.

1688. How many boys would you have together in one bed room ?—The number would range from two to five.

1689. So that there might be five studying together ?—You would probably never find five studying together.

1690. But there would be five who would have to study in the same room ?—Yes.

1691. Had you unlimited access to those rooms in the daytime ?—Yes, we lived there entirely, and the higher boys had breakfast and tea there.

1692. In your sleeping rooms ?—Yes.

1693. (*Lord Lyttelton.*) You did not care about that ?—No, not until I got higher up. When a boy is preparing for such a thing as gaining a prize, then a single room is desirable.

1694. (*Lord Devon.*) Does not a single room give much greater facility for a boy's saying his private prayers than a room in which there are from three to five boys ?—No doubt it would do so.

1695. Take the case of a boy who is seriously disposed and wishes to say his prayers. Would he be interfered with by others who have not the same feeling ?—He would not be interfered with, but an idea of false shame might prevent him from saying them. I have never known a case in which a boy was interfered with or obstructed under such circumstances.

1696. (*Mr. Thompson.*) You have never known such an instance ?—No, but I was only a very short time in a five room myself. I never heard of such a case.

1697. (*Lord Clarendon.*) Were you satisfied with the meals you received, with the quantity and quality of the food supplied ?—Yes.

1698. Did you hear any complaints at the other houses ?—No ; but I remember one or two instances in which the boys had written home stating, perhaps, that they had only had one help of meat at dinner, the fact being that it was a tradition of the house only to take one ; but the boy might have had plenty more for asking.

1699. (*Lord Lyttelton.*) Is it the custom to have more than one help ?—No, decidedly.

1700. (*Mr. Vaughan.*) That is the fashion of the boys ?—Yes, it is the fashion, in order that they may get the dinner over as soon as possible.

1701. (*Lord Lyttelton.*) Before they have had enough to eat ?—Oh no, the first help is a very large one.

1702. (*Sir S. Northcote.*) How is the beer ; is that good ?—It varies.

1703. Are there some of the houses in which the boys would not drink it ?—I do not think it was ever so bad as that.

1704. Was it ever the practice for boys to get an order from home to have Bass's beer supplied them ?—I believe that orders have been obtained for porter, but not Bass's beer.

1705. (*Lord Lyttelton.*) That I presume would be for boys of a weakly constitution ?—Yes.

1706. It was not done as an excuse for getting good beer ?—I never heard that it was.

1707. (*Lord Clarendon.*) In what way is the Sunday spare time spent at Harrow ?—Mostly in walking.

1708. Was there a school in the afternoon ?—Yes, a divinity school for religious subjects.

1709. (*Lord Lyttelton.*) How long did it take ?—About an hour.

1710. Was it after afternoon church ?—We had no afternoon church. We read in the middle of the afternoon, from 3 to 4.

1711. (*Mr. Thompson.*) What time was the evening service ?—It varied according to the time of the year. It was at half-past five in the winter, and at half-past six in the summer.

1712. Was it before or after tea ?—It was before tea in the winter, and after tea in the summer.

1713. (*Lord Lyttelton.*) Did you have preparation for the divinity on Sundays ?—Yes ; for the divinity school on the Sunday.

1714. (*Lord Clarendon.*) Are the sermons effective at Harrow ; do the boys appear to like them ?—I think that some of the preachers are liked.

1715. Who are the preachers ; are they all the masters who are in orders ?—Yes.

1716. Do they take it in turns ?—Yes ; but the Head Master always preaches in the evenings.

1717. (*Lord Lyttelton.*) Then he preaches more than the others ?—Yes ; he preaches every Sunday in the evening.

1718. (*Lord Clarendon.*) And he never preaches in the morning ?—No ; unless upon a very special occasion, for instance, when some stranger may be going to preach in the evening.

1719. Did the boys like to have sermons from the masters ?—I do not think there was much curiosity in it, but particular value was attached to some of the preachers.

1720. (*Lord Lyttelton.*) Did they value having the Head Master as a preacher ?—Yes.

1721. (*Sir S. Northcote.*) Did the boys criticise the sermons of the masters or take part with their own tutors ?—I do not think there was much party feeling displayed : but there was, no doubt, a good deal of criticism.

1722. (*Mr. Thompson.*) Was there any theological discussion among them ?—No ; I never heard of anything of that kind.

1723. (*Lord Clarendon.*) Were the boys in general carefully prepared for confirmation ?—Yes, they were very carefully prepared.

1724. How long before the confirmation?—A month or six weeks.

1725. And do you think the boys looked upon it as taking a great responsibility upon themselves, and attached a due importance to the rite of confirmation?—Yes, I think so.

1726. Did they generally take the communion afterwards?—Yes.

1727. That was invariable, was it not?—Yes.

1728. But it was quite voluntary?—Quite voluntary.

1729. Nobody's absence was noticed or reported or commented upon?—Not in the least.

1730. (*Lord Lyttelton.*) They would not feel themselves under any sort of compulsion as respects the master?—There was not the least compulsion in the world. Of course cases might occur in which a boy absented himself, and probably the master might inquire the reason, and perhaps argue with the boy.

1731. (*Lord Clarendon.*) I understand from you that the religious instruction at Harrow was this; divinity lessons on Sunday afternoon and the Greek Testament on Monday?—Yes.

1732. Was the reading of the Greek Testament accompanied with comments illustrative of the subject, or did it principally have a reference to the language?—I do not think that there was much reference to the language; there was very little, I should say. The Greek Testament was not done in all the forms.

1733. Not in all the forms?—No.

1734. But you had religious instruction in all the forms to some extent or other?—Yes; they read the New Testament in English, or other Bible subjects.

1735. What was the relationship between the boy and his tutor. Did the tutor stand to him in *loco parentis?*—There was a much closer relationship between the boy and his tutor than between the boy and his master in form.

1736. What did his tutor do for him?—He would give him advice when necessary. The boy would refer to him as to what he ought to do.

1737. (*Lord Lyttelton.*) Would he advise the boy in any case of difficulty as to general conduct?—Yes; I have known such cases.

1738. (*Lord Clarendon.*) Was there any private reading with the tutor?—Yes; there was private reading once a week for an hour or so.

1739. For each boy?—No; what was called private reading at Harrow was a sort of school held by the tutor for his own pupils, for which they would have to prepare something.

1740. (*Lord Lyttelton.*) Was it also some classical work?—Yes.

1741. Did that apply to all the boys?—Yes, to every boy.

1742. And the work was a preparation for what the tutor thought they were able to do?—Yes; according to the forms in which they were.

1743. And did a studious boy, who wished to rise in the school, attach as much importance to that business as to any other part of his work?—No; he attached but very little value to it. It was always done in a more slovenly way than the other work.

1744. The school work was considered then of much more importance?—Yes; it was always so considered.

1745. (*Lord Clarendon.*) Did the tutor do anything towards preparing the work for class?—No; he used for the lower boys to have what was called a pupil room, where all were expected to attend, and be occupied for a certain time in preparing their work for school. The tutor, however, did not hear the lessons to see if the boys knew them.

1746. (*Lord Lyttelton.*) Suppose that a stupid boy stuck fast, would he not go to his tutor for assistance?—No, I do not think he would go to his tutor. In all probability he would go to another boy who knew his lesson better than himself. I have seen boys helping one another in that way.

1747. (*Lord Clarendon.*) Should you say that that system gave to boys who were not naturally industrious or clever a stimulant to work?—It obliged them to do something.

1748. That is, the pupil room did?—Yes, and it got them into habits of regularity of work which afterwards told very much upon their work when they were enabled to obtain a higher position in the school.

1749. I take it then that an idle boy was obliged to do something; he could not altogether shirk?—Yes, he was obliged to do something; he could not altogether shirk, for a certain number of hours during the day he was obliged to be occupied.

1750. Did the boys construe to each other; when three or four were in a room preparing their work, did one construe to the rest?—Yes, that was sometimes the custom.

1751. Was that system popular, or was it thought useful?—I do not think that it was thought useful, but I think it was popular. But of course it seldom happened that there were three in a room preparing their work together; because in a house even with so large a number as 50 boys there would be but very few in the same form together preparing their lessons at the same time. And if they were in the pupil rooms, as they generally were, they would not be able to obtain assistance from their neighbours.

1752. Do they help each other in composition?—Yes, more or less.

1753. (*Lord Lyttelton.*) I suppose that the cleverer ones help the others?—Yes.

1754. Was there ever anything like coercion about it; was a little boy pressed into helping a bigger boy?—I do not think there was any coercion, but an application might sometimes be made to them to do it.

1755. Would a boy get some degree of favour and privilege from other boys if he helped them?—Yes, decidedly; and perhaps a certain amount of popularity.

1756. (*Mr. Vaughan.*) Did any of the boys keep lists or old copies to serve up for some future occasions; copies of verses and themes, for instance?—No, I think not.

1757. Would a clever boy write one or two copies of verses for other boys?—Yes, I have known such things done.

1758. Was it not considered prejudicial to his power of writing; did it not produce a habit of doing the work in a careless manner when he had to write for others as well as for himself?—A good many fellows did it under the idea that they were improving their own composition.

1759. Do you think that it had that effect?—It gave them a great deal of fluency, I think.

1760. (*Lord Lyttelton.*) Do you think that the masters connived at that system, or made no attempt to stop it?—I do not think that they connived at it. On the contrary, they punished it severely if they found it out.

1761. Would the boy who helped be punished as well as the boy who had his work done for him?—Both would be punished. It would, however, be impossible for such a thing to be done under all circumstances, because in certain parts of the school all composition is done immediately under the eye of the tutor.

1762. But when a boy gets into the higher classes, it is possible?—Yes. When a boy gets into the fifth form it is possible; but if, in any case, suspicion were aroused, the master would have the boys he suspected in his pupil room, so that he might be sure they did their verses by themselves.

1763. Then the masters do endeavour, if possible, to put a stop to that system?—Yes, certainly, wherever they can detect it.

1764. (*Lord Clarendon.*) Is a boy punished for habitual idleness?—Yes, most decidedly.

1765. Would he be flogged for habitual idleness?—Yes; but not as a first punishment.

1766. (*Lord Lyttelton.*) He would never be punished if he did his best?—No.

1767. Even if he were habitually idle?—No.

1768. (*Lord Clarendon.*) I believe that the principal punishment is the writing of lines?—Yes.

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1769. What is about the maximum number of lines thus set as a punishment?—A Georgic.

1770. (*Lord Lyttelton.*) The whole of a Georgic?—Yes, the whole of a Georgic sometimes.

1771. (*Lord Devon.*) How many lines would that be?—About 500.

1772. (*Lord Clarendon.*) Is that punishment thought excessive?—Not in the least; but it would never be given for idleness, only for decided breaches of discipline.

1773. It is not one main result of that system that a boy's handwriting becomes spoilt?—I should say not.

1774. (*Lord Lyttelton.*) You never found any bad effect produced upon your own handwriting?—No; I do not suppose that writing a Georgic would have much effect.

1775. When a boy has an imposition given to him, does he feel that he must take some little pains with his handwriting?—With some masters it is necessary that the writing should be very carefully done, but in the case of others, a boy might write anything he liked, so long as it was black and white.

1776. With regard to Dr. Vaughan; was he particular about handwriting?—Yes.

1777. (*Mr. Twisleton.*) I think you stated that boys are admitted into the sixth form by competition from the fifth?—Yes.

1778. Do you believe that that has had a beneficial effect upon the fifth form by giving them a stimulus to work?—Yes, decidedly.

1779. Are you of opinion that if in the fifth form the boys maintained their places and went by rotation into the sixth form they would be more idle than they are now in the fifth form?—Of course they would be.

1780. And from your knowledge of the boys in that class do you think it would be a prejudicial system for the boys in the fifth form not to be subjected to competition in order to get into the sixth form?—I think so, decidedly.

1781. (*Mr. Vaughan.*) How long were you usually under one master. How long would a clever boy be under one master?—He ought to be one term only, if he got his remove every time, which he most likely would do. When he got into the higher forms the removes would necessarily become fewer.

1782. Do you think that such frequent changes are good?—No, I think not.

1783. He had hardly time to settle down under one system before he was removed to another?—The objection was, that when he came to the higher forms he was in many respects ignorant of books which he ought to have known, partly because he had only done short portions of them in the lower forms. They were not done at all in the higher forms, and therefore, afterwards, in general scholarship he was found deficient.

1784. (*Mr. Twisleton.*) Do all the boys construe their lessons at their tutor's before construing them to the master of the form?—No, they never do.

1785. Then the system pursued is different from that pursued at Eton, is it not?—Yes.

1786. (*Lord Clarendon.*) It is entirely different?—Yes.

1787. (*Mr. Thompson.*) Is it never done in any part of the school?—I think, perhaps, that if a boy had been reported by the master of his form to his tutor as having been notoriously idle and as never having prepared his lessons, he might be obliged by the tutor to construe his lessons before.

1788. But, as a general system, it was not the case that he was obliged to construe them before?—No, as a general system it was not the case.

1789. Have you any reason to suppose that that would have been a desirable system?—No, because it would be impossible for the tutor to hear all the boys.

1790. Would it have a tendency to make the boys idle?—Of course they would not have done so much work for themselves.

1791. (*Lord Clarendon.*) Should you say that the hope of reward or the fear of punishment, or the desire of rising in the school and getting better placed, were the principal incentives to exertion at Harrow?—Yes, I think so. I think that the hope of reward, and perhaps a desire to avoid fagging in the lower forms, were the chief incentives to exertion. I may add, in addition, the desire to obtain the school prizes.

1792. Then a spirit of ambition does animate the boys?—Oh, yes, I think so.

1793. (*Lord Lyttelton.*) Suppose a boy had very little talent, he would have very little hope of distinction, would he not?—There is never entire despair for anybody who chooses to rise in the school. He can always rise. There are a good many prizes and steps which can be obtained by everybody, even a boy without natural ability. For instance, there are such things as diligence prizes and things of that kind, which are incentives.

1794. Then in your opinion there is a fair amount of incentive for all the boys?—Yes, I think there is quite enough.

1795. (*Mr. Twisleton.*) And the tone of the school on the whole is in favour of intellectual exertion?—Yes, I think so, on the whole.

1796. (*Lord Clarendon.*) Did you learn much history and geography at Harrow?—Not much.

1797. I mean as part of the school course?—Not much.

1798. Whatever of history and geography you knew you had learned before?—I learned ancient history and geography.

1799. (*Lord Lyttelton.*) Were they taught separately, or were they incorporated with other work?—Both separately and incorporated as well. There was a subject in history always printed in the list for the next term. There was no deficiency in ancient history. There were regular modern geography schools up to the upper fifth form.

1800. Was it obligatory?—Oh yes.

1801. But that was not the case with regard to modern history?—I am not quite certain about modern history; but there was no modern history teaching in any form I was in, until Mr. Butler introduced it in the upper sixth, about two years ago.

1802. (*Lord Clarendon.*) What was the case with regard to modern languages; were you obliged to study French or German there?—We were obliged to attend the schools, but that did not exactly necessitate studying, because idleness in learning modern languages passed more easily than idleness in reference to any other branch of study.

1803. (*Lord Lyttelton.*) Did a boy's ignorance in modern languages, modern history, and modern geography obstruct his rise in the school?—Ignorance in modern languages would. I forget the exact proportion, but there was a proportion between the marks in reference to the one and to the other.

1804. (*Lord Clarendon.*) How far did you go in mathematics at Harrow?—As far as conic sections.

1805. (*Lord Lyttelton.*) How much Euclid did you get through?—The whole.

1806. (*Lord Clarendon.*) Have you since found out that you were well grounded at Harrow?—I have never troubled myself about mathematics since. I think I was sufficiently grounded. I think the mathematics were generally a good deal worked at Harrow.

1807. Was anything done in natural science?—Yes, there were prizes every term.

1808. Was the study optional?—Yes.

1809. What branches did you study?—A subject was chosen every year, and part of it was read each term. There was also a general examination for the whole school, at which prizes were awarded for each form, so that there was an incentive for all to go in for it, although the examination was the same for the higher as for the lower forms.

1810. Did great numbers go in?—There were sometimes as many as 90 or 100.

1811. What books did you generally study?—They varied. For instance, we had Lardner's *Astronomy*, some text book of geology (I forget the name of it). We had also Lardner's *Clocks and Watches*.

1812. (*Lord Lyttelton.*) Was chemistry included?—Yes, and botany.

1813. (*Lord Clarendon.*) Do you consider that there was time enough to study these subjects without

interfering with the classical studies?—Yes, there was plenty of time.

1814. (*Mr. Vaughan.*) How many boys on the average would take up books of that sort in the course of a half-year?—It varied a good deal, according to what the subject was. I have never known more than 90 or less than 30. Perhaps on some occasions it might run so low as 25 or 20.

1815. Was the same subject given to all the boys in the school at the same time?—Yes, and the same examination.

1816. Was that system found to work well?—I think it was, because they had no difficulty in the lower forms in getting prizes equally with the higher forms.

1817. According to their abilities?—According to their forms, and at the same time there was this incentive, that not unfrequently a lower boy might beat a boy in a higher form, which is always an object.

1818. Had they the same portions of the same books to do?—Exactly the same, and the same amount in every way. It was not a very large amount.

1819. Who conducted the examination; who looked over the papers and decided the merits of the boys?—The duty was taken in turn by the masters.

1820. By the classical masters?—By the classical masters or by the mathematical masters, who might have a turn for particular subjects.

1821. (*Lord Lyttelton.*) I presume there always were some who had such a turn?—Yes, there were always some.

1822. How much time in the course of a week would a boy devote to these sciences?—There was a great difference in particular cases. I have known some boys get first in an examination after a couple of nights hard reading. In a general way about three or four weeks would be devoted to it at about one hour or an hour and a half a day.

1823. They take more time at the end, I suppose, as the examination approaches?—Yes, of course there is a spurt put on at the end.

1824. (*Mr. Vaughan.*) But that, I presume was the case in all examinations?—It must necessarily be so.

1825. Has the study of physical science grown in the school, or otherwise?—I think that the prizes have increased in importance. I do not know that the number of competitors has increased very much. It goes backwards and forwards, according to the interest of the subject and according to whether it is easy or hard.

1826. What do you mean by the prizes having increased in importance?—I mean that they are thought more of.

1827. Are they of more value?—Yes, they are of more value. There are also two special speech day prizes of three or five guineas, which are given for the first two in the aggregate besides the separate prizes which each boy gets for each term's work.

1828. (*Lord Lyttelton.*) Are there separate prizes for modern languages?—There are.

1829. Did you obtain any prize in modern languages?—No, I never got one.

1830. Do you know how much time a boy who got one of them would have to give to modern languages?—In a general way, there is no special reading for modern languages, but the prizes are obtained by boys who had some general knowledge previously.

1831. Would they work in holidays for the examinations as well as in school time?—I think so; those who had a turn for modern languages would.

1832. (*Mr. Vaughan.*) Did the Head Master look with favourable eyes upon boys who took the physical science prizes, or did he consider those prizes inferior?—Yes, decidedly; Mr. Butler especially; I have heard him publicly notify before the form that he was pleased to see that those who had done well in classics had done well also in languages and physical science.

1833. (*Lord Lyttelton.*) In your opinion, does the study devoted in the school to modern subjects diminish the attention given to classics?—Not in the least.

1834. (*Lord Clarendon.*) In no way do they interfere with them?—In no way.

1835. Was there plenty of time for them?—Plenty; they were not hard worked, but there was a good deal of classical work done in the school.

1836. Were you a member of the debating society at Harrow?—Yes.

1837. Was it popular; had it many members?—There were always the same number of members.

1838. The number is limited then?—Yes.

1839. (*Lord Lyttelton.*) How many were there?—Between 20 and 30.

1840. (*Lord Clarendon.*) Do you think that that led to reading history as a preparation?—I think it did to a certain extent.

1841. (*A Commissioner.*) Was that the club you spoke of just now?—No, that was quite a different thing.

1842. (*Mr. Twisleton.*) It was composed of a different class of boys altogether?—Yes.

1843. (*Lord Lyttelton.*) Then the monitors or the sixth form had no prerogative in this society?—The monitors were *ex-officio* members.

1844. And were the rest elected by ballot?—No; I think they were elected upon a show of hands.

1845. By an open election?—I think so.

1846. (*Lord Clarendon.*) What is the average number of hours in the week that a boy is engaged in work?—In the whole school day there are about four and a half hours in school, and in addition to that they would probably be engaged two hours in preparing, if the work was honestly done.

1847. (*Lord Lyttelton.*) That would make six hours altogether?—Yes, or rather more.

1848. You obtained classical honours, I believe?—I was head in classics.

1849. Did you make a special effort at the end?—We always had to work up for our examinations at the end; we put on a special spurt then.

1850. What length of time did you devote to work in your last school time; how many hours a day?—In an ordinary way not more than six hours.

1851. Including the school hours?—Yes.

1852. But when near your examination you would give two or three hours more?—Yes, it would perhaps be more than six hours if there were any special school prize to get up for.

1853. (*Mr. Twisleton.*) Did you translate into Latin?—Yes, and into Greek.

1854. What was the proportion of the translations into Latin as compared with original composition, either prose or Latin verse?—There was a great deal more of English into Latin than of Latin into English. There was an original Latin essay in the sixth form every other week, and there were original verses every other week, I mean Latin verses. They were never original in Greek, except on one or two occasions.

1855. Do you approve of the system of translating occasionally from English into Latin?—Oh yes, I think originals in composition is a mistake.

1856. Is it not the case that if a boy merely has to compose originally in Latin prose he makes use of phrases with which he is acquainted, and he cannot acquire such a knowledge of the language as if he were obliged to translate from English into Latin?—Yes, I find at Oxford, for instance, that there is very little use for original composition of any kind whatever.

1857. (*Lord Lyttelton.*) Is the opinion at Oxford that at Harrow the original composition is too much, and the translation too little?—I can hardly say that it is the opinion at Oxford.

1858. (*Mr. Vaughan.*) Do you write Latin at Oxford?—Not ordinarily to any very great extent.

1859. Not in the regular college work?—No.

1860. (*Lord Lyttelton.*) Do you think they have translation enough?—Not enough, I think, with regard to translation from Greek or Latin into English.

1861. (*Mr. Twisleton.*) Written translations you mean?—Yes.

1862. Do you consider it essential that the boys should be practised in translation *viva voce*?—Yes.

1863. (*Lord Lyttelton.*) Does Oxford make more

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of translation than Harrow in reference to the power of writing English?—Yes, I think so.

1864. (*Mr. Twisleton.*) Are you ever required to write an English essay?—Yes, every other week.

1865. (*Lord Clarendon.*) Is that at Oxford?—At Harrow; but the same thing applies to Oxford.

1866. (*Mr. Vaughan.*) The mere translation *vivâ voce* would not exhaust a person's power over the English language?—A person would look more to a literal examination than a free one.

1867. (*Lord Clarendon.*) Were you one of the eleven?—I was not one of the cricket eleven.

1868. Were you one of the football eleven?—Yes.

1869. What time did it take in the case of those who aspired to be distinguished at it?—For cricket, every evening from six to sometimes half-past eight. On half school days we also had from two till six, and on other days there would be about an hour between school-time and dinner. There would be altogether about three hours on the whole school day, and six hours on the half school day.

1870. Looking back to the fact that you have had some experience of the university, and that you have now left Harrow some time, do you think that the time you employed at Harrow was employed in the most profitable manner. Is there anything which strikes you as being disadvantageous in the school system of Harrow that you would like to see remedied?—I should like to see more translation, as far as the studies go, translations from Latin and Greek into English, and more *regular* attention to modern history.

1871. Do you think that in general the system is good?—I think so.

1872. Both with regard to the acquisition of knowledge and the formation of character?—I think so.

1873. And that a boy gets a fair amount of knowledge there, and leaves school high-spirited, with gentlemanlike feelings?—Yes.

1874. (*Lord Lyttelton.*) Do you think that the teaching of the Latin grammar is done in the best method?—Fairly.

1875. Have you heard any complaints at Oxford as to the mathematical knowledge of the boys when they come up from Harrow?—No.

1876. (*Mr. Twisleton.*) I believe, Mr. Ridley, that you are at present a scholar at Balliol?—Yes.

Victoria Street, Wednesday, 17th December 1862.

PRESENT:

Earl of Clarendon.	Hon. Edward Twisleton.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.
Sir Stafford Northcote, Bart.	

The EARL OF CLARENDON in the Chair.

Robert Lang, Esq., called in and examined.

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1877. (*Lord Clarendon.*) How long were you at Harrow?—Six years and two quarters.

1878. When did you leave it?—In the summer of 1859.

1879. Since that time you have been at Cambridge?—Yes; till June this year.

1880. (*Lord Lyttelton.*) Have you left Cambridge now?—Yes.

1881. (*Lord Clarendon.*) What college were you at?—Trinity.

1882. And you took your degree?—Yes.

1883. Will you have the goodness to give us shortly your opinion on the manner in which the monitorial system works at Harrow; what are the duties and the powers of the monitors?—First of all the powers were different in the houses and generally in the school.

1884. (*Lord Lyttelton.*) You were a monitor yourself?—Yes. I cannot speak very well about what it was in the houses, because I was only in a house one quarter; that was my last quarter. I went there as head of Dr. Vaughan's house in the summer quarter, but having never been in a house previously I can say but little.

1885. (*Lord Clarendon.*) Where were you?—I lived at home.

1886. Your family lived in the town?—Yes.

1887. That did not interfere with your being a monitor?—Not in the least.

1888. It only prevented your having any experience of house duties?—Yes; because I should think that being a lower boy in the house you were better able to see what was the bearing of the monitors with respect to the house.

1889. Why did you in your last half year go into Dr. Vaughan's house?—Dr. Vaughan lost the head of his house, and had no monitor in his house, so he asked me to take the head.

1890. It was because there was no monitor there?—There was no monitor in the house, and I was a monitor, and he requested me to come in as head.

1891. You did not find any difficulty about exercising your authority in the house?—Not the least.

1892. Then I will not ask you anything about the exercise of it in the house, but I will ask you generally whether you think the system is useful?—I think so, certainly.

1893. And that it works well?—I think so.

1894. You think it enables boys usefully to exercise a certain kind of authority which the masters have a difficulty in exercising?—Certainly.

1895. It gives them a knowledge which the masters would not be able to give them?—Yes.

1896. And they are able to get that knowledge without any objection on the part of the others?—Quite.

1897. Or detriment to their own position or character?—Quite.

1898. You do not think that the power with which the monitor is entrusted is detrimental to him?—I do not think so. Of course it depends a great deal on the character of the boy, but as a rule I should think not.

1899. Should you think that it inspired him with a proper sense of responsibility, or that it rather made him arbitrary and despotic?—I could scarcely say; I know I felt the responsibility myself a great deal.

1900. (*Lord Lyttelton.*) Do you not see a risk, considering the unformed character of boys at that age, that there might be, with any precaution, always many boys who might be injuriously affected by the possession of so much power as that: I do not say with the good boys, but must not there be many who would abuse that power?—I almost doubt that; because they would be kept in check a great deal by the others.

1901. You did not perceive it in your own experience?—No; of course every now and then, once or twice, you did see it; but then public opinion rather went against it.

1902. And the other monitors acted as a check for the credit of the corps; one monitor might advise another to be more temperate in the use of his authority?—Certainly.

1903. I think it is generally looked upon, certainly by Harrow masters, as the keystone of the Harrow system?—I think quite so.

1904. Should you think it is generally recognized

by the school?—Certainly, quite recognized; and I think quite approved of, generally, as far as I can see.

1905. And on the part of the boys it is cheerfully submitted to?—Quite. If they think there is anything arbitrary they can always appeal to the whole body, and then appeal from that to the Head Master if they choose, and, of course, if the Head Master sanctions the decision of the monitors the boy must then submit to their authority or leave.

1906. (*Lord Devon.*) In what way would that appeal work. Supposing a boy to have done something for which a monitor, in the exercise of his judgment, thought it necessary to inflict a caning—the monitor has his hand uplifted with a cane in it; supposing the little boy were to say, "I appeal to the "whole body of the monitors?"—Yes. He cannot cane him if he chooses to appeal to the monitors.

1907. (*Lord Lyttelton.*) Was it often done?—No; once or twice; but as a rule it is submitted to.

1908. The little boys know that they may appeal?—Yes.

1909. Have you known it once or twice only in you experience?—I think only twice.

1910. Do you know of any appeal to the masters?—In one case. The first case I remember is the case of Platt and Stewart. In that case it went to the Head Master, and the Head Master advised Stewart to submit.

1911. In your time you knew one or two cases of appeal altogether, or more than that?—I knew of one certainly.

1912. An appeal to the whole body of the monitors, or to the Head Master?—To the whole body of the monitors.

1913. Do you know, besides Platt's case, of an appeal to the Head Master?—No; I do not think so.

1914. (*Lord Devon.*) Were you one of the body to whom the appeal was made?—I was away from Harrow at the time. I was a monitor at the time, but I was not at Harrow.

1915. You were cognizant of what took place?—No; not personally.

1916. (*Lord Clarendon.*) Was there any bullying when you were there?—Of course there were instances of it; but I do not think so as a rule.

1917. You think the school had improved in that respect, because I daresay you are aware that there were some cases of bullying, and that whether justly or unjustly, Harrow had rather a reputation for it?—Yes; there were certainly.

1918. But it had ceased?—I think so to a great extent. That is, as far as came to my knowledge.

1919. If anything of the kind had come to your knowledge as monitor, you would have felt yourself bound to interfere with it?—Yes; if it had anything to do with me.

1920. But with you, not being in the house, it was different?—Yes; I had no case of bullying in the house. I was only one quarter in the house, and I think there was not the least case of bullying, nor any approximation to it.

1921. Was there much drinking while you were at Harrow?—I never but once came in contact with it.

1922. (*Lord Lyttelton.*) Drinking in excess do you mean?—Yes. I never actually came in contact with it but once. Of course one heard frequently of its taking place to a slight extent; but I do not think to any great extent.

1923. (*Lord Clarendon.*) There was nothing like habitual drinking?—I do not think so.

1924. Where could they go. At Harrow there are no public-houses which they would venture to go into?—Yes; there are one or two rather out of the way.

1925. Where the boys go?—Yes. Not as a thing connived at; any case, on discovery, would be promptly punished; and I think there are men about the place who can fetch it for them.

1926. And bring it into the houses?—No; they may go and have it about Harrow—in the country round—a good deal I think. But I do not think it comes much into the houses. I certainly knew one case, while I was in the house, but that was the only one.

1927. Would the public opinion of the school be against the boys going out into the fields, and being met by men with beer, and that sort of thing?—I should think it is one of that sort of things that are scarcely looked upon as very serious by the boys.

1928. If a monitor were to see a man serving out beer under a hedge to three or four boys, would he shirk the boys or would he admonish them?—I think the majority would certainly admonish them and probably cane them.

1929. (*Sir S. Northcote.*) That is if they were low in the school?—No, anywhere. I think the upper fifth cannot be caned, but all below the upper fifth can be caned.

1930. (*Lord Clarendon.*) Was there any gambling?—I do not think there was much. There certainly was some. I did not come across any actually, but I heard of it.

1931. Was it to any extent?—No; I do not think so.

1932. It was confined to a limited number, do you think?—Yes; certainly.

1933. And no immorality or vice, or at least if there was anything of that sort it was confined to a few?—I think so.

1934. Would you say that during the time you were there, the tone of the school was honourable and gentleman-like?—I think so.

1935. Was there an abhorrence of lying?—Yes.

1936. (*Mr. Thompson.*) That might depend on the person to whom the lie was told?—Yes; a great deal.

1937. As to the relation between master and boys, would veracity be insisted upon by public opinion as well as by the masters themselves?—I think scarcely so much as in the case of boys and boys.

1938. Naturally, it would not be so much so; but do you think that there was a sufficiently strong sense of the importance of veracity?—Yes; I think I may say certainly, as a rule, the boys were horrified at it.

1939. If any boy in the sixth form told a deliberate falsehood to the Head Master, he would be pointedly condemned?—Yes.

1940. And perhaps in the fifth also?—Yes.

1941. The lower you got in the school, the less it was thought of?—Yes.

1942. (*Sir S. Northcote.*) If a master had said to a boy, "I saw you going into a public-house to-day," and the boy said, "No, you did not," would that be thought wrong?—I think that would be thought wrong in the upper part. The lower boys I should think had not that sense.

1943. (*Mr. Thompson.*) In fact, their moral sense was not formed?—No.

1944. (*Lord Clarendon.*) There was no abuse of the system of fagging in your time, was there?—You see the chief abuse in house fagging I do not know personally; I can only speak from the quarter I was in the house. The fagging during that time I can simply put down as almost nothing.

1945. (*Lord Devon.*) You were in the largest house?—Yes.

1946. (*Lord Clarendon.*) The number was 60?—63 were under me; but only 42 were directly under me. There was the old house and the new house.

1947. With respect to the Sunday, although you were at home, you passed it, as far as the going to church or chapel, and the Sunday lessons are concerned, exactly the same as the other boys?—Yes.

1948. (*Sir S. Northcote.*) Was there much complaint on the part of the boys, especially those who lived at home, of their having so much to do on a Sunday?—A little. It was rather thought so; but I think it was thought necessary. I think they acquiesced in it.

1949. Why did they think it necessary?—For the boys in the house more than those at home.

1950. For the sake of keeping the boys out of mischief on a Sunday?—Yes; to a certain extent. It

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used to give them work in the evening to prepare for the next day.

1951. Was it partly with a view to prevent their having long times to themselves, and going long distances?—Yes.

1952. Might not that object be accomplished by having names called at certain times?—We never had names called on Sunday at any time.

1953. (*Lord Clarendon.*) Do you think the preaching in the church at Harrow had much effect on the boys. Did they like it?—I think so. The attention was very marked during the sermons. I used to like it, and I was talking with another boy on the subject the other day, and he said certainly the preaching was liked on the whole. Of course a good many of the morning sermons were not very much cared for.

1954. (*Lord Lyttelton.*) You heard the Head Master's sermons?—Yes; and those of a few of the under masters.

1955. The Head Master preached in the evening, and the under master in the morning?—Yes.

1956. You were in Dr. Vaughan's time entirely?—Yes.

1957. (*Lord Clarendon.*) Do you consider that you derived great advantage from your tutor?—Individually, I certainly did derive a great deal.

1958. When you say you did individually, was not that generally the opinion of the school that they derived much advantage from it?—It depends so very much on the tutors.

1959. Who was your tutor?—Mr. Pears, till he went to Repton, and then Mr. Westcott. From him I am sure I got a great deal of assistance, because I was able to go and ask his help or assistance at any time.

1960. And upon any work?—Yes.

1961. Whether school work or other work?—Yes.

1962. Any difficulty you met with in any book which you were getting up for yourself?—Yes.

1963. (*Sir S. Northcote.*) How many pupils had he?—I think on the whole about 40.

1964. (*Lord Clarendon.*) Were you able to go to him whenever you liked and get his assistance?—You see one asked his assistance chiefly at the stated times when you went to him. I think there is a little difference living at home. I think you had a little advantage that way.

1965. What advantage would you have living at home in respect to your tutor?—I think the boys in the houses perhaps did not like going quite so much to their tutors.

1966. (*Mr. Thompson.*) Mr. Westcott had very remarkable qualifications for a private tutor, had he not?—Yes; he certainly used, I thought, to take great pains with me.

1967. (*Lord Lyttelton.*) Did you understand there was any difference between the boys in the great houses and those in the small houses in that respect. The boys in the small houses thought more of their tutors, did they not?—Just the few in the house, but the great majority of his pupils were in the other houses.

1968. I mean those who were in the small houses?—Yes; they were able to ask his assistance more in the evenings.

1969. (*Mr. Thompson.*) You mentioned reading books for your own instruction which were not required in the routine school work; was that a common practice at Harrow?—No, not very.

1970. Would the best boys do it largely; I mean the best scholars—to any great extent?—No; I do not think it is carried on to any great extent by any one.

1971. (*Lord Devon.*) Will you mention what books you read in the matter of private work?—My private work was chiefly given up to mathematics because I read mathematics privately, and any spare time I had was chiefly given to that.

1972. (*Lord Lyttelton.*) You obtained mathematical distinctions, did you not?—No, not actually, except throughout the time I was there.

1973. I mean the mathematical prize?—I was generally in the first two or three.

1974. (*Lord Clarendon.*) What should you consider was the greatest stimulant to work; was it the desire to improve the position in the school, or to obtain prizes, or the fear of being thought idle and punished for it?—I think, perhaps, it was mostly the place in the school.

1975. All the boys took great interest in the places which they obtained for themselves, and those which others obtained?—Yes, I think so.

1976. The paper which is issued every half is conned over with great interest, is it not?—I think so certainly, by the majority of the boys.

1977. Did you pay much attention to modern languages while you were there?—I am sorry to say I did not.

1978. They are obligatory now, are they not?—Yes; but you need do nothing at all in modern languages, it can be dreadfully abused. For instance, I never did anything in modern languages and I got several prizes.

1979. (*Mr. Thompson.*) For modern languages?—For what we call "copies;" that is, for work during the quarter, simply because I did my exercises to a certain extent.

1980. In short you did not learn much?—I think I knew more modern languages when I went there than when I left. If you chose to learn you could. I think the French master under whom I was throughout my time was certainly a very good one.

1981. (*Mr. Thompson.*) Who was that?—M. Masson.

1982. (*Lord Lyttelton.*) Did many of the boys pay much attention to it?—A few did, certainly. There were cases of boys who came knowing nothing, and who left very fair scholars.

1983. Those who happened to have a turn for it?—Yes.

1984. And generally it was looked down upon?—Yes; they did not give any time to it.

1985. Is there a German master?—Yes.

1986. Did those boys who learnt German pay more attention than those who learnt French?—No, I think not; there were just a few of the best French and German scholars who paid attention to it, because there was a prize to be won.

1987. Were they generally boys who distinguished themselves in other respects, or chiefly special boys?—Yes.

1988. (*Lord Clarendon.*) What could you do in French when you went to Harrow?—I knew the French Grammar very well and some words; I was pretty well grounded in it at the private school.

1989. What did you know when you left Harrow?—I had forgotten the words, and I do not think I knew the grammar very well.

1990. And the German the same?—I did not learn German.

1991. You do not think there was amongst the boys any notion, that modern languages might be useful to them in after life?—No, I do not think so. I am sure we did not think so.

1992. Nothing was said by any of the masters to call attention to it, to show the boys how or why it would be important to them?—No, I think not. You did not find it out that you ought to have learnt it till you left Harrow.

1993. (*Mr. Twisleton.*) There were some good German scholars among the masters. Did they never suggest to you or the boys, the desirableness of learning German?—I do not think so.

1994. (*Lord Clarendon.*) Did you learn modern history and geography at Harrow?—Next to no geography. We used to do geography occasionally, but it was rather a farce. History we did.

1995. (*Mr. Twisleton.*) It was rather a farce?—No.

1996. (*Lord Clarendon.*) What modern history did you learn?—We had modern history to learn in the holidays, and it counted into the examinations, so that there was some reason for getting it up. It counted into the examination at the end of the half year.

1997. What was the most modern point in modern

history. Anything below 1688?—Yes; 1815 was the lowest point.

1998. How much did you do in mathematics at Harrow?—I gave a good deal of time to mathematics. In the upper forms we used to have three hours a week; one hour every other day. Of course, we had a good deal to prepare before that; work which took one perhaps two hours, if you did it carefully, for each school.

1999. How far did you go?—I did a little conic sections, and some statics, I think. It was getting on gradually about the time I left. They got to differential calculus, but that was just at the end. That was in private tuition, not in the regular form.

2000. (*Lord Lyttelton.*) You had the facility for learning as much as you wished?—I think so. The mathematical masters took great pains with us.

2001. (*Lord Clarendon.*) If the boys showed any disposition?—Yes.

2002. Were you satisfied with your own position at Cambridge, both as respects mathematics and classics, with reference to that of other young men coming from other schools. Do you think that your position is as good as theirs. Do you know as much?—No; not in mathematics. I should think as much mathematics as the larger public schools—the older public schools; but in all the newer schools they came up much better prepared in mathematics, but not usually in classics.

2003. Which of the newer ones. Will you give us the names. The City of London?—Yes.

2004. (*Lord Lyttelton.*) Marlborough?—No, I do not think so.

2005. (*Sir S. Northcote.*) Cheltenham?—No, I do not think so.

2006. (*Mr. Thompson.*) The Grammar school at Ipswich?—Yes; I know it sent up a man who got the Caius College open mathematical scholarship.

LORD LYTTELTON IN THE CHAIR.

2007. (*Lord Lyttelton.*) I believe you were captain of the eleven?—I was captain two years.

2008. Do you think that the general estimation of a boy in the school is higher than it ought to be in respect to games; does it give him too high a position?—Yes; it does.

2009. Do you think it overbalances the studies of the school?—It rather does, certainly.

2010. Are the cases frequent of good cricketers being also studious?—Yes.

2011. How many hours in the cricket season in a week would be employed in cricket?—There were three half-holidays, and cricket went on certainly from two to six. That was on the three half-holidays, and every evening most boys were down till locking-up time, whatever time that happened to be, ranging between half-past seven and half-past eight.

2012. (*Mr. Thompson.*) After tea?—Yes; and then a few boys—but very few—used to play on the whole school day also, for about three-quarters of an hour after dinner; but they were very few. They were boys who certainly did next to no school-work.

2013. (*Sir S. Northcote.*) About 20 hours a week, do you think?—Yes; about that, I should think; but that was with a boy who took every opportunity.

2014. (*Mr. Thompson.*) Rather an extreme case?—Yes.

2015. Fifteen hours, perhaps, would be nearer the average?—Yes.

2016. (*Lord Lyttelton.*) Generally speaking, were those who played a good deal at cricket better or worse than the average of the school. Do you think that they were the best set as to general character?—Yes, I think so, certainly.

2017. Did the masters take interest in the cricket?—Yes.

2018. I do not mean play; but did they look on?—Most of them came down occasionally; many of them often.

2019. Did they inquire about the matches?—Yes, several of them; I should think more than half of them.

2020. Is there cricket fagging at Harrow?—Yes.

2021. What is the cricket fagging. Does the boy who is fagging learn the game?—Yes, he does, certainly; because he has to stand behind the wickets and stop the balls, which is a very essential part of the game.

2022. He never learns batting?—No; you see no boy need fag more than once a week. If he is sent down a second time he may simply come to the captain of the eleven.

2023. (*Mr. Twisleton.*) He would be well grounded in fielding?—Yes.

2024. (*Lord Lyttelton.*) He does not bowl, does he?—If he is a good bowler; I used to bowl half my time when I was a fag.

2025. Were you a football player?—Yes.

2026. Do the same sort of boys play at football as at cricket?—Yes; much the same.

2027. Football took less time than cricket, I presume?—Yes; but I think it took up almost all the time they could give to it. Of course it took up shorter time, because the evenings were not so long in winter time.

2028. Football was practically compulsory?—Yes; for two or three years, I think.

2029. There is no fagging at football, as distinguished from playing, is there?—No. There are two games; the boys from the smaller games are sent in detachments about every quarter of an hour to what is called "keep the base" in the bigger game, that is, to prevent the ball coming through. That of course was the only thing; sometimes that used to be forgotten, and the club keeper, as in the smaller game, had the sending of those boys. They did not act quite fairly; but there was a good deal of noise about it a short time ago, and they have it pretty regular now.

2030. You had a debating society?—Yes.

2031. Do you think a boy who was popular and of good character, but who was not fond of reading, would be elected into the debating society on the score of his general position?—I think they would not exclude anyone who wished to join.

2032. Would all the boys be expected to take part in the debates?—Theoretically they were. They must speak once in the first three times; but I know it was not so practically.

2033. (*Sir S. Northcote.*) Was not the number limited?—I am not quite sure. I think all the monitors were in it, *ex officio*. I cannot quite say.

2034. (*Lord Lyttelton.*) Would a boy who could not be of any use in the debates be elected for his general character and position in the school. Would it be necessary that he should take part in the debates?—No.

2035. (*Mr. Thompson.*) Probably you would think it rather the exception for a boy to be blackballed?—I think so.

2036. Much as it is at Cambridge?—Yes.

2037. Do you think it is as easy of access as the Union at Cambridge is, where the ballot is, or was a mere form?—Perhaps it is a little more than that. I should think the ballot was quite a farce at the Union.

2038. Did the debating society go on all the time you were at Harrow?—Yes; not in the summer quarter, but in the other quarters.

2039. Without interruption. Did it never die away?—No.

2040. It was always carried on with tolerable spirit?—I do not know that it was carried on with much spirit. I do not think there was much spirit; but it never died out.

2041. There was no reading-room in connexion with it, as at Cambridge?—No; it was held in the monitor's library.

2042. (*Lord Lyttelton.*) Had the upper boys much individual intercourse out of school with the Head Master in your time?—The first 10 monitors

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were entirely under him, as regards composition, and used to see a great deal of him; the rest of the sixth form used to see him with one or two exercises once a fortnight; but not further than that, unless you were in the house. Most of his available daytime was occupied in seeing the sixth form. Also, he was in the habit of seeing boys in his study when they liked to come, and occasionally walked with them.

2043. I do not mean in the house, but as upper boys. On looking over exercises with one of the upper boys would he speak on general subjects with him?—Yes.

2044. Did they go to him in the evening to tea, or anything of that sort?—Generally dinner, that was all; once a term. Perhaps one or two of the upper boys might go twice; but generally it was but once.

2045. (*Mr. Twisleton.*) Did you construe your lessons to your tutor before you went up to the master of the form?—That varied with the tutor. It was not the case with either of my tutors. You never do it, you only prepare your work in the pupil room in the lower forms below the remove, not in the fifth or sixth form. I know it was the custom with some, but I do not think it was liked.

2046. It was not part of the regular system of the school?—No, I do not think so, certainly.

2047. And it was not liked?—I do not think the masters of the form liked the tutors to let the boys translate it over to them.

2048. Was that on the principle that it was fairer that they should all learn their lessons previously, and say them as well as they could in the form?—Yes. They might always ask the tutor to assist them while they were learning them; but I know one or two tutors used to have them round them before school time and let them construe them.

2049. But there was no system of construing to their tutor before they went to the form?—No.

2050. You consider it better that there should not be the custom of construing to the tutor previously to construing to their master in form?—I hardly know.

2051. (*Mr. Thompson.*) Perhaps you have not considered that?—I have scarcely thought of it; it was so very seldom done.

2052. (*Lord Lyttelton.*) Apart from any expense of going on journeys to play, or the like, what was the cost of the game at the school itself, what was the expense. Was the captain of the eleven put to any expense beyond others?—No, none whatever.

2053. But the eleven, I presume, had some expenses?—No, none whatever; the eleven and the sixth form were all on the same footing as far as expenses were concerned. The subscriptions ranged from 5*s.* to 1*l.* All the sixth form and all the eleven paid a pound for their subscription during the summer term.

2054. Had not the eleven a particular dress?—Yes.

2055. That would be an expense?—Yes.

2056. Was that all?—Only in regard to dress, I think.

2057. They had no dinners, or anything of that kind?—No; they were always paid for. There was one match in which we gave a dinner, but the school gave it. The captain of the eleven had nothing to do with the money.

2058. (*Mr. Twisleton.*) Looking back to the system which prevailed at Harrow when you were there, are there any improvements in the system of instruction which suggest themselves to you?—I think, certainly, more attention ought to be paid to the writing of essays and things of that sort.

2059. To the writing of original essays?—Yes.

2060. Both in English and Latin?—Yes; chiefly in English.

2061. (*Lord Lyttelton.*) Do you think there was translation enough?—Scarcely; I think there ought to be more translation. I mean written translation.

2062. (*Mr. Twisleton.*) From English into Latin?—No; I mean translation from Latin and Greek into English.

2063. (*Lord Lyttelton.*) With a view to the power of writing English?—Yes.

2064. (*Mr. Twisleton.*) Are there any other points on which you would like to offer a suggestion?—I think when I was there the reading of Latin and Greek authors was certainly not general enough. It was rather a small circle of books that we read at all. I think lately it has been a little improved.

2065. Did you find when you went to Cambridge that you had not read so many Latin and Greek works as some boys who had come from other schools?—I do not know exactly in comparison with other schools; but you found it in your work generally. I do not know whether it was so in comparison.

2066. (*Mr. Thompson.*) How many Greek plays do you imagine a sixth-form boy going to Trinity would have read?—That depends on the time he would have been in the sixth form; a boy who had been in the sixth form two years in all probability would have read all Sophocles, and perhaps a couple of plays of Aristophanes, and perhaps a couple of Æschylus, and a couple of Euripides; say, perhaps, on the average, six of Sophocles; but it required a boy to be at least three years in the sixth form to get the full benefit of the system, and he would then have read all Sophocles, about four of Aristophanes, most of Æschylus, and three or four of Euripides.

2067. Would he have read such authors as Thucydides and Demosthenes in anything like the same proportion?—Not in the same proportion.

2068. Would he have read Homer?—No; he would seldom read Homer in the sixth form. Perhaps you read three or four books in the fifth, but that would be about all, except with the private tutor.

2069. Homer was not a favourite with the boys?—No. I think Mr. Butler has given them Homer lately; but we certainly did none in the sixth form except with our private tutor.

2070. I think there are a good number of Harrow Compendiums, are there not—reading books in Greek and Latin?—None; they are quite done away with.

2071. There is no poetry book?—No.

2072. Now the entire authors are read instead?—Parts of entire authors.

2073. Considerable parts?—Yes.

2074. How much Herodotus do you think would be read either in the sixth, or before you get there?—I think very little. I do not think I read above a book and a half.

2075. And as much of Thucydides, or more?—I read about a couple of books.

2076. Any Plato?—Very little Plato. I read two, I think. But then I must repeat that I was only two years in the sixth form.

2077. Xenophon?—Xenophon was kept almost entirely for the shell.

2078. (*Lord Lyttelton.*) Did you go in for the classical tripos?—No; I did not read classics at Cambridge. It was mathematics.

2079. (*Mr. Twisleton.*) Did you learn much by heart?—Yes, a good deal; but I do not think so much as in other schools.

2080. How many books of Virgil did you learn by heart?—Very little. I suppose not above a book and a half.

2081. And Horace?—Most of Horace. Certainly all the odes, and a good many of the epistles.

2082. (*Mr. Thompson.*) Do you think the repetitions have been shortened; from what you hear of Harrow in past days do you think less lines are learnt by heart than formerly?—No; I do not think so.

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ANALYSIS OF THE EVIDENCE.

[*** The Names of the Witnesses are in Alphabetical Order. The Figures refer to the Numbers of the Questions in the Minutes of Evidence.]

BUTLER, Rev. HENRY MONTAGU, M.A., page 153.

Has been Head Master of Harrow since November 1859; 1, 2. Believes the Governors have always been ready to aid the School liberally, but their funds are not large; at the last annual meeting they acquiesced in a request which he made to them to give the temporary possession of a house which had recently become their property to the custos, a servant employed to look after the buildings, whose house was incommodious; 9–12. The Vicar of Harrow, or the Head Master, is, by the will of the Founder, to be paid annually for preaching 30 sermons at the parish church of Harrow-on-the-Hill; as a matter of fact this is the only clause in the will which contemplated the Head Master being in Holy Orders; 14, 15. There are only two masters referred to in the Founder's will, the "schoolmaster" and the "Usher;" the latter, sometimes called the Under Master or the Lower Master, has charge of the Lower School, beginning at the Fourth Form; 17–20. A strong feeling prevails at Harrow that a portion of the money left by John Lyon, mainly for the benefit of the School, has been unjustifiably devoted to repairing the highways from London to Edgeware and London to Harrow; but witness does not understand the legal merits of the question; 21–24. The "Sayer Gift" is applied to two exhibitions of 50 guineas each, founded in 1830 by an old Harrovian, for such Harrow boys as should go to Caius College, Cambridge, the examination embracing the regular studies of the School—classics, mathematics, and modern languages; 25–27. The trustees or managers have the management of the lands, revenues, &c., and the appointment of the Head Master and Usher, also their dismissal for misconduct, but they never interfere in the administration of the school; and the responsibility lies entirely with the Head Master; 29, 30. The Usher is regarded as one of the Assistant Masters; witness, as Head Master, habitually consults the Assistant Masters, but not the Usher in especial; although appointed and removable by the Governors, the Usher has always been taken from the Assistant Masters, and, therefore, is one of those originally appointed by the Head Master; witness would only consult the Governors on any material improvement in the buildings, not with regard to the administration and government of the School; 30–42 and 127–132. Dr. Vaughan established the "English Form;" this was an innovation, and he consulted the Governors on that point; but witness would not consult them relative to the administration even of that form; as to the School, if he thought that physical science and modern languages ought to assume a more prominent position, and that it was desirable to permit a diminution of classics, in order that the boys might pursue one or the other of those new branches of study, he would not feel bound to consult the Governors, but if he considered the change organic and fundamental, he should probably, as a matter of courtesy, make it known to them, although there is nothing in the Founder's will to compel him to do so; 43–49. Declines expressing any opinion as to the strict obligation under the statutes of John Lyon, but conceives he is acting in conformity with long and well-recognized usage in maintaining that in all the ordinary circumstances of administration the Head Master would not feel it to be his duty to communicate with the Governors; 50, 51. In his Answers occurs the phrase "annexed to the statutes are certain rules prescribing the "course of study;" this is adhered to so far that the course of study is mainly classical, but it has not been conceived that this direction is at all a bar to collateral studies; 52. The body of rules not adhered to in instances particularized; 53–63. The order that on the appointment of a Master the rules shall be read and a promise required of their faithful performance is not observed; 61–63. Miscellaneous details as to revenues, salaries of Masters, fees, profits of boarders, &c.; there are 22 Masters altogether, 11 clergymen and 11 laymen; repairs of the new building fall on the Head Master; the extreme income of the Head Master is 6,288*l.*, out of which the whole expenses of the private part of his establishment have to be paid, as well as many other out-goings, some of which he enumerates; 64–104. Subscriptions amounting to 30,000*l.* from Harrovians, in his own time and his father's, for building chapel, Master's house, &c.; 105–118. Head Master takes upon himself the teaching in School of the highest form, and

examines other forms periodically; desires to do so twice a quarter, but has found himself unable to examine them quite as often this quarter; mode of examination; 124–126. No rule establishing a definite proportion as to masters and boys; it is understood, however, that 35 is the maximum number to a Classical Master; 30 would be better, and an addition to the staff of masters is in contemplation as soon as the new rooms are completed, which will be about Easter next; the limitation of the number rests with the Head Master; 119–133. Any inhabitant of Harrow, on application to the Governors, can place his son or sons at the school on the foundation of John Lyon; if there is any limit as to numbers it rests exclusively with the Governors, who appoint the Foundationers; at the beginning of each term the Head Master receives from the solicitors of the Governors a list of those whom the Governors have admitted on the Foundation; the Head Master has no power to admit boys to the Foundation, nor to refuse admission to those placed on the Governor's list; 134–136. Residence the only qualification; 146, 147, and 150. These Foundationers are home boarders; at present there are 32; the entire expense for them, including private tutor, is 17 guineas a year; 137–139. The private tutor system prevails at Harrow; the Non-foundationers must pay for the tutors; to place all on an equality the Foundationers have private tutors also, which they generally pay for; but there have been instances, in case of the Foundation boys being *boná fide* poor, of the private tutors teaching them without pay; 140–145 and 193, 194. Perhaps it might be more consistent with a "free" education that this private tutor fee should be paid by the Governing body, as at Rugby and Eton; they have little more than 1,000*l.* to deal with; 195–197. In many instances the Foundationers are the sons of widows, who come to Harrow for the purpose of procuring a cheap education of their sons; 148–150. Scarcely an instance of the son of a Harrow tradesman in the great School; 177. The English form approved by the tradespeople and farmers; 22 boys in the form; 178–183. Details as to the English form; the Master not a University man, but from St. Mark's Training College; the boys pay 5*l.* and find their books; 200–214. At present there are 430 boarders and 40 or 50 home boarders, including the Foundationers; thinks it might be desirable that the Governors or Head Master should have the power of limiting the number of home boarders, should they ever seem likely to trench on the dominancy of the boarder element. (*Lord Clarendon*:—Clause 12 of the Founder's will says "A meet and competent number "at the discretion of the Governors," so that the Governors may set a limit.) Is not prepared to define the legal right of the Governors, but in practice no application for a boy to receive the benefits of the Foundation has ever been refused; the subject pursued; 151–174. The Foundationers and other boys mix together completely; 175, 176. Explains the school charges of 5*l.*, of which the foundationers entitled to a free education pay one-half; 184–192. The exception as to payment from foreigners in favour of the kinsmen of the Founder; 215, 216. Average expenses of the boarders under 145*l.* a year; maximum 180*l.*, reached in very few cases; 217, 218. During 1860 the receipts from 478 boys, including 35 Foundationers, would be 18,098*l.* 14*s.*; 219–224. The boarding houses contain sufficient room for the boys at present; 225–229. Number of boys about 480; manner of admission of the Non-foundationers; 302–305. In the small houses the average of a boy's expenses for board and tuition is 210*l.*; gives some explanation of the cause of this; while he believes that the full benefit of the public school system can be gained only in the larger houses, is yet aware that from various causes, partly physical, partly intellectual, some boys are so constituted that they would derive greater benefit from being members of a smaller body where the counsel and supervision of the Master can be brought more constantly to bear; it not unfrequently happens that boys who have begun their course in a small house, and been fairly habituated to the public school system are by the advice of the small-house master removed during the latter years of their career to the freer system of the larger house; on the other hand he has himself, in more than one instance, recommended boys of a peculiarly delicate temperament, and who

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Butler, Rev. Henry Montagu, M.A.—*cont.*

seemed to be suffering from the rougher system of the larger houses, to remove to a small one, and this has been attended with the happiest results; the subject pursued; more privacy for study in small than in large houses; in the smaller house the Master would give more of personal supervision to the boys; in the larger house he would probably, as in the school, seek to govern the house mainly through the upper boys; the smaller houses are in fact exceptional, and are rather for boys of special temperament; they meet the partly reasonable and partly unreasonable fears of parents; 230–269. Opinions as to the proper number of boys in a sleeping room; disturbance at prayers; senior boy in each room would be responsible for order; as boys become young men it is desirable that each should have a room to himself; 249–262. The subject treated at length; 747–749. Changing the dinner hour from one o'clock to two would involve an entire change of the School; breakfast begins at nine; it is a short meal, consisting of tea and coffee, and bread and butter, often eggs, seldom meat; complaint of raw meat means bad cooking; as to rancid butter, also complained of, it is at times difficult to get good butter, but great pains are taken in his own house to get it good; 276–283. The profits of most of the Masters depend very considerably on their boarding houses; all the Mathematical Masters have boarding houses and all the classical, except Mr. Bowman and Mr. Smith; a Mathematical Master with a boarding-house is in the same position as a Classical Master with a boarding house; 284–287. In the upper part of the School the boys have their meals in their own rooms; the meals are prepared by the servants and taken up by the servants; in his own house they are prepared by the servants and taken up by the fags; the toasting is generally done by the housekeeper, still if a Sixth Form boy wishes an extra piece of bread toasted he will tell his fag to do it; 288–291. In addition to the annual fee of 60*l.* for board and washing, there is another fee of 8*l.* to cover lighting, furnishing, and repairing rooms; there is no profit upon that 8*l.*; it is a close estimate of actual expenses, and the fee existed in Dr. Vaughan's time; 292-301. Entrance examination confined to Latin and Greek; the boys are tested by the one study, classical, which is the predominant study; a minimum of mathematical and arithmetical knowledge might be required; the subject pursued; there is no school at Harrow like the preparatory school at Eton; 306–316. Removes and promotions; 317–323, and 334–336. A fortnightly meeting of the Masters is held to discuss any business calling for consideration; the direction of the studies of the School is absolutely with the Head Master, though he would naturally attribute the very greatest importance to the opinion of his colleagues; no difference except of an honorary kind between the usher and the rest of the Assistant Masters; 325–333. School details, examinations, marks, places; 337–343, and 412–417. Scale of marks; 355–357. Prizes and copies; 361–366, and 429. Physical science does not form any part of the regular studies of the School; without saying that it could not be advantageously introduced into a public school, he is not prepared to recommend any large additions to the collateral studies at Harrow to draw the boys away from classics, the main study of the School, which has in its favour the stimulus of tradition; 344–350. Every quarter, however, there is a voluntary examination, open to the whole School, in some one branch, such as geology, botany, chemistry, or electricity; and in all those branches the boys have acquired some proficiency by their own efforts, or with some assistance from the classical tutor when he happens to be interested in the subject set for the next examination; this was introduced a few years later than mathematics and French; 405–411. History, ancient and modern; 351–353, 358–366. *Exeat* Sunday explained; a boy with the sanction of all the Masters is allowed once a quarter to go home from Friday night or Saturday noon till the second school on Monday, or to the houses of friends specially approved by the parents; on *Exeat* Sunday the chapel is very empty; 367–371, and 667–669. Mathematics were introduced in 1845; 372. At first little importance was attached to the study; now mathematics are studied in real earnest; 384. French or German was made compulsory in 1857; there are two modern language masters, and the time given by each boy is two hours for direct tuition in addition to the preparation; of course with 10 or 12 hours a week the progress would be greater, but the question is how far to go with modern languages without seriously or dangerously infringing the time given to the main study, classics, and he thinks they could not give more time to modern languages without remodelling the School, introducing a separate department, and almost giving up Greek; within the range of his experience there has been marked improvement in modern languages, and unquestionably the study now occupies a much higher place in the estimation of the boys than it did when he was himself at school 10 years ago; boys at Harrow cannot be made to converse well in French and German, but they could be made fairly conversant with the grammar of those languages and able to read books in them, and that would be a useful basis for further study; the two masters who teach French and German are both Frenchmen; punishments are inflicted in the French classes as well as in the rest of the School; there will always be a difficulty in maintaining discipline in the modern language forms, but it might always be overcome by the Master's own energy and tact; the question for educators

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seemed to be, not whether they could convey to boys accomplishments confessedly valuable supposing their intellectual powers highly trained, but whether modern languages are equally well adapted with the classics for giving that high training; they have to give the means of strengthening the mind, and it is comparatively less important that a boy should be able to express himself fluently and gracefully in French and German than that he should have something to say which is worth expressing; 374–404.

Further examined, page 172.

Witness explains in detail what he meant by stating in his written evidence, "every boy at Harrow must have a tutor; "the instruction given by the tutor varies according to the "position which the pupil occupies in the school;" 430–435. The tutor considers himself responsible for the general well-being of his pupil, and gives him encouragements and warnings; if he has reason to fear that a boy is not doing well he communicates with the House Master, or Master of the Form, or the Head Master, or with the boy's parents, or with other boys whose influence may appear likely to be of service to their schoolfellow; where the private tutor is also master of the house the relation is of course still more intimate; the tutors carefully supervise the moral training, the individual disposition, and the gentlemanlike conduct of the boys under their care, and make the character of the boys their study, and every month a report is sent to the parents; 436–454, 467–469, and 476. In the event of a serious complaint being made against a boy by his Form Master, the Head Master would not examine into the case or inflict punishment without communicating with the private tutor, who might suggest reasons for deferring, or perhaps altogether abstaining from, punishment, and this enables the Head Master, where he inflicts punishment, to do so with a more perfect knowledge of the circumstances of the case; this he considers a most beneficial result of the system of private tuition; 455–460. A classical Assistant Master keeping a large house, or one containing from 30 to 40 boys, has for his pupils all his boarders and any of the home boarders; but the number of home boarders who become pupils to any one master is very small, and in almost all instances a preference is given to the masters of the small houses; a boy scarcely ever changes his private tutor; a boy placed in the house of a classical master becomes *ipso facto* that master's pupil; if placed in the Head Master's house, or with one of the mathematical masters, there is practically an unlimited choice among the masters of small houses; one of those enjoying a remarkable reputation would reap the benefit of that reputation, but only to a limited extent, as when the pupils number 40 the Master refuses to take more, unless a very special reason is adduced; 461–466. Private tuition pursued in further detail, in conjunction with domestic arrangements and moral supervision; would never make information from a servant the ground of punishment; 470–491. Believes the tutorial system an old institution at Harrow, and that no change has been made during the last century, either in it or in the fee; 492, 493. Questioned whether the tutorial system has not a dark side as well as a light one, whether, for instance, a boy of genius does not find it irksome to be under the necessity of having a private tutor, witness replies that, paradoxical as it may appear, it is in the case of the very clever boy that the aid of a private tutor is most wanted; if asked where he thinks the tutorial system imperfect, he replies, in the case of the upper boy in the Sixth Form who show no special inclination for study; such a boy might possibly make more intellectual progress if simply tested in form, or if his tutor were able to give him personally a very disproportionate part of his time; the tutorial system, if used with discretion, neither forced where not wanted nor withheld when the self-exertion of the pupils fails to overcome a difficulty, is most valuable; the subject continued at great length; never was able to trace the historic rise of the tutorial system; believes it was introduced into Harrow when a head master came from Eton; suspects it came with Dr. Thackeray, and was continued by his successors, also Etonians, Dr. Sumner and Dr. Heath; 494–529. Questioned as to the disparity in the number of pupils, one master taking 66, another only 7; witness explains that allowing a varying number of pupils to some masters, and none to others, is simply a mode of regulating incomes adopted by himself as Head Master; 530–537. This subject pursued, with regard also to the boarding houses, which, as well as the pupils under private tuition, are under control of the Head Master; 538–549. Both master and tutor will encourage boys to devote their attention to studies for which they show special aptitude; instances; 550. A boy showing a special aptitude for mathematics over classics would probably be advised to read mathematics privately, and might be excused his verse composition to give him more time; this has been done rather too often than too seldom, perhaps in 20 or 30 instances; the difficulty is to guard against idleness in the case of the excuse being granted; this might be a reason for organizing, if possible, the system of the School in such a way as to allow of that being done as a system which is now done as an exception, but it is difficult to have an organization based on exceptional cases, and he is not able to foresee whether a subordinate organization would carry with it the regular effects of the present organization which extends to the whole School; 551–559. Questioned as to the expediency of organising the School so that the School forms should be independent of the

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classification in each separate subject whilst giving each a share in promotion, giving, for instance, half the marks to classics, and distributing the remaining half among the other three subjects in given numbers, and then letting the aggregate marks tell in the examination for whatever subject they might be awarded, the witness promises on a future day to give an answer in writing, or declare his unwillingness or inability to prepare an essay on so fundamental a question; 560–567. The system at Marlborough is somewhat different; that is what the Commissioners call the "bifurcation" principle; 568. Age at which boys are allowed to be exempt from verse composition, &c.; 569–574. With few exceptions, the best classical scholars are also best at mathematics and modern languages; 575. Other school results; 576–583. The Harrow boys come very much from the landed aristocracy; great numbers also from those who have recently become wealthy, some from the professions of law and physic, few from the clergy; he had felt much startled at the latter fact; 583–585. Destination of boys who leave school early; 586–590. Prizes at Oxford and Cambridge; some gained by Harrovians; 590–597. Libraries at Harrow; a small charge made to parents for the purchase and binding of books; a few choice novels admitted, such as those of Scott, Cooper, and Dickens, with "Vanity Fair" and "Adam Bede;" 598–604. Believes that boys in the upper part of the School have plenty of time left from work to give to general literature; debating societies, small ones in the houses, a general one in the monitor's library; meetings held there once a week during two-thirds of the year, but during the summer cricket is too powerful a rival; subjects of debate generally political; as a rule, the boys who take the principal part in the debate, and who compete for the English composition prizes, are at least fair proficients in classics; 605–610. Drawing; opinion concerning it as an adjunct to classical reading; 611–614. Boys prepared for Confirmation, which takes place at the College Chapel; they regard it as a solemn and important event; as a rule, there is less punishment about the period of Confirmation; a majority of the boys are confirmed, about 70 a year; Dissenters' children are often confirmed; they are chiefly Unitarians; 615–634. Church service; three services on Sundays; sermons twice, in Church formerly, now in the Chapel; the clerical Assistant Masters take their turn in preaching, and their sermons excite great interest; certain boys perform a choral service and have an extra *exeat*, called the "Choir Exeat;" mode of spending Sunday discussed in detail; 635–646, and 650–662. Great care taken to prevent Latin compositions or impositions being done on Sundays; it is a very common custom to write letters on Sunday; possibly some religious people might object to this, but those who have studied the life of boys at school will be disposed to suggest this as one of the best modes of spending a portion of Sunday; 663–665. The boys always attend the Communion the Sunday after Confirmation; and the attendance is good afterwards; it is perfectly voluntary; 647–648. There are no Roman Catholic children; they are not refused, but they are told that the rule is that all boys go to chapel regularly; there was an interesting application, but the parents would not accede to the condition; 649. At the end of every school quarter a divinity paper bearing on the school work of that quarter forms part of the examination of each form; the boys read through a certain part of the Bible, according to a fixed rotation, during the quarter; they are examined orally on the subject in School on Sunday, and at first School on Monday morning; the whole of that subject, or part of it, is set at the end of the quarter for the examination; this constitutes the divinity paper; the examination is less doctrinal than critical; 666–670. Only one exeat Sunday allowed in a quarter, unless in special cases, such as the serious illness of a friend; it is considered an evil that a boy should miss a Sunday at Harrow, and, except in cases of special emergency, no boy is allowed an exeat on the Sundays when the Holy Communion is administered; 671–673. Each Master is at liberty to determine for himself the punishment which he awards for a particular offence; there is no absolute uniformity of punishment; it is so very difficult to determine what is a similar offence, because there are all sorts of degrees; but each Master possesses a fair knowledge of the amount of punishment given in certain cases; whatever general understanding, however, there may be among the Masters, much must depend in practice on the character of the individual Master; 674–676. Opinions as to impositions, as to their operating as a deterring punishment, as to the effect on handwriting, and as to the convenience of the Master; learning lines; 677–680. The cane not used at Harrow; he would not like to introduce it now; but undoubtedly if it were introduced it would do away with many troublesome tasks of writing lines and learning lines; 681, 682. The subject of punishments, including flogging, pursued; the flogging is administered by the Head Master; corporal punishments inflicted about 20 times each quarter; 683–696. Invariably gives a boy an opportunity of defending himself; but feeling it to be of the very first necessity to save him from the temptation of telling a falsehood, he always assumes that the boy has done the act, and therefore generally begins his short conversation by asking, "How is it that you have done this?" in most cases the boy will stand silent, which is much the best thing he can do; further details; the Sixth Form exempt from flogging; if there was a case conceivable, the boy would be

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first degraded and then flogged; 697–704. Punishment of monitors and Sixth Form; 701. Fagging confined to the Sixth Form; formerly the Fifth also had power of fagging, but that was abolished 17 years ago; 705, 706, 710, 726, 734–738. Cricket fagging; 757. The monitor is bound to keep reasonable order among the boys of his house; the system works well in the boarding house; describes minutely the practical operation of the monitorial system; punishments for disturbance in the house; smoking, &c.; 707–714. The effect of the monitorial system on the monitors themselves; instead of the monitorial system being only another name for legalized tyranny, it is, in his opinion, the greatest safeguard against tyrannical practices; the real defects of the system are found in its influence upon certain monitors,—the conscientious boy wanting in the elements of public character, or ability to command, and the boy in whom the authority might generate a sort of priggishness; but he had seen little of this since he had been at Harrow; a monitor lax in his own conduct would not be able to maintain influence over the boys below him; the monitors are very careful in their own character; and even in the lower part of the Sixth Form, a boy, although he has no monitorial authority, would seriously lose character if guilty of forbidden acts; a monitor who committed a breach of the rules, *e.g.*, who smoked or drank, would probably be convened before the other monitors, and if the case was a very gross one he would be reported to the Head Master for punishment; 715–722. Monitorial powers of punishment, setting lines, additional fagging, convening in library or top of the house, and caning; severity is rare, and undue or passionate severity would be condemned by the brother monitors; gives a reason why caning by the monitor should be allowed, while caning by the Under Masters is forbidden; practically, a monitor does not punish in a serious case without consulting his brother monitors; no record kept of the monitorial caning although there is of the magisterial flogging; 723–740. Monitorial system a means of preventing bullying; a little boy would feel less reluctance to complain of bullying to the monitor than to the Master; public opinion against bullying, but would hardly warrant a complaint to the Master; as a boy, never knew an exceptional instance of a monitor habitually abusing his power; in one instance, however, after the monitor had left school, heard that he had misconducted himself in a systematic way; 742–747, and 750. Games compulsory on the whole school; 751–756. Cricket and football; fagging; rent of cricket ground; 757–763. No sanatorium at Harrow; but careful provision is made for the sick, with entire separation for those suffering from infectious diseases; 764, 765. Rifle club; its popularity fluctuates; the boys like firing and dislike drill; 766–777. The dress at Harrow, jackets for the lower forms, tail coats for the Fifth and Sixth Forms; an advantage of a uniform dress is that a boy does not waste time in determining what he shall wear; is not aware that it is adopted nowhere but at Harrow; 778–782.

HARRIS, G. F. Esq., M.A., page 194.

Has been Assistant Master at Harrow since January 1837; 784, 785. Private tutor system prevails as at Eton; 815, 816. Every boy has a private classical tutor; the tutor is a sort of godfather to the boy, and presides over his well-being; the boys look to him as a person *in loco parentis;* the tutor looks upon himself as under a moral obligation to study the boy's character, and assist him in any way he can besides his mere studies; 787–791. The average number of pupils to each tutor would be perhaps 40; has had a larger number for many years; at present has 63. (*Lord Clarendon.* Do you consider that you stand *in loco parentis* to above 40 boys?) It is certainly a large family; but it is only in special cases that he gives special attention; there are many boys requiring no more than a general superintendence of themselves and their compositions; 792–799. Has 51 boys in his boarding house, five home boarders who are sons of particular friends, and the remainder are placed temporarily with the French masters or the school surgeon; 800–802. Explains the mode of preparing his pupils' lessons, themes, and verse compositions; 803–807, 813, 814, and 822–827. The boys' original draft with corrections marked, and also a fair copy after the corrections have been made, are both shown to the master of the form; 808–812. Monthly reports of the boys' progress sent to the parents, who constantly consult the tutors concerning their sons; 820, 821. The smaller boys have more tutorial assistance than the older ones; it is hard to find authors that boys commencing a language are capable of mastering by themselves; if exercises could be framed introducing the difficulties of translation gradually it would be an advantage; 828–833. If a boy shows a special aptitude for any branch of natural science, for modern languages, or for mathematics, he would advise the boy to devote his energies to that particular branch; has called attention to the subject, and there are rewards and inducements to them to go on; 834–842. Thinks important progress has been made at Harrow in modern languages; considering that the School is avowedly classical, and that the study of mathematics has been first engrafted on it and then modern languages, thinks the progress in modern languages satisfactory; 843–845. As regards the time allotted to the study, modern languages hold the lowest place in the estimation of the Masters; still his impression is that a boy entering the School with no knowledge of French would

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HARRIS, G. F., Esq., M.A.—*cont.*

be a very fair French scholar by the time he reached the Sixth Form; speaking French would, of course, be a different thing; 846–848. Continuing classical teaching as the basis of the education at Harrow, does not think it possible to devote more time either to mathematics or modern languages; both mathematics and modern languages are compulsory, but there are prizes by way of stimulus, and a boy can read privately if he wishes to gain large results; thinks that having reference to the maintenance of proficiency in classical attainments more time cannot be subtracted from classics; since he first went to Harrow five hours a week had been taken from classics and given to mathematics and modern languages; 849–857. Thinks the present mode of teaching classics as near perfection as it can be, and that a boy of good abilities who has spent three years in the Sixth Form is pretty sure of a first class at the University; 856–861. There is no rule of superannuation at Harrow; 862. Thinks the system of classical teaching at Harrow has suffered from the time abstracted from the study and given to mathematics and modern languages; he does not mean to say that the gains in other ways have not been such as to counterbalance the loss of classical knowledge, but certainly there has been a falling off in scholarship, chiefly in composition; subject pursued running into multifarious school details; 863–881. Details as to reading history, sacred and profane, as a holiday task; 882–897. Geography, ancient and modern, once a week, except in the Sixth Form; it is one of the regular classical lessons; 898–900. The present monitorial system has existed at Harrow beyond memory; formerly it was practised without being recognized, now it is distinctly recognized; judging of the system by what passes under his own observation he would say that it was extremely satisfactory in its operation in maintaining order and discipline in the School and the houses, and in protecting the weaker boys against bullying; 907–918. A case of bullying is of very rare occurrence at Harrow; the cases of bullying which had occurred were exceptional, exceptional he meant not as regards detection but as regards occurrence; 918–920. The monitorial authority is cheerfully recognized by the School; it is never disputed; a boy thinking himself ill-used would apply to the Head of the School, who, if he regarded the case as one of difficulty, would assemble the monitors, and if he could get no redress, there would be an appeal to the Head Master; probably the Head Master, although the body of monitors had not thought proper to send the case to him, would hear it, and if he thought the monitors right he would probably tell the boy, "you will have the alternative of leaving the School, if you do not submit to the punishment they think right to inflict upon you;" 921–927. Remembers the case of a small boy complaining of an abuse of authority on the part of the monitor; he, as fag, had broken the monitor's tea-things, which he said he valued highly as a present from his mother; the monitor, the second boy in the School, punished him excessively, and there having been clearly a great loss of temper, and the monitor being under displeasure, he was removed; had it been a single act he would probably have been degraded; 948–951. A monitor rarely inflicts immediate punishment; his order generally is, "come to my rooms at such a time," next morning, after breakfast; a monitor may use the cane; probably there is some control over the manner or amount of the punishment; there are monitors in his own house, who occasionally inflict punishment, but he does not know how it is done, or in whose presence; 928–938 and 947. The 15 senior boys are invariably monitors; they are practically found to be sufficient; if there is not a monitor in each boarding house, the head of the house is *ex-officio* a monitor; 939, 946. Practically a monitor of small physical strength will generally succeed in maintaining his authority even over big boys; he would be supported too by the other monitors; 952, 953. If a monitor abused his authority in the way of oppression or undue punishment of a smaller boy, a good deal would depend upon his character as to how he would be treated by the other monitors, but he thought the feeling amongst them would hardly be against the monitor; 904. Believes that the monitors do not feel their responsibility an annoyance; a very shy boy being put in the position of monitor would find the position irksome, but those are the very boys who are benefited by the system; keeping order must interfere with the studies of the monitors to some extent, but not seriously; 955–957. Has not heard any complaints of defective ventilation in his house; 958, 959. But has with regard to the food, the complaint was, not as to the quantity provided but as to the quantity consumed; the boys had a fancy never to be helped twice to meat; when he received an anonymous letter complaining that the boys were not sufficiently fed, he made a most earnest appeal to them to save him from the scandal of not allowing them a second helping of meat, but it produced no effect; he always carved himself, and was obliged to suit his helpings to what he thought the boys ought to be able to eat; had he known who the writer of the letter was, he would have asked him to the dining-room after a dinner was over to see the enormous quantity of food left, and which they are obliged to give away to the poor people; he never had the slightest complaint as to the quality of the meat; 960, 961. Does not know the quantity of meat consumed; his butcher's bill is about 60*l.* a year; his Sunday's dinners consist of a whole sirloin and a large portion of ribs of beef weighing 80 lbs. odd; 963–968. The pocket money which the boys receive

HARRIS, G. F., Esq., M.A.—*cont.*

from him is 2*s.* a week, 1*s.* of which may be stopped for mischief, but the other never; when a boy in the lower part of the School first comes, he should fairly be expected to have about 30*s.* in his pocket, and his father should expect to have an application in the middle of the term for about 15*s.* more; this would make 6*l.* or 7*l.* besides his allowance for school subscriptions and decorations of his room; 969–971. Questioned as to the ventilation of the School rooms, witness declares that the School accommodation at Harrow is perfectly infamous; some of the rooms are such as would not be tolerated in a national school, certainly not in a proprietary school; with the exception of the new buildings, built almost entirely from the subscriptions of the Masters and planned by a committee of their body, there is hardly a room fit for a Master to be in for want of ventilation; the new system of ventilation seems to answer where it has been tried; 972–975. The beer used in his house is the Romford beer; has a stock laid in twice a year; it is unexceptionable; 976. Extra beer, such as Bass's, is only used by the boys on medical certificate; 962. The School, in his recollection, has been broken up twice; once scarlet fever was there, and a boy died in Mr. Butler's house, not from the fever, but from injudicious exposure as he was getting well; the other from a curious complaint, called by various names, "the rash," "roseola," "spurious measles;" the School was broken up principally on account of the panic which spread to London, but it was a medical man of some distinction in London declared it was not (as some thought) scarlet fever; 977–979. Has two rooms in a cottage close to his house, which he uses as a sanatorium for infectious illness; there is no distinct building as at Eton and Rugby for the purposes of a sanatorium common to the whole School, but most of the houses have what may be called a sanatorium either within themselves or closely adjoining; 980, 981. There is no bath-room at Harrow accessible to the boys; but they have, besides the basin, a large number of foot baths, and one-third of the boys have sponging baths also; 982–985. Visits the boys' rooms every evening, either before or after prayers; 986, 987. States his income at 2,200*l.*, all derived from the School except 400*l.*; his annual savings at 1,000*l.*; 988. Breakfast: tea, coffee, rolls, bread and butter provided; boys are allowed to bring in anything cold and to have eggs or anything as simple cooked in the kitchen; 989. Fagging does not go below the Fifth Form; the remove and first shell are night fags, the others day fags; sees nothing objectionable in the system of fagging as established at Harrow; it is neither disapproved by the Masters nor very much disliked by the boys; 990–992. Opinions as to the dress of the Harrovians; the boys like the coat, and some are much attached to the old custom; 993–1003. Has been at Harrow since 1837, and knows the will of John Lyon the Founder and the charter founded in the will, but does not know whether gratuitous instruction has ever been given to the kinsmen of the Founder as well as the residents of Harrow, or whether the Governors have abrogated the provision; nor does he know whether preference has been claimed by the Founder's kin with regard to the exhibitions; no preference has ever been given to parishioners of Harrow; he never heard of the existence of the Founder's kin; 1004–1015.

LANG, ROBERT, Esq., page 228.

Was at Harrow six years and two quarters; left in the summer of 1859; went to Trinity College, Cambridge, and took his degree, and left Cambridge in June; 1877–1882. Lived at home in the village while at school; was at the head of Dr. Vaughan's house only in his last quarter; Dr. Vaughan having lost the head of his house had no monitor, so asked witness to take the head of the house; experienced no difficulty in exercising authority in the house; thinks the monitorial system useful, and that it works well; it enables boys usefully to exercise a certain kind of authority which the Masters have difficulty in exercising, and gives monitors a knowledge which the Masters would not be able to give him, which knowledge he is able to obtain without any objection on the part of others, and without detriment to his own position and character; felt his responsibility a great deal; doubts whether many boys would be injuriously affected by the possession of so much power, because they would be kept in check by the others; public opinion rather goes against it, and if occasion arose one monitor would advise another to be temperate in the use of his authority; the Harrow Masters look upon the monitorial power as the keystone of their system; and the power is generally recognized, approved, and cheerfully submitted to by the boys; 1883–1905. If the boys think there is anything arbitrary in the conduct of a monitor they can appeal to the whole body of monitors, and from that to the Head Master; if the latter sanctions the decision of the monitors, the boy must submit or leave; the monitors must not use the cane, if the boy choose to appeal; once or twice in his time the boys appealed to the body of monitors, but generally they submitted; remembers one appeal to the Head Master, who advised the boy to submit; 1906–1915. There were instances of bullying, but they constituted an exception not the rule; Harrow had once a reputation for bullying, but that has ceased; in his own time there was no case of bullying; 1906–1920. There were instances of excessive drinking; but he came in contact himself with

LANG, ROBERT, Esq.—*cont.*

only one case; there was nothing like habitual drinking; there were one or two public-houses at Harrow, rather out of the way; boys used to go, but not as a thing connived at, for on discovery they would be promptly punished; there were men about the place who fetched the drink for them; not to the houses, but in the country about; drinking out in the fields or under a hedge was scarcely looked upon as very serious by the boys; but if a monitor happened to see a man serving beer under a hedge to three or four boys, he would not shirk the boys, he would rather admonish them, or probably cane them, and not only those low in the school, but anywhere below the the Upper Fifth; 1921–1929. Thinks there was not much gambling; he never actually came across any, but heard of it; 1930–1932. If there was any immorality or vice it was confined to a few; the tone of the School was honourable and gentlemanly; there was an abhorrence of lying; veracity would scarcely be so much insisted upon by public opinion between boys and master as between boys and boys; as a rule the boys were horrified at lying; if a boy in the Sixth Form told a deliberate falsehood to the Head Master he would be publicly condemned; so perhaps in the Fifth also; lower in the School less was thought of it; 1933–1943. The fagging while he was in the house was almost nothing; he was in the largest house, at the head of 63 boys, but only 42 were directly under him, as there were the old house and the new; 1944–1946. There was some complaint of the boys having so much to do on Sundays; but it was thought necessary, for the purpose, probably, of keeping the boys out of mischief; the boys liked the preaching at Harrow; the Master's Assistant preached in the morning, the Head Master always in the evening; 1947–1956. Thinks highly of the tutorial system, but much depends on the tutors; individually he obtained great assistance from his tutor; 1957–1968. Private reading was not practised to a large extent at Harrow; his own private work was in mathematics; was generally in the first two or three for the mathematical prize; 1969–1973. The greatest stimulant to exertion was a desire to improve the position in School; 1974–1976. Did not, he is sorry to say, pay much attention to modern languages; his French Master was a very good one, M. Masson; if a boy chose to learn he could; a few of the boys paid much attention to French; some boys came to the School knowing nothing of French, and left very fair scholars; generally French was looked down upon, and the boys did not give time to it; German was about the same; 1977–1993. Very little geography was learned at Harrow, it was rather a farce; history was better; modern history was learned in the holidays, and it counted in the examination at the end of the half; 1994–1997. In mathematics, he got to conic sections and statics, and in private tuition, to the differential calculus; there were facilities for learning as much as a boy wished; the mathematical Masters took great pains with the boys; 1998–2001. Did not at Cambridge know as much mathematics as the best scholars from other Schools; about as much as the pupils from the larger Public Schools, but in all the newer Schools the pupils were better prepared in mathematics, though not usually so well in classics; amongst those newer Schools he would name the City of London and the Ipswich; the latter sent up a man who got the Caius College open mathematical scholarship; 2002–2006. Was captain of the "eleven" two years; thinks distinction in games gives a boy too high a position, and overbalances the studies of the School; frequently, however, good cricketers are studious; 2007–2010. A boy who took every opportunity of playing would spend 20 hours a week at cricket; 15 hours would be an average; about half the Masters took an interest in cricket, and would often be spectators of the matches; 2011–2019. The subscriptions to cricket vary from *5s.* to *1l.*; the Sixth Form and the "eleven" paid *1l.* each; there were no other expenses but the dress of the "eleven;" the cricket dinner was paid for by the School; 2052–2057. There is cricket fagging at Harrow; the fag stands behind wicket and stops the balls; he does not learn batting, but becomes well grounded in fielding; need not fag more than once a week; 2020–2024. Football in winter compulsory; but there is no fagging at it; 2025–2029. There was a debating society at Harrow; thinks no one was excluded who wished to join; theoretically all the members were expected to take part in the debates, but practically this was disregarded; there was no reading-room in connexion with it; 2030–2041. Intercourse of the Head Master and head boys; the first 10 monitors were entirely under the Head Master; the rest of the Sixth Form used to see him once a fortnight; he was also in the habit of seeing boys in his study when they liked to come, and he occasionally walked with them; once in a term the Sixth Form would dine with him, and perhaps one or two of the upper boys twice; 2042–2044. Details as to construing; 2045–2051. Asked whether any improvements in the system of instruction at Harrow suggested themselves to his mind, the witness thinks that more attention ought to be given to writing original essays in Latin and English, chiefly the latter; that there ought to be more translation from Greek and Latin into English with a view to the power of writing English, and that the reading of Latin and Greek authors is not general enough; 2058–2065. Details of the classical reading accomplished by the boys leaving Harrow after spending two years and three years in the Sixth Form; 2066–2082.

MARILLIER, J. F., Esq. (REV. R. MIDDLEMIST examined at the same time), page 211. HARROW.

Are mathematical masters at Harrow. *Mr. Marillier*:—Has been there 43 years. *Mr. Middlemist*:—Has been there 17 years; 1267, 1268. *Mr. Marillier*:—Gives a history of the introduction of mathematics to the School as a compulsory part of education. His first appointment was a private one as mathematical master under the late Dean of Peterborough; seven years afterwards he was appointed by the Governors writing master of the free boys, 1269–1271. In 1819 the late Dean of Peterborough, seeing the want of more mathematics in the School, the Sixth Form alone at that time reading Euclid once a week with him, and the remainder of the boys being left to take private mathematical lessons of witness's predecessor, who was then very aged, invited witness to undertake the private mathematical instruction of such pupils as should desire it, and he accepted the appointment. Mr. Sotheron Estcourt was his first pupil; for seven years things continued in this form, when the writing master died, and the Governors gave him the vacant appointment in conjunction with his private tuition; these engagements were continued till Michaelmas 1837, when his private tuition appointment was rescinded, and Mr. Colenso, now the Bishop of Natal, being appointed joint mathematical master, the whole school was arranged for mathematical classes, and mathematics were made compulsory; on Mr. Colenso's retirement in 1841, Mr. J. P. Birkett replaced him till July, 1844; the numbers in the school being then very small, Mr. Birkett returned to Cambridge and witness was alone in the school till July 1845, when the Reverend Mr. Middlemist was appointed to the department; Mr. Middlemist was the superior mathematician and the younger man; witness therefore succumbed to his new colleague, who had been a kind friend to him ever since; 1269–1275. *Mr. Middlemist*:—There are now four mathematical masters; describes the mode of distributing the various classical classes among the mathematical teachers, 1276–1279. The distribution attended with difficulties, especially in the sixth class, in consequence of the varied attainments of the boys, *e.g.*, in the same division there may be a boy in arithmetic and another in conic sections; when there are a number of equal mathematical attainments he teaches them together, when otherwise, he is obliged to teach them individually; 1276–1279 & 1281–1285. The branches of mathematics taught in the Sixth Form are very varied; boys get into the Sixth Form principally by their classical acquirements; hence there will be boys in arithmetic, algebra (some reading high), Euclid, trigonometry, conic sections, and mechanics, while in private tuition some boys may be reading the differential calculus, 1280. Thinks the study of mathematics popular; at least, nine-tenth of the boys under his care do three-fourths or five-sixths of the work set them, and do it well; 1286. Public opinion is becoming more favourable to mathematics than it was; the boys are glad to see it constituted a part of the regular *curriculum*; when he first came to Harrow, none of the boys were reading beyond arithmetic, and a little algebra and Euclid; by the help of extra time and a great deal of energy, as well as by out-work, much improvement has been effected, but still the time is not sufficient to make much progress in the higher subjects of mathematics; 1304–1305. The boys have six hours a week in mathematics; 1287–1288. The work is supposed to be done without the assistance of the private tutors; the tutors may give instructions in the subject, not in the particular lesson; the assistance the boys are most likely to get is from the mathematical private tutor; 1289–1292. Every boy at Harrow has a private tutor in classics, who is expected to promote the general welfare of his pupils; witness communicates with the the private classical tutor respecting his own pupils' progress and proficiency in mathematics every month. *Mr. Marillier*:—I pursue the same course; 1293–1300. *Mr. Middlemist* proceeds:—Considers that in a public school like Harrow the time allotted to mathematics is very fair in proportion to other studies, because the term classics includes a great variety of subjects besides mere tuition in Latin and Greek; one-fifth of the number of marks is allotted to mathematics, and four-fifths to classics; 1301–1303. The subject pursued; 1351–1358. A boy showing particular aptitude for mathematics, and intended for a profession in which mathematics are required, is allowed to discontinue a portion of his Greek and devote the time to mathematics; this was, however, to the extent of only two or three hours a week, and he imagines that the great means of gaining proficiency in mathematics would be by extra private tuition, 1304–1306. This system of substituting additional mathematics for a portion of Greek has not yet been practised to a large extent; and it may possibly be an excuse for idleness to some extent; 1307, 1308. Prizes for mathematical proficiency; 1311–1315, and 1367–1371. With regard to limiting the number of Foundationers, which he has always advocated, he thinks it unfair that rich men should come and live at Harrow, and ask the Masters who are not paid by the Foundation at all to teach their sons gratis, because it is tantamount to making those who pay for their own sons pay also for others equally able to command the education they require; 1319. Boys intended for Cambridge go almost always direct from Harrow; they have no difficulty in passing their preliminary examination at Oxford; 1320, 1321. Explains

HARROW.

MARILLIER, J. F., Esq.—*cont.*

the difference in the relations of boarders with classical masters; stands *in loco parentis* to his boarders; 1322–1337. Has 35 boarders; for their private classical tuition they go to other houses; 1316–1318. Sleeping accommodation in his house; has five or six single rooms for the upper boys; the rest of the boys sleep two or three in a room, except in one room where he has four boys; the rooms are pretty well ventilated; 1338–1340. Details as to mathematical learning; some of the motives for acquiring it named; mathematical marks tell in the examination, and last time a boy gained a scholarship in the school for his success with mathematics over another boy who was higher in classics; the general motive, however, is simply a desire to become proficient in the study; 1341–1348, and 1355–1358. The success of Harrow men at Cambridge in mathematics greater than before mathematical teaching was made compulsory; 1349, 1350. Justice could not be done to mathematical attainments under the present organization of the School without in some degree interfering with and embarrassing the classical instruction; even now the mathematics to some extent disorder the arrangement; has often joined in discussing a suggestion to classify the School, so that there should be separate classical and mathematical forms, with separate promotion in each, and the opinion arrived at was that it would act badly on both sides; the subject pursued; 1359–1364. Neglect of mathematical studies liable to punishment just the same as in classics; 1365, 1366. Impositions in both branches; 1372–1377.

MIDDLEMIST, REV. R., M.A., page 211. (*See* Evidence of J. F. MARILLIER, Esq.)

RIDLEY, M. W., Esq., page 219.

Was at Harrow five years and one term, and head of the School one year; has since been at Balliol College, Oxford, one year; 1494–1498. Explains the monitorial system at Harrow; the monitors are the first 15 in the Upper Sixth Form, reckoning according to seniority; generally they are the best boys in the School in the way of scholarship, as indeed they are supposed to be, having reached the Sixth Form in consequence of being the best; 1499–1507, 1593, 1594, and 1607–1611. Their duties in general are to keep order; that however is thrown chiefly on the head of the School; a great deal of power and authority centres in him; all the financial matters of the School properly pass through his hands, that is to say, all matters connected with the games; the money expended, &c.; he has the entire administration of the compulsory foot-ball, apart from his actual position in the games; he is considered the head of the monitors and to a certain extent responsible for the proper administration of the monitorial system; 1508–1516. Considers the monitorial system an advantageous one; if there happened to be a disputed case of punishment, it would be carried to the head of the School, who would either refer to the Head Master or call a meeting of the monitors and punish publicly; this is the most severe punishment the monitors can inflict; the head of the School inflicts so many blows of the cane in the presence of the other monitors; the monitors also keep order in their respective houses; the monitors would prevent bullying, would punish boys seen to go to public houses, unless it were so serious a case as to require the interference of the Head Master; they consult only in doubtful cases; the monitorial system checks certain kinds of breaches of discipline better than the power of the Master, such as drinking and immorality; a monitor seeing an offence committed would feel bound to punish, and would be supported by public opinion; 1517–1537. A boy unfit for the office of monitor would not be made monitor by seniority, the Head Master would interfere; 1538–1541. Has known a case of a monitor setting a bad example to the boys; the remedy is degradation; 1542–1545, and 1607–1611. Dishonesty, sneaking (telling tales out of school), bullying, and offences of a graver character would be condemned in the School on moral grounds; the moral tone of the School is good as distinguished from the mere point of honour; 1546–1551. Boys who are great in athletic sports exercise a high influence in the school, but not enough to counteract the influence of the monitors; a club of above 30 members exists for the purpose of maintaining athletic sports; the first 10 of the boys are *ex officio* members, the rest being elected by ballot; it is considered an honour to be elected; a boy would not be elected for distinction in School work, but he would for being a nice fellow and distinguished in the games; 1552–1567. The monitorial system at Harrow is popular among the boys; the little boys are protected by it; 1568, 1569. There was not much bullying while he was at Harrow; there were one or two very bad cases, and the punishment was what is called "a public whopping;" describes the whopping; 1570–1579. With regard to the effect of the monitorial system on monitors in after life, thinks the authority accustoms them to the idea of responsibility, and does not give them premature ideas of power, or make them "bumptious"; 1580–1582. Thinks the existing checks on monitorial power are sufficient; no boy is bound to take a punishment from a monitor if he considers it unjust; he can appeal to the Head Master; remembers one such appeal; the result was that the boy had to take the punishment or leave the School; 1583–1589 and 1604–1607. Thinks the number of monitors sufficiently

RIDLEY, M. W., Esq.—*cont.*

large; cannot say it is too large; 1590–1592. The cleverest boys are not always the best conducted; intellectual and moral superiority do not always go together; 1595–1597. Bullying would be punished by one monitor if he chose, or he might consult the other monitors; the monitorial power useful in this respect; 1598–1603. More on these points; 1612–1634. Fagging; 1623–1626, and 1646–1650. Fagging at games restricted; 1668–1675. A working boy would not obtain respect in the School till he obtained a high place; 1635. Harrow boys take great interest in the prizes and in the success of other boys, whether at School or in the Universities; a holiday is given when a Harrow boy obtains a University scholarship; 1636–1645. Advantages and disadvantages of the small houses; 1651–1665. No fagging in the small houses; 1666, 1667. Except at Mr. Butler's house, it is not the custom at Harrow to have single rooms; in his house there were four rooms with five in each, in other rooms there would be a smaller number; the boys did not desire separate rooms; there are no studies, and the boys had to work in their bed rooms; there were a table, desk, books, and so on; did not find it a disadvantage to have no separate place for study; the lower boys would prepare their lessons under the eye of the tutor in the pupil rooms; when a boy is preparing for a prize a separate room is desirable; no doubt a single room gives greater facilities for prayer; but he never in a five-room knew a boy disturbed at prayers; 1676–1696. Was always satisfied with his meals at Harrow, as regards both quantity and quality; remembers one or two instances in which boys wrote home that they had only one help of meat at dinner, the fact being that it was a tradition of the house only to take one, but the boys could have plenty more for asking; it was their custom, in order to get their dinner over as soon as possible, not before they had had enough to eat, for the first help was a very large one; 1697–1701. The beer varied in quality; does not think it was ever so bad that the boys would not drink it; porter was sometimes ordered, but that would be in the case of boys with a weakly constitution, not as an excuse to get good beer; 1702–1706. Mode of spending Sunday at Harrow; church service, walking, divinity school, Greek Testament, the Masters who are in orders preach in turn at the morning church, the Head Master always in the evening; some of the preachers were much liked, the sermons were criticized a good deal, but there was no theological discussion; 1707–1722, and 1731–1734. The boys were carefully prepared for Confirmation; they looked upon it as taking on themselves a great responsibility, and attached a due importance to the rite; 1723–1725. Afterwards they invariably took the Communion, but their doing so was quite voluntary; there was not the least compulsion; 1726–1730. A much closer relationship existed between the boy and his tutor than between the boy and his master in form; the tutor would advise the boy in any case of difficulty as to general conduct; he would stand to the boy *in loco parentis*; 1735–1737. Private work with tutor little valued; 1738–1744. The tutor did nothing towards preparing work for class, except with the lower boys; if a stupid boy stuck fast he would not go for assistance to his tutor, but in all probability would go to a boy who knew his lesson better; according to the system at Harrow, an idle boy could not altogether shirk his work; 1745–1749, More details of School work; construing together popular rather than useful; helping in composition conduced to popularity; copying verses from other boys; the Masters punished if they found out either the helping or the copying; if the Master suspected it he would have the boys under his own eye in his pupil room; 1750–1763. A boy would be punished for idleness; he would never be punished if he did his best; 1764–1767. The principal punishment would be the writing of lines; the maximum would be a Georgic, the whole of a Georgic, consisting of about 500 lines; this is not thought excessive; it would not be given for idleness, only for decided breaches of discipline; does not believe that these impositions tend to spoil hand-writing; with some Masters it is necessary that the writing should be very carefully done, but in the case of others a boy might write anything he liked so long as it was black and white; Dr. Vaughan was particular about handwriting; 1768–1776. Boys pass from the Fifth Form to the Sixth by competition; this has a beneficial effect on the Fifth Form by giving them a stimulus to work; 1777–1780. Removes too rapid; 1781–1783. Lessons not construed to the tutor before they are construed to the Master of the form; the system pursued at Harrow on this point is entirely different from that at Eton, and much superior; 1784–1790. Thinks the hope of reward and perhaps a desire to avoid fagging in the lower form are the chief incentives to exertion at Harrow; he might add the desire to obtain the School prizes; a spirit of ambition animates the boys; any boy can rise in the School; even a boy without natural ability can obtain a diligence prize; there is quite enough incentive for all the boys; and the tone of the School is in favour of intellectual exertion; 1791–1795. Learned ancient history and geography at Harrow, but not much; remembers no modern history till Mr. Butler introduced it in the Upper Sixth two years ago; 1796–1801. French and German taught; ignorance in modern languages obstructs a boy's rise in school; 1802, 1803. Prizes for modern languages; 1828–1831. In mathematics he went as far as conic

RIDLEY, M. W., Esq.—*cont.*

sections, and read the whole of Euclid; believes he was sufficiently grounded in mathematics, and has not troubled himself about them since; 1804–1806. There were prizes at Harrow for natural science; the study was optional; sometimes as many as 90 or 100 would go in, at other times not more than 25 or 20; they had Lardner's Astronomy, some text book on geology, Lardner's Clocks and Watches, &c.; they had chemistry and botany; there was plenty of time to study these subjects without interfering with the classical studies; the examination of the papers was taken by the Masters in turn; the prizes for natural science are larger in value and more thought of than they used to be; 1807–1827 and 1832–1835. There is a debating society at Harrow; the monitors are *ex officio* members, the rest of the members elected by show of hands; 1836–1845. Average number of hours that a boy at Harrow is engaged in work per day 4½, with two hours in preparation, 6½ hours altogether; 1846, 1847. Obtained classical honours; was head in classics; at the end used to put on a special "spurt," as is usual before all examinations; 1848–1852. Minute details as to classical work at Harrow and at Oxford; 1853–1866. Asked, with his school and University experience, whether there is anything objectionable in the School system at Harrow that he would like to see remedied, witness replies that he would like to see more translations from Latin and Greek into English, and more regular attention paid to modern history; in general, regards the Harrow system as good, both with respect to the acquisition of knowledge and the formation of character; and thinks a boy gets a fair amount of knowledge and leaves school high spirited and with gentlemanly feelings; 1873. Latin grammar is fairly taught at Harrow; and he hears no complaints of the Harrow men at Oxford with regard to mathematical knowledge; 1870–1876. Cricket and football; 1868, 1869.

RUAULT, MR., G., page 217.

Is teacher of modern languages at Harrow; has been there altogether 18 years; at first he took part in the classical tuition, at the same time teaching German privately; teaches both French and German; is a native of Paris, and learned German in Germany, at Stuttgart; all the boys begin with French, and the most proficient are drafted into the German division; two hours a week is devoted to modern languages, with the exception of the last form, which have only 1½ hours a week; there is also the preparation, which takes an hour each lesson, making four hours a week; this is as much time as can be given to the two languages in a public school; does not say it is as much time as is necessary to acquire French and German thoroughly, but boys who have begun to read French on coming to the School read it very fluently on leaving the Sixth Form; thinks the result of the teaching of modern languages at Harrow very satisfactory; French and German are taught grammatically, and boys leaving in the upper forms attain a very fair knowledge of those languages, sufficient to enable them to acquire afterwards, in a short time, what cannot be taught in a public school, the power of speaking them fluently; a few of the boys take private lessons of him, and then the conversation is carried on in French; although formerly a boy might have come to Harrow with a fair knowledge of French and a considerable facility in speaking it, and lost it while there, it could not be so now that the learning of French is compulsory; and if the parent chose to pay the cost of private tuition, 9*l.* 9*s.* a year, there would be no chance of losing it; those who get private tuition speak perfectly well; when a boy has about two years or so to remain in school he is drafted off into the German class unless there is a special request from the parents that he may continue in the French instead of going to the German; there is little risk of a boy going off in his French during the last two years, considering the great inducements to keep it up by the trials; 1415–1463. Medals and prizes for French and German, none for Italian; 1464–1466. Has the same authority over his class of 24, as the classical masters have over their forms; and finds no difficulty in managing them; has the same authority out of school; 1467–1470. The test of proficiency in French to admit to the German class is reading French with facility from any authors given them, and translating at first sight from good classical authors; 1476–1479.

WATSON, REV. H. W., M.A., page 216.

Has been a mathematical master at Harrow a little more than five years; there were three other mathematical masters, and they shared the school between them; 1378–1381. Has 17 private pupils, who either want assistance to get on in school, or want to go to Cambridge well up in mathematics, or to the army prepared for the entrance examination; does not know whether those pupils would be prepared for the Woolwich examinations which were rather high in mathematics, but there is one very industrious boy at Harrow preparing for Woolwich and intending to go direct, without the intervention of a crammer; to gain time for additional mathematics he is excused one exercise a week but not always the same; 1382–1388. Thinks a fair proficiency in mathematics is made at Harrow considering the time devoted to it; considering that Harrow is a classical school does not think it desirable that extra time should be given to mathematics, except perhaps with regard to certain boys who might evince a much greater aptitude for mathematics than

WATSON, REV. H. W., M.A.—*cont.*

classics; if in addition to this the boy evinced a want of aptitude for classics witness would probably represent the case to the Head Master; 1389–1391. There are considerable fluctuations in mathematics; some two or three years ago, judging from his private pupils, there was a much greater desire for mathematics than now; the compulsory part of mathematics does not appear to have become unpopular, nor is there any falling off in the proficiency of the highest boys or in their credit among their school fellows; 1392–1403. Asked whether anything occurred to him by which he imagined the system might be improved: the witness replies, it has often occurred to him that possibly a great advantage might result if more facility were given to the very highest boys of pursuing their studies more unfettered by the general regulations of the school; boys might employ their time profitably if some career were open to them, but the great difficulty was to prevent shirking, and to prevent advantage being taken of any relaxation in the ordinary work; a proportion of the exhibitions might be given to mathematics with a separate mathematical classification; but this must only be done in the highest form; the only way to get mathematics learned at all is by allowing them to count in the general school list at the end of the quarter and that is valued by the boys because it gains them a higher placing in the school; if the mathematics were to be separated from the classics lower down without affecting the school placing, they would be altogether disregarded; they are necessarily kept very subordinate by the best mathematical marks taking only rank with one-fourth of the best classical; the subject pursued; 1404–1408. A fair proportion of the boys in the Sixth Form have gone through Euclid, nearly one-half; a smaller proportion through trigonometry, one-fourth or one third; two-thirds of the boys would be able to work quadratic equations, evolution and involution; one-third probably leave school with very little knowledge of algebra; all take much greater interest in arithmetic; 1409–1415.

WESTCOTT, REV. B. F., page 206.

Has been assistant classical master at Harrow since 1852; has also been composition master since Midsummer 1853, appointed to the post by Dr. Vaughan; 1091–1093. Describes in detail his duties as composition master on his appointment, and their subsequent modifications, first by Dr. Vaughan and then by Mr. Butler, 1094–1107. The present compulsory mathematical arrangements were made before witness went to Harrow, those with regard to modern languages in the lower part of the school shortly afterwards; does not think those subjects interfere with composition, though they may interfere with the construing lessons; 1108–1112. Composition might be interfered with were still more time devoted to modern languages and mathematics; the time now devoted to classics is certainly not more than is absolutely necessary at any rate for the best boys; is inclined to think that the method of teaching the classics at Harrow is calculated to encourage and develope every form of sound scholarship; 1113–1115. Asked whether he could suggest any improvement on the present system, witness replies that the method of government allows of constant change of detail, but that in principle no change seemed to be called for; 1116. [Subsequently the witness writes a supplementary answer, that there are two details in the arrangement of the scholarship examinations of the Sixth Form which might be altered with advantage; it would be desirable to separate the classical and mathematical parts of the examination, and to assign some scholarships to classics only and some to mathematics only; the present system of adjudging our highest rewards to aggregate excellence in classics, mathematics, and modern languages is open to great objection, and the best scholars and the best mathematicians would gain considerably by the distinct recognition and reward of their respective studies; up to the Sixth Form the combination of marks works well, but in the highest form it seems reasonable to offer some scope for the special pursuit of either of the two great branches of University education; with regard to the classical examination for scholarships, he would like to see success made to depend chiefly on unseen passages, and not on work prepared in school; in other words, he wished our highest classical examination to be modelled on the examination for University scholarships; with this view also it would be well to confine the examination to selected candidates, and not as at present to extend it to the whole Upper and Lower Sixth Forms, *see* note to Q. 1116.] Believes that grammar is efficiently taught at Harrow, and that boys leave the Sixth Form with a fair proficiency in classical knowledge; 1117–1126. Has private pupils; thinks the best boys among them make fair progress in mathematics and modern languages; 1127–1133. During the ten years he has been at Harrow has not observed any falling off in classical scholarship among his own pupils; 1134–1140. The Latin grammar used at Harrow is that called King Edward VI.'s; it was prepared by Dr. Christopher Wordsworth, and resembles the Eton grammar in form and arrangement, but differs from it considerably in detail; 1141, 1142. School details: Latin prose, Latin theme, Latin translation, Latin and Greek in composition, original thought; 1143–1161. Punishments in pupil room: they generally consist of lines to write out or translations, if high in the School the boy would have lines to learn; effect on handwriting of writing lines; has heard of three pens being used together to write an imposition, but cannot conceive it possible that a punish-

HARROW.

WESTCOTT, Rev. B. F.,—*cont.*

ment so written would be taken if it were looked at; has heard of an imposition being written by a boy's fag; a law was then made that the tutor should countersign the lines sent to him, and the system is now at an end; 1162–1176. On the whole a better means of punishment than this of writing out does not suggest itself; 1177–1179. Keeps a small boarding house, with seven boarders, has taken eight under peculiar circumstances; would not willingly take a boy temporarily, expecting his withdrawal to a larger house; but has done so once or twice; closer and more constant supervision is inevitable in the smaller houses than in the larger ones; 1180–1184. His boys are with him at three meals a day; he also sees them two or three times every evening, to converse with them and explain any difficulties they may meet with; considers that he stands towards the boys *in loco parentis*; the idea of a small house is that of a family; the boys in the small houses are not isolated in their school or social relations; the subject pursued; for the advantages of the small house system the parents pay a larger sum than in the large houses; without this it would be impossible for the Master to live; his salary is 150*l.* a year, to which must be added the private tuition fees, 15*l.* each, from 22 to 40 boys, including the boarders; 1185–1220. Never had a monitor in his house; boys have left his house just before they became monitors; 1221–1226. Has had a boy in the cricket eleven; 1227. The peculiarities attending the small houses make no difference in that vigour and independence of character which are supposed to spring from the public school system; at the same time it is obvious that small houses extend the advantages of a public school education to many boys who, from delicacy of organization, physical and intellectual, would not otherwise have enjoyed them; it would be strange if a small-house boy were not more interested in and better informed upon general topics than one living almost entirely with boys; the example of a vicious boy in a small house would be more powerful than in a large house, but then detection is almost inevitable; the remuneration of the small boarding houses is very precarious; their position depends on the Head Master; 1228–1237. Gives religious instruction on Sundays to seven or eight boys in the English form; that form has practically no connexion with the School at Harrow; describes its position and relations; the boys are chiefly the sons of tradesmen, residing in Harrow and the vicinity; imagines the majority of them would be qualified to come on the Lyon Foundation; 1238–1256. Cribs, copying, &c., mode of detection; 1257–1256. As regards the Upper School, thinks the proportion of

WESTCOTT, Rev. B. F.—*cont.*

original composition and translation in Greek, Latin, and English about right; neither unduly preponderates over the other; and he would not be prepared to suggest the removal of one or the other form of composition; 1266.

WOOD, THOMAS, Esq., page 204.

Has been drawing master at Harrow School 26 years; lives at Harrow; 1015–1018. Has about 50 pupils on an average; they attend from their own desire or that of their parents, and when entered they attend regularly four times a fortnight or are punished by impositions; sends to their tutor once a fortnight a report of their attendance and progress; many of the boys take twice the minimum number of lessons; 1019–1035. Teaches perspective and then landscape sketching from nature, not drawing from models or casts; the time is taken out of the half-holidays; 1036–1044. Does not teach geometrical drawing; that is the department of the military drawing master, whose appointment is now vacant; he was an officer in the army, and used to come over for a day or two, but that was three or four years ago; 1048–1052. Never found any difficulty in keeping order in his class; for eight or ten years he had never occasion to report a boy; many of his boys are among the best in the general school studies; 1045–1047. If drawing were to become more general it could be taught in classes as part of the school work, not otherwise; then probably nearly the whole school might learn; 1060–1064. Some of the boys are content to begin the elements of drawing; generally the boys know something of it; 1065, 1066. Does not think drawing is at all confined to the weaklier boys; never heard that the boys who cultivated drawing were tempted to encroach on their school work; it is a study which furnishes good relief to school work; it is a mental relief as cricket is a physical relief; 1067–1071. Does not consider that drawing has an effect on the handwriting; at all events it has very little; it does not give freedom or precision of hand; on the contrary the best painters of the day are, as a rule, the worst writers; 1072–1074. It may give precision in the use of fire-arms; 1075, 1076. Looks upon drawing as an accomplishment rather than a school study; 1077, 1078. Has no suggestion to offer with regard to facilities for drawing, all the while the drawing time is taken out of the play-hours; 1079–1081. Prizes are now given for drawing; 1082–1086. Is paid entirely by fees, 3*l.* 3*s.* a term, which as there are three terms in the year, makes 9*l.* 9*s.* for each boy.

MINUTES OF EVIDENCE.

RUGBY.

LIST OF WITNESSES.

Name of Witness.	Date of Examination.	Page.	Name of Witness.	Date of Examination.	Page.
	1862.			1862.	
Rev. Frederick Temple, D.D., Head Master of Rugby School, and Mr. G. V. Hefford, Clerk to Mr. Harris, Solicitor to the Trustees of Rugby School.	May 12	241–254	Rev. Charles Evans, M.A., Classical Assistant Master.	May 13	277–280
			Rev. R. B. Mayor, Mathematical Assistant Master, and J. M. Wilson, Esq., Mathematical Assistant Master and Teacher of Natural Science.	„	280–283
The same further examined - - -	May 13	254–273			
Rev. C. A. Anstey, M.A., and Rev. H. J. Buckoll, M.A., Classical Assistant Masters.	„	273–275	Rev. P. B. Smith, and G. Vecqueray, Esq., Assist. Masters in Modern Languages.	„	283–286
Rev. C. T. Arnold, Classical Assistant Master.	„	275–277	H. L. Warner, Esq. - - - -	Dec. 16	286–296
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Rugby, Monday, 12th May 1862.

PRESENT:

Earl of Clarendon.
Earl of Devon.
Lord Lyttelton.
H. Halford Vaughan, Esq.
The Rev. W. H. Thompson.

The Earl of Clarendon in the Chair.

RUGBY.

Rev. F. Temple.

12 May 1862.

The Rev. Frederick Temple, D.D., examined.

1. (*Lord Clarendon.*) You are the Head Master of Rugby School?—I am.

2. How many years have you been Head Master?—Since the beginning of 1858.

3. Whom did you succeed?—I succeeded Dr. Goulburn. Perhaps it may facilitate the inquiry if I state that, with reference to the property and revenues of the school, I am not the authority to speak to those matters; those questions were answered, as far as p. 12, by Mr. Harris, the solicitor to the Trustees; and his clerk, Mr. Hefford, is now in attendance.

4. Then with respect to the property of the school, would you prefer not to answer the questions we may wish to put, but to have the clerk called in?—I would prefer that Mr. Hefford should answer those questions.

Mr. G. V. Hefford.

Mr. George Valentine Hefford called in and examined.

5. (*Lord Clarendon.*) Are you clerk to Mr. Harris, the solicitor to the Trustees?—Yes; I was also assistant to the late clerk for 20 years.

6. The answer to question 3 is, "A surveyor is "appointed to watch over the estates in Middlesex "to see that the lessees duly perform the covenants "in their respective leases"—and so on. How is that surveyor paid?—By the Trustees.

7. Do his salary and fees appear in the account?—Yes. His salary is 20*l.* a year, but he has fees besides for special investigations and reports.

8. Which are allowed by the Trustees?—Yes.

9. The same answer says, "The rents of the Middlesex estates are received by receivers appointed "under the authority of 17 Geo. 3. cap. 71 (rule 7 "of schedule), who give security to the Trustees to "the amount of 4,000*l.*" Is that jointly or severally?—Both. The security is the joint and several bond of themselves and their surety.

10. It says, "The rents of the Warwickshire estates are received half-yearly by the clerk (who "also gives security to the amount of 4,000*l.*)" Are those received by you?—Yes, as Mr. Harris's clerk.

11. We understand you are managing clerk to Mr. Harris?—Yes.

12. Your principal receives the rents and gives security for the 4,000*l.*?—Yes.

13. The same answer says, "The surveyor inspects all work in its progress, and sees that proper "materials are used, and that the work is well done. "All bills for work so done are referred to the surveyor for examination before they are paid by the "clerk." That seems to refer to the person under whose orders they are done. Is that considered to be a sufficient check?—Yes, it is found to work very well.

14. Answer No. 5 says, "The practice of taking "fines on the renewal of the leases of the larger "portion of the Middlesex estate appears to have "been only adopted on the granting of the leases for "40 years from the 5th January 1821, referred to "in paragraph 4, authorized by Act of Parliament "54 Geo. 3. cap. 131." How were those fines employed?—I apprehend that they were applied to the purposes authorized by the Act, viz., the erection of the school chapel—in payment of 911*l.* 11*s.* 9*d.* then owing for the purchase of houses adjoining the school—and the building of almshouses.

15. The practice of taking fines appears to have been begun in the year 1821, when was it discontinued?—From that period.

16. It was only done that once?—Fines were taken on the granting of new leases on the expiration of Sir William Milman's lease in 1779, and again on their expiry in 1821. I am not aware of any having been taken since the latter date.

17. Do you know why that authority was asked for, and why it was limited in the way it was?—The Trustees were desirous to build a chapel and additional almshouses, to increase the stipends and the number of the exhibitions, and to purchase additional property adjoining the schools; and the authority to take fines was one and only one of the modes sanctioned by the Act for raising the necessary funds. There is nothing particular in the limitation. The Act merely authorizes the raising the money by the means therein mentioned, and when so raised directs that it shall be applied to the purposes set forth.

18. (*Mr. Vaughan.*) Upon question 6.—Is there any prospect of the Middlesex estate recovering its value at all, which has depreciated 30 per cent. since 1821?—The annual income of the estate will be increased, but the intrinsic value of the greater part of the property is, in my opinion, permanently lowered owing to the extension of London westward.

19. In what sense is there a prospect of its recovering itself?—By the falling in of the leases granted in 1821, on which fines were taken.

20. There will be no fines taken?—No.

21. (*A Commissioner.*) When did the old leases begin to fall in?—In 1861.

22. (*Mr. Vaughan.*) Then upon the whole there would not be a recovery?—There will be no recovery in the intrinsic value of the property, but it will yield a larger income than before.

23. But at the same time there would not be occasional profits, which could be invested?—Not occa-

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sional profits, but I hope there would be a profit of something like 800*l.* a year from increased rents that could be invested.

24. I mean the profits that formerly came from the fines will cease?—Undoubtedly; they have ceased for some time.

25. (*Lord Devon.*) Is it not the fact in many cases that from 1861 leases have already been granted?—Yes.

26. And the rent reserved in those leases is stated here?—Yes.

27. So that you do not anticipate any advance on the letting on that basis, do you?—Not as regards the property leased from 1861.

28. But do you anticipate it, say in 1881?—No; I think on the contrary there would be a depreciation in 1881. That matter I may state has been brought under the notice of the Trustees by the surveyor of the Middlesex estates, and the Trustees have made an order to the effect, that a reserve fund is to be formed with a view to rebuilding and reinstating the property at a certain time. A good deal of the property has deteriorated beyond the covenants of the lessees to reinstate. The consequence is that, on the falling in of many of these leases in 1881, and prior to that date, there would be a considerable expenditure required owing to the defective construction and other causes.

29. (*Mr. Vaughan.*) That would be an additional cause of depreciation to that mentioned here?—Yes.

30. The cause mentioned here is that the popularity of the neighbourhood has diminished?—Yes.

31. And besides that the property would be in an unsound state?—Yes.

32. (*Lord Devon.*) When you take the rents of real estate in London as you do under that head in page 6, are those rents composed of the sums which have been assumed as the yearly rent in the column headed "yearly rents," in the previous pages?—No; the receipts in page 6 are for the year expressed, ending Midsummer 1860.

33. Are you prepared to tell the Commission what will be the income of the estate in London, in the present year?—I apprehend the income will be increased to the extent of something like 800*l.*

34. Upon leases already executed and binding?—Yes.

35. So that in considering what would be the total income of the real estate, say in 1863, we should have to add 800*l.* to the 4,494*l.*—Yes.

36. (*Mr. Thompson.*) Is that owing to leases falling in?—Yes.

37. Entirely?—Yes.

38. You do not renew upon fines?—No.

39. You have not taken fines for how many years?—I am not aware that any fines have been taken since 1821.

40. (*Lord Devon.*) Then the Commission may assume that in the year 1863 the whole annual income of the property will be 5,577*l.* to which is to be added 800*l.*?—Yes.

41. (*Mr. Vaughan.*) Does that account (page 6) represent the application of the money at the present moment?—Yes.

42. Do the words "application of money so received, and the authority therefore," in the statement at page 6, refer to the same time?—Yes.

43. There are capitation fees mentioned in the statement?—I think you will find that they are mentioned in both.

44. Has the Head Master received his capitation fees?—Yes.

45. They come out of the receipts of the same year?—Yes; I have simply taken the income of the year 1860, and the expenditure of the year 1860.

46. It says, "capitation fees to Head Master (ditto "Rule 3). (Orders of Court of Chancery of 14th "April 1808 and 1st August 1823)." What capitation fees are those which you allude to as making up the sum of 455*l.* 3*s.* 6*d.*?—I will explain that. There is first of all, a fee of 6 guineas to the Head Master.

47. You refer to rule 3 of the schedule of 17 Geo. 1. cap. 71; you also refer to an Order of the Court of Chancery of the 14th April 1808, and you also refer to an Order of the Court of Chancery of the 1st August 1823. Where do you find in any of those three documents, a capitation fee of 6 guineas?—In no one of them, but we begin first by a lower fee, which is increased by the subsequent orders and statutes to a higher fee.

48. Do you mean that from all those together you get the sum of 6 guineas for a capitation fee to the Head Master?—Yes.

49. I understand you to say that the sum of 455*l.* 3*s.* 6*d.* is made up of certain capitation fees, each of which is 6 guineas, which are paid to the Head Master?—That is so.

50. I want to know what number of capitation fees that sum includes?—I cannot exactly tell without my calculations. It is the total of four quarterly payments of 1*l.* 11*s.* 6*d.* for each foundationer.

51. Your statement is then that it does consist of certain capitation fees of 6 guineas amounting to 455*l.* 3*s.* 6*d.*?—Yes.

52. Then I return to the question I have alresdy asked upon that: how do the authorities you have referred to empower the Trustees to pay capitation fees of 6 guineas to the Head Master?—In Rule 3, 17 Geo. 3, you will find that the Trustees are empowered to pay the Head Master a yearly sum not exceeding 3*l.* for each boy. The Order of the Court of Chancery of 14th April 1808 enables the Trustees to pay the Master of the said school the additional sum of 2*l.* per annum for each boy educated there upon the foundation, in addition to the stipend or salary paid to him under the third rule annexed to the said Act.

53. That makes 5*l.* There remains unaccounted for 1*l.* 6*s.*; who authorizes the payment of that?—The Order of the Court of Chancery, 1823.

54. The Order, as quoted by the answers in page 10, contains no authority for the payment of 1*l.* 6*s.* Perhaps the Order contains it. Have you a copy with you?—I am afraid I have not the Order here. I can submit an explanation of that to-morrow.

55. With regard to the assistant masters that is the same sum?—Yes.

56. Does that also consist of capitation fees to the amount of 6 guineas?—Yes.

57. Each capitation fee?—Yes. I must explain that by assistant masters, I mean assistant classical masters.

58. Do you refer as the authority for that payment to the same documents you have quoted as to the previous item, that is to Rule 3 of the 17 Geo. 3, and the same Orders of the Court of Chancery to be authorized by those documents?—Yes.

59. How are they made up?—They are made up in somewhat the same way as the others.

60. We have arrived at 5*l.* with regard to the Head Master; but how do you make out any part of that sum or the whole of it for the assistant masters?—I will explain that also to-morrow.

61. (*Lord Lyttelton.*) In page 10 it is stated that under the Act of 7 Geo. 4. c. 28, "the Trustees were "empowered to establish endowments or stipends in "the nature of Fellowships for life or for any less "period, of not less than 100*l.* per annum each, nor "exceeding 300*l.* per annum each, for the benefit of "ushers who may have served ten years, and Head "Masters who may be removed or retire." In page 11 it is stated that "two fellows receive 200*l.* "per annum each, and the other three 100*l.* per annum "each; but the Trustees some time since passed a "resolution to the effect that no appointments to "fellowships would be made in future, except in "special cases." That resolution cannot really bind the Trustees. I take it they still have power under the Act of Parliament to appoint any number of fellows they like?—Yes. The Act of Parliament is permissive. The Trustees can appoint to fellowships or not as they please.

(*Dr. Temple.*) I have understood the resolution

simply as a notice by the Trustees of what they meant to do, not as binding upon them, or as settling the legal right.

62. (*Lord Lyttelton to Mr. Hefford.*) Perhaps will you read the words?—The preamble of the Act 7 Geo. 4. cap. 28, is this: "Whereas, there hath of late "years been a considerable diminution in the number of "boys sent to the said school for education, and there "having been during the same period, very frequent "changes in the ushers of the said school, from "persons appointed to that situation having shortly "afterwards quitted the same for more lucrative "situations, it is apprehended that such diminution "in the number of boys sent to the said school, may "have been materially produced by such frequent "changes in the ushers of the said school; and it "is therefore desirable on that account, as well as for "the general benefit of the said school, that further "encouragement should be held out to proper persons "duly qualified for the purpose, to induce them not "only to accept the respective situations of head "master and ushers to the said school, but also to continue such their services therein, by enabling the said "Trustees to substitute and pay, out of the income "of the said charity, to each of the said ushers for "the time being of the said school, while officiating "as such, an annual sum of one hundred and twenty "pounds, in lieu of the salary and emoluments now "paid for that purpose out of the income of the said "charity; and also by enabling the said Trustees, "when and as soon as the revenues of the said "charity will admit thereof, regard being had to the "prior charges thereon, to establish certain endowments or stipends in the nature of fellowships, to "be called the fellowships of Lawrence Sheriff, of "not less than one hundred pounds a year, and not "exceeding three hundred pounds a year each, and "to apply for that purpose, every year, part of the "net surplus income of the said charity (not exceeding "in any one year the sum of one thousand pounds), "and, at his or their discretion, to appoint to such "fellowships, or any of them, any usher of the said "school, whether then actually officiating as such, or "who shall have filled that situation, and have retired "therefrom with a qualification, nevertheless with "respect to such usher, namely, that no person as "usher should be eligible to such appointment unless "he shall at the time have been in the service of the "said school as usher for the space of ten years at "least, and also to appoint to such fellowships, or "any of them, any person or persons who shall have "been Head Master of the said school, and who shall "have been removed, or who shall have voluntarily "retired therefrom, on account of old age or infirmity "of body or mind."

63. (*To Dr. Temple.*) Do I understand that ushers receiving these Fellowships must have ceased to officiate as ushers?—No.

64. But the Head Master must have retired?—Yes.

65. (*Lord Clarendon to Mr. Hefford.*) Who enjoy these Fellowships now?—Mr. Bonamy Price, who takes 200*l.* a year; the Rev. Mr. Bird, who takes 200*l.* a year; Mr. Highton, the principal of Cheltenham College, who takes 100*l.* a year; Rev. P. W. Powlet, who takes 100*l.* a year; and Mr. Anstey, the second master, who takes 100*l.* a year.

66. (*Lord Lyttelton.*) That does not make up the 1,000*l.* they are limited to?—No; it makes up the number now on the list; they are not bound to appoint to the full amount.

67. (*Lord Clarendon.*) Who appointed to these Fellowships?—The Trustees.

68. For services rendered?—For length of service. I believe Mr. Anstey's case to be the only instance where a fellow has been appointed while in the actual receipt of an income from the school.

69. Did he enjoy the Fellowship while in the receipt of an income?—Yes, and now enjoys it.

70. (*Mr. Thompson.*) He was here, I believe, before Dr. Arnold's time?—Yes, he was here in the time of Dr. Wooll.

71. (*Lord Clarendon.*) Are these appointments to Fellowships made on special grounds in each case?—Generally for length of service.

72. By the Trustees?—Yes; the object of the Trustees in passing the resolution, to which I have before adverted, was to discontinue those appointments altogether, but it occurred to them that a very extraordinary case might arise, and they did not like to tie their hands. The Act of Parliament is only permissive.

73. In those appointments by the Trustees do they record the special reasons for which they make the appointment?—No.

74. By that resolution they seem to have recognized the necessity of special reasons for those appointments; I want to know has anything arisen to create that necessity if it did not exist before, or was it an arbitrary if a proper exercise of their authority?—The Trustees were of opinion that the reasons stated in the Act of Parliament no longer existed, and that appointments to Fellowships should be limited in future to special cases.

75. It is not considered as a superannuation allowance, is it?—Not exactly so.

76. Because they appoint to these Fellowships gentlemen who are actually receiving salaries for work done in the school?—Yes; but there might be a case of this kind arise: that of a person who in the midst of his work might become permanently incapacitated from illness or other causes, in which case the Trustees might wish to make the appointment.

77. That would be in the nature of a superannuation allowance?—In that case it would be.

78. But in general where superannuation allowances are given the recipient does not remain in the fulfilment of his duties and in the full receipt of his salary?—No; I explained before that there was only one case of that kind, Mr. Anstey's case.

79. (*Lord Devon to Dr. Temple.*) In the case of the gentlemen who hold these Fellowships who are not at the same time existing ushers of the school, are any duties attached to those Fellowships?—Absolutely none.

80. How many gentlemen are there now enjoying those Fellowships and performing duties?—Only one.

81. (*Mr. Vaughan.*) It can hardly be said in Mr. Anstey's case that he is performing duties for the Fellowship if he is receiving remuneration for the duties he performs, therefore he is like the rest, because some of those very gentlemen are performing services elsewhere for which they are receiving money in the same way as Mr. Anstey does?—(*Mr. Hefford.*) Yes. The duties now performed by Mr. Anstey have no relation whatever to his Fellowship.

82. (*Lord Clarendon to Dr. Temple.*) Do you consider the continuance of these Fellowships practically valuable to the interests of the school?—Only in very extreme cases.

83. (*Lord Lyttelton.*) You can conceive some very extreme cases with a view to which it would be desirable to continue the power?—Yes.

84. (*Lord Clarendon.*) These extreme cases probably would be when a superannuation allowance has become necessary?—That would be the kind of case.

85. (*Lord Devon.*) Supposing an accident happened, blindness, or anything of that sort?—Yes.

86. Or unfitness to perform the duties?—Yes.

87. (*Mr. Vaughan.*) Do you think that mere superannuation in the strict sense of the term, that is disqualification from old age to perform the duties, would be one of those grounds, or do you think it should be from accident?—I should not like to give a positive opinion before the case arose.

88. (*Lord Clarendon.*) But you would probably think it necessary that the Trustees should exercise this power of giving superannuation allowances with reference to individuals no longer able to perform their duties at the school, and that, as a general rule, it should be limited to that?—I think the power

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should be retained and limited to very extreme cases.

89. You would give these Fellowships to individuals not only from unfitness to perform the duties but where they have not the means of acquiring a competence, or are in want of money?—That might be possibly one of the considerations, but I should not like to give an opinion, except on a case as it arose.

90. But you would like to see the power of appointing to these Fellowships limited by the Trustees to individuals who no longer are able to perform active duties?—Yes, I should.

91. (*Mr. Vaughan.*) You say you would wish to limit it to these cases; would you like to extend it to all such cases? I mean, do you think it would be advisable for the Trustees to give it in all cases where persons were disqualified from whatever cause from performing their duties?—No, certainly not.

92. (*To Mr. Hefford.*) In this Act of Parliament which empowers the Trustees to send eight exhibitioners for seven years, are any qualifications specified as necessary for the exhibitioners?—No.

93. (*Lord Clarendon.*) It is left to the discretion of the Trustees?—Yes.

94. (*Mr. Vaughan.*) Does the Order of the Court of Chancery of 1808, where the Trustees are empowered to pay 2*l.* to the Master for each foundationer, state what it is for—for instruction in what?—No.

95. Simply to pay him 2*l.* for each foundationer?—Yes.

96. Not for instruction in classics particularly, or in mathematics, or in grammar particularly?—No.

97. Will you read the Order?—It is as follows:—"It was ordered that the Trustees of the said charity "be at liberty to pay the Master of the said school "the additional sum of 2*l.* per annum for each boy "educated there upon the foundation, in addition to "the stipend or salary paid him under the 3rd rule "annexed to the said Act, and in the said plan or "scheme carried in before the said master, particu-"larly mentioned and set forth."

98. There is nothing in the preamble, is there, which mentions that it is advisable to provide this, that, and the other kind of instruction?—Nothing whatever; I have the part here: "For the reasons before stated "the petitioners conceive it will be for the interests "of the charity that they should be at liberty to "adopt the plan or scheme for the disposal of their "surplus income carried in before the said master, "namely, that they should increase the stipend pay-"able to the Master of the Grammar School, over "and above the salary heretofore paid him under the "authority vested in them by the third rule or order "contained in the said schedule annexed to the Act "of Parliament for selling the said charity estates "and hereditaments, passed in the 17th year of the "reign of His present Majesty, by the sum of two "pounds per annum for each boy educated there, "upon the foundation of the said charity, which sup-"posing the number of boys on the foundation to be "35, would amount to 70*l.* per annum." That is all it says.

99. At page 10, it says: "By an Order of the "Court of Chancery, dated 17th January 1851, the "Trustees were allowed to pay 3*l.* 13*s.* 6*d.* for the "instruction of each foundationer in mathematics "and modern languages to and among the masters "and ushers of the said school in such proportions as "they shall see fit." Before that Order of the Court of Chancery who paid for the mathematical instruction of foundationers?—It was paid by the Trustees, but was not authorized by the Court of Chancery; we were going to the Court of Chancery on other matters, and we obtained the authority of the Court for making the payment thenceforth.

100. How long had it been paid before that?—For 20 years. I believe it began somewhere about 1828 or 1829. It was in Dr. Arnold's time.

101. The authority was not given till 20 years after the Trustees began to make the payment?—That is so.

102. (*Lord Lyttelton.*) The Order of the Court of Chancery sanctioned what had been done previously?—It sanctioned it so far that the payment was ordered to be continued.

103. (*Mr. Vaughan.*) Was the order of the Trustees on which the payment was made before the Order of the Court of Chancery a written one?—Yes.

104. Is it preserved?—It is.

105. (*Lord Clarendon.*) Properly speaking, the Trustees ought to have gone to the Court of Chancery in the first instance?—They ought; but the payment was made for the general benefit of the school, and to meet the liberality of Dr. Arnold, who contributed 50*l.* a year towards providing a mathematical master.

106. (*Mr. Vaughan.*) Was the fee for mathematics paid to a mathematical master or amongst the masters generally?—It was paid to the Head Master; the Head Master provided for mathematics, and this was a capitation fee paid to him for the mathematical master.

107. With regard to modern languages, who paid the foundation fee?—The Trustees.

108. Do you know enough of the history of Rugby School to know when instruction in modern languages was first given there?—There was a French master appointed in 1718, a Mr. Mather, and a French master was appointed from time to time afterwards; but instruction in modern languages was not given before Dr. Arnold's time.

109. Was it in Dr. Arnold's time, and concurrently with the provision for mathematics, that a fee was first paid for the foundationers for modern languages?—Yes.

110. Had the foundationers in fact received the instruction in modern languages gratuitously, although they were not paid for by a fee before Dr. Arnold's time?—I believe that such of them as desired to do so received instruction in French, but Dr. Arnold added the instruction in modern languages as part of the general school work.

111. Supposing they had received it, by what authority was the instruction provided for them in modern languages before Dr. Arnold's time?—I am afraid I cannot answer that question. I do not think there was any authority.

112. But you think that modern language instruction is the only one which originated before Dr. Arnold's time?—Yes; and that I am informed was given as an "extra," and did not form part of the general instruction in the school.

113. You do not know when that was?—No.

114. Are you perfectly aware from your own knowledge that there was a modern language master before Dr. Arnold's time?—No; but I find from the records of the Trustees that a French master was appointed in 1780, and that a French master was appointed from time to time afterwards.

115. The point I wished to elicit was whether the foundationers had had the advantage of gratuitous instruction during the whole of the time that there was a modern language master?—During the time that there was a modern language master appointed by the Trustees the foundationers would have gratuitous instruction.

116. That is an inference?—Yes.

117. You do not know it as a matter of fact?—I do not.

118. I believe it is expressly stated in the Act of Geo. 3, what branches of learning the foundationers shall have the advantage of being instructed in gratuitously?—Yes.

119. And modern languages is not among them?—No.

120. Nor mathematics?—No.

121. By the same Order of the Court of Chancery a salary of 20*l.* per annum was provided for the drawing master. Upon what ground, or for what

services was that given to the drawing master?—For the instruction of foundationers in drawing.

122. Is that in the Order?—It is simply, I believe, that a drawing master be appointed, but that meant that he was to be appointed for the instruction of the foundationers.

123. (*Lord Lyttelton.*) It has been so understood?—Always. I may mention that, although the Order states that a salary of 20*l.* may be paid to the drawing master, that did not constitute his income; the Head Master would make it up by fees for the instruction of the non-foundationers.

124. (*Mr. Vaughan.*) That Order was generally adhered to?—Yes; there is no doubt that whenever an appointment was made by the Trustees it was always intended by that appointment that it was for the instruction of the foundationers. Of course, the instruction was extended by the Head Master to the whole school. The same with the drawing master. His salary is 20*l.*, but his fees through the whole school are considerably more than that. For that 20*l.* it is expected that the foundationers will be taught drawing, and will not be called upon to pay any fee.

125. In page 10 (the answers say):—"By another "Order of the Charity Commissioners, dated 15th "March 1859, the Trustees were empowered to erect "a Natural Science School, to pay 3*l.* 13*s.* 6*d.* for "the instruction of each foundationer in mathematics, "modern languages, and the natural sciences, in lieu of "the 3*l.* 13*s.* 6*d.* allowed by the last-mentioned order." How, up to that time, had the foundationers been provided with instruction in natural sciences?—It was not provided for out of the charity up to that time.

126. But there was a natural science master before that?—Yes; Dr. Sharpe, and afterwards Rev. Berdmore Compton.

127. There was a natural science master, and up to that time the foundationers had paid the fee as all other boys had paid it; but at that time a change was made by which instruction in natural sciences was provided for them gratuitously?—Yes.

128. (*Mr. Vaughan to Mr. Hefford.*) Instruction in natural sciences was provided for the foundationers, and there was a natural science master, and, like all the other boys, if they had the instruction they paid for it?—Yes; but not after the order of the Charity Commissioners of 15th March 1859.

129. They ceased to pay then?—Yes.

130. And it was provided for them gratuitously?—Yes.

131. But when it was provided for them gratuitously there was no additional sum paid by the Trustees for the teaching?—There was no additional sum paid by the Trustees for the teaching of natural science. That was added to modern languages and mathematics, and the three branches of knowledge were taught for the same fee. I may state, however, that although the fee was not increased, the natural science room and laboratory were built and partially furnished at the expense of the charity, and this was considered a sufficient consideration for the gratuitous instruction of the foundationers in the natural sciences. A further provision was also made at the same time for increased instruction in mathematics, in the appointment of a mathematical master on the foundation at a salary of 120*l.* per annum.

132. Then there were two concurrent provisions; one of which was that the whole sum of 3*l.* 13*s.* 6*d.*, which formerly had provided instruction in mathematics and modern languages now provided instruction in mathematics, modern languages, and natural sciences; but at the same time a mathematical master was supplied by the Trustees with a salary of 120*l.* a year, and a lecture room and laboratory were built at the cost of the charity?—Yes.

133. (*Lord Lyttelton to Dr. Temple.*) I find at the head of the second paragraph at page 10,—"The Head "Master, with the sanction of the Trustees, exercises "power over the whole school;" and at the head of the third paragraph, page 12,—"The government of "the school is vested in 12 Trustees, who have full "power to appoint and dismiss of their own pleasure "the Head Master, and all the under masters, and to "make from time to time such rules and regulations "for the government of the school as they shall think "proper"—(there I see no limitation whatever)—"in practice, however, no specified regulations are "made, but the whole internal management and government of the school is delegated by the Trustees "to the Head Master, who from time to time reports "to the Trustees at their annual meeting any changes "which he may deem to be necessary." Am I right in understanding that it is entirely at their option, and that they not only have power at any time to make such rules and regulations as they shall think fit, without consulting anybody else, but also in any degree to control or diminish the power exercised by the Head Master over the school. I mean, for instance, if they thought proper they might increase the independent power of the assistant-masters; they might deprive the Head Master of the power of inflicting corporal punishment, or anything of that sort; and in point of fact almost the whole of the power enjoyed by the Head Master is enjoyed by delegation to him from the Trustees, not as a matter of strict right?—Not as a matter of strict right, it is merely by delegation.

134. Am I right then in saying that, in point of fact, the working of the system depends wholly on a thoroughly good understanding between the Trustees and the Head Master?—Certainly.

135. Could you tell us, as a matter of history, when Dr. Arnold was appointed, did he or did the Trustees enter into anything like a written understanding as to the discretion which he should particularly have?—I think not.

136. At the end of the same answer it is stated, "they, however, (the Trustees) occasionally, but "chiefly on his recommendation, make rules and "orders relating to the age at which a boy may "enter the school or continue in it, and at which he "may compete for exhibitions, limiting the number "of foundationers," and so on. Will you tell us more with regard to the word "chiefly"; have they ever in your time made such regulations without your recommendation?—No, never.

137. Can you account for that word "chiefly" there. Does it relate to some former time?—I am not aware.

(*Mr. Hefford.*) It related to a former time. I can mention one instance,—Dr. Arnold suggested that a place of solitary confinement should be provided as a punishment, and the Trustees did not approve of it.

138. (*Lord Clarendon.*) It is said that the Trustees have power "to make from time to time such rules "and regulations for the government of the school as "they shall think proper." Are those rules and regulations reduced to writing?—Generally; but the rules and regulations they have made with regard to the government of the school are exceedingly rare; in fact, I do not know that I can put my hand on any.

139. Of what nature are the rules and regulations that are made?—There was one altering the number of subjects to be examined into for the exhibitions; that was on the recommendation of the Head Master.

140. (*Lord Lyttelton.*) Does it not appear in the form of a minute of a meeting?—Yes.

141. (*Lord Clarendon to Dr. Temple.*) You would not make any important change in the school or deviate from an established system in the school without communicating with the Trustees?—I should not certainly.

(*Mr. Hefford.*) The practice has invariably been for the Head Master to* first communicate with the Trustees.

142. And upon your recommendation to the Trustees they would adopt the change and record it in writing?—(*Dr. Temple.*) I presume they would.

* This was added on revision, see q. 188.

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143. There will be no difficulty in our seeing those rules?—(*Mr. Hefford.*) Not the least. I can furnish the Commission with a copy.

144. (*Lord Lyttelton to Dr. Temple.*) I apprehend in the case of anything of great importance you would take steps to have a meeting of the Trustees?—Yes.

145. (*Lord Devon.*) Practically during the time you have been Head Master have you found the discretion which you had in the management of the school in any way interfered with?—Not in the slightest degree.

146. (*Lord Clarendon.*) "The Head Master with "the sanction of the Trustees, exercises power over "the whole school. He assigns to each master the "form which he may think him best competent to "teach, and from time to time may remove him to "another form." Is that often done, the removing a master to another form?—When a master quits, his place is filled up necessarily.

147. Would you reduce a master, put him down to a lower form?—It would be in a very extreme case.

148. Have such cases occurred?—Not in my experience.

149. The moving up would be to a vacancy?—On a vacancy the Head Master has authority not only to fill up the new form, but to fill it up without reference to seniority.

150. And does he do that?—Yes; near the top of the school it is understood among the masters that it is the right thing to do.

151. But the Head Master exercises his discretion for the benefit of the school?—Yes; but in the lower part of the school the practice is that the Head Master, unless he has very strong reason to the contrary, should simply promote by seniority.

152. It is said that the Head Master has "the "school-house (containing accommodation for 70 "boarders) and a large garden and close free of rent, "rates, taxes, and repairs of all kinds." I do not know whether the value of that is stated in the income of the Master?—No, it is not.

(*Mr. Hefford.*) The house and land would be between 400*l.* and 500*l.* a year.

153. (*To Dr. Temple.*) You say, "Boarding-"houses generally are occupied by the senior "foundation masters. These houses belong to private "individuals," does that mean that they are hired by the master for the purpose?—Yes.

154. "Each assistant master is expected to devote "himself exclusively to the duties assigned to him by "the Head Master, and is responsible to him for the "discipline and good behaviour of his form." Has the Head Master any mode by which he ascertains the good behaviour and order of the form, or does he rely entirely on the reports of the under master?—He relies chiefly on the reports of the under master but it is the practice for the Head Master to examine the forms of the under master, and he can easily see whether a form is thoroughly under command or not.

155. He would be able to ascertain their discipline and good behaviour?—Yes.

156. "The mathematical master ranks in all things "as a classical master, and in addition to teaching "mathematics, is required to take his share in the "general school work equally with the other "masters." Is there any difference in his status from that of an assistant master?—None whatever.

157. (*Mr. Vaughan.*) As to discipline, he has just the same power over all, and they show the same deference in every respect?—Yes.

158. (*Lord Lyttelton.*) That applies to the boys of the school generally?—Yes.

159. (*Lord Clarendon.*) Has he a boarding-house?—He has.

160. (*Mr. Vaughan.*) Does the drawing master live at Rugby?—No; he lives in London.

161. It is put down here that the boys on the foundation receive instruction gratis for 20*l.* per annum. Do you happen to know how many of the pupils you mention in the answers are foundationers?—I cannot answer that.

162. (*Lord Clarendon.*) "The writing master is "required to teach writing and arithmetic in all its "branches to such boys as may be assigned to him "by the Head Master." What are the branches; how far do they go?—(*Mr. Hefford.*) I cannot tell. Those are the words of the statute. (*Dr. Temple.*) You will find that in Table C. (*Mr. Hefford.*) The statute states that a master is to be appointed to teach writing and arithmetic in all its branches.

163. (*Mr. Thompson.*) Is arithmetic taught by the mathematical master?—Yes.

164. (*Lord Clarendon to Dr. Temple.*) "Such "boys as may be assigned to him by the Head "Master." How does the Head Master make that selection?—He sends to the writing master the whole of the lower school and the lower mathematical sets of the middle schools.

165. What would be about the average number you would assign to the writing and mathematical master?—The number of the lower school is 66.

166. Do you consider that he can teach writing and arithmetic in all its branches to 66 pupils?—He has an assistant. Besides the 66 of the lower school he has part of the teaching of three forms at the bottom of the middle school, containing 71 boys; that is altogether 137.

167. Can he and his assistant efficiently teach writing and arithmetic in all its branches to 137 boys?—Yes, in proportion to the time which is assigned to those subjects; the proportion of time for arithmetic and mathematics, as well as for classics and other things, is preserved throughout the school, and he can teach those subjects efficiently in proportion to the time.

168. Do you consider that the results of the teaching of writing and arithmetic in all its branches are satisfactory?—The present writing master is an exceedingly good man; he has been the master for 46 or 47 years, and has never failed in his duty. In the event of a change I would get a University man, and so make the writing master an additional mathematical master. I think that would be an improvement.

169. (*A Commissioner.*) It would seem that one master and an assistant, let them be ever so efficient, could scarcely in the time allotted to them do as much as ought to be done for so large a number of boys?—I think if you get an able man the thing can be done.

170. (*Lord Clarendon.*) But you think that department might be better organised with reference to the number of boys?—I think it would be a better arrangement to have another mathematical master.

171. (*Lord Devon.*) How many hours in the day is the master employed?—The mathematical master has the forms for between three and four hours a week.

172. And he is himself employed for six hours every day?—I should think somewhere about that.

173. (*Lord Clarendon.*) "The librarian receives a salary of 5*l.* 5*s.* per annum for performing the duties of his office." Is that all he receives?—That is all.

174. What is the status of the librarian?—It is the same man, the writing master.

175. What is his duty?—It is simply to sit and give out books to the boys.

176. How can he sit down in the library, and deliver out books to the boys, and yet teach 137 boys?—He attends only at particular hours. Besides this, one of the assistant masters acts as librarian gratis.

177. (*Mr. Thompson.*) Is that by rotation?—No; by a master willing to do it. He catalogued the library the other day.

178. (*Lord Clarendon.*) "The Chaplain is required "to perform divine service in the school chapel ac-"cording to the rites and ceremonies of the Church of "England. He receives a salary of 50*l.* a year." Has the Chaplain any other duties?—The Chaplain is the Head Master.

179. That continues to be the case?—Yes.

180. (*Lord Devon.*) With regard to the salary stated in another part of your answer (the 50*l.*,) is that received?—It is handed over to the chapel.

181. (*Mr. Vaughan.*) I believe the history of

that is this, when Dr. Arnold came to the school there was a chapel; Dr. Arnold was extremely anxious to have an opportunity of preaching to the boys himself; but the difficulty of his position was this — as there was a stipend of 50*l.* per annum, if he appointed himself Chaplain it might have been said by ill-natured people that he had undertaken the office for the sake of the stipend, and in order to remove the possibility of such an imputation, he asked the Trustees to be allowed to act as Chaplain, and to give the 50*l.* to the chapel for whatever purposes he thought best? — (*Mr. Hefford.*) I believe that was so.

182. The real reason was a personal one?—Yes.

183. (*Lord Clarendon.*) Is it merged now in the general fund?—No.

184. Where does it go?—It is paid over to the Chapel Improvement fund.

185. The Chaplain is appointed by the Trustees?—Yes.

186. The almsmen have no duties assigned to them,—who appoints them?—The Trustees.

187. "The assistant and the other masters above "referred to, are generally elected on the nomination "of the Head Master." Do the Trustees ever except to the recommendation of the Head Master. Do they ever wish to appoint under masters of their own?—(*Dr. Temple.*) Not within my experience, and I never heard of it before my time.

188. (*Mr. Vaughan.*) You say "The Head Mas- "ter from time to time reports to the Trustees at "their annual meeting any changes that he may "deem to be necessary;" is that before he carries them into effect?—(*Dr. Temple.*) Yes; any changes in the regulations already made.

189. (*Lord Lyttelton.*) You mean matters of sufficient importance?—I mean changes in any regulations already made by the Trustees; not changes in any regulation which he himself may have made.

190. (*Mr. Thompson to Mr. Hefford.*) You have a copy of the Order of the Charity Commissioners of 1859?—Yes.

191. Can you tell me what the exact terms of the founding of the exhibitions were?—They were not founded in 1859.

192. How was it. They were held for a longer time previously?—It was a re-arrangement; the Trustees used to appoint three exhibitioners every year for seven years, and by this arrangement they were enabled to appoint five for four years.

193. Does not that make a difference between 20 and 21 exhibitions?—Yes.

194. Is that left entirely discretionary in the Trustees?—Yes; it is permissive as to all above eight. The appointment of eight at 40*l.* a year is regulated by the 59 Geo. 3. cap. 71, rule 9.—"The Trustees "or the major part of them to elect and send at such "time or times as they shall think proper, eight boys "to any of the colleges or halls in Oxford or Cam- "bridge the sum of 40*l.* a year, by half-yearly pay- "ments, to be paid out of the revenues of the said "charity estate to each boy for the term of seven "years and no longer." All the other powers beyond that are permissive. The Trustees could discontinue or alter the payments.

195. Do you mean that they could in the first instance drop one exhibition yearly?—Yes, if they chose. The order proceeds:—"Subject and with- "out prejudice to the rights and interests of the "'Exhibitioners' already appointed from the said "school to any college or hall in Oxford or Cam- "bridge, the said Trustees may fix the number, and "the scale of payment of the said exhibitioners to be "hereafter appointed therefrom, and to be paid out "of the income of the said charity in manner fol- "lowing, that is to say:

Number of Exhibitioners.	Amount of Annual payment to each Exhibitioner.
4 at	£40.
4 at	£50.
4 at	£60.
4 at	£70.
4 at	£80.

Total number of Exhibitioners.	Total amount payable to Exhibitioners.
20	£1,200."

That is a copy of the Order of the Charity Commissioners.

196. (*Lord Lyttelton.*) Question 7 is, "Is there "any power of altering or amending orders?"—The answer is, "There is no power, in fact, except the "ordinary power of the Court of Chancery." That is specified in the Act of Parliament. In case the Trustees wish to alter the scheme which the Act of Parliament sanctions, they are empowered to go to the Court of Chancery.

197. (*Mr. Vaughan.*) But is it not the case that they have ceased to go to the Court of Chancery. I observe all the recent orders are orders of the Charity Commissioners?—The Trustees, to save expense and for convenience, prefer going to the Charity Commissioners under the Charitable Trusts Act.

198. May they go to the Court of Chancery if they like. Is it only for convenience they go to the Charity Commissioners?—They can only now go to the Court of Chancery with the sanction of the Charity Commissioners; but there has been no reason lately for obtaining that sanction.

199. (*Lord Clarendon to Dr. Temple.*) "The school "has no visitor or visitors." Do you consider that the Trustees very efficiently perform their duties?—Yes.

200. With no inconvenience to yourself or others from having no visitor?—No.

201. You do not think the school requires it?—No.

202. (*Lord Lyttelton.*) The Bishop of the diocese has no visitatorial power over the school?—No.

203. (*To Mr. Hefford.*) When a second master was appointed, what was his salary?—It was 80*l.* a year. Mr. Chartres, I believe, was appointed when Dr. James came from Eton and introduced the Eton system.

204. (*Lord Clarendon to Dr. Temple.*) "Dr. "Arnold believed that he could best secure thoroughly "good instruction in mathematics and modern lan- "guages by having these subjects taught as part of "the regular school work by the classical masters "in their forms." That was, I believe, on the ground that reading and acquiring a grammatical knowledge of modern languages was all that was attainable at a school. Dr. Arnold thought it was impossible to learn to speak modern languages correctly there?—I believe also he thought it was impossible to get the same attention paid to the studies unless you had a man of the same social rank to teach them as the other (classical) masters.

205. But would there have been any difficulty in getting a mathematical master, and a modern languages master of the same social position as the classical masters?—Yes, unless they were in the same position in the school.

206. "Dr. Tait departed from Dr. Arnold's prin- "ciple, by appointing a mathematical master and a "modern language master, and by allowing those "classical masters, who preferred to do so, to hand "over the instruction of their forms in these subjects "to these gentlemen, as their substitutes, and to pay "them accordingly." Do not these substitutes get more boys than they can properly teach?—That has passed away.

207. Is there no provision now to hand over boys to substitutes?—No, none at all now; that is a matter of history.

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208. (*Mr. Vaughan.*) A sum is paid by each non-foundationer of 15½ guineas; was that sum settled by the Trustees?—It was.

209. When was that sum settled by the Trustees?—At the same time, I presume, as the foundationers' fees.

210. Was it when the last sum of 3*l.* 13*s.* 6*d.* for the foundationers was settled?—(*Mr. Hefford.*) The sum was fixed in 1828, and received the sanction of the Court of Chancery in January 1851.

211. Was it in January 1851 when the Order was applied for in the Court of Chancery to pay 3*l.* 13*s.* 6*d.* for every foundationer, for instruction in mathematics and modern languages?—Yes; these fees had been paid before, but then received additional sanction from the Court of Chancery.

212. Had it been paid without the authority of the Trustees up to that time?—No, not without the authority of the Trustees.

213. But the Trustees at that time made this regulation that 15½ guineas was to be paid by each non-foundationer?—Yes.

214. And I suppose it would not be competent to any person but the Trustees to alter or increase that?—Certainly not.

215. (*To Dr. Temple.*) You state here that in your opinion Dr. Arnold's system was a bad one, because it would mischievously restrict the choice of masters, if a man was obliged to teach classics, French, German, and mathematics?—Yes. I have no doubt that Dr. Arnold's plan was the best that could be devised for the time, but I do not think that it would be wise to continue it.

216. Would your opinion remain the same, supposing that he were required to teach one modern language, such as French?—Yes, it would.

217. Do you think that it would be impossible to secure for the sum which masters at Rugby are in the habit of receiving a master competent to teach one modern language in addition to his classical work?—No. I do not say it would be impossible to get such a man. I think it would mischievously restrict the choice. You would find such men occasionally; but the result of making it a requirement would be that every now and then you would be obliged to take a man whom you thought second best rather than the man you thought best.

218. You could not be sure of providing the best men to teach classics?—No, nor the best men generally.

219. You consider no man would be competent for the office of Master in your sense who was not the best man you could find?—I do.

220. You could not find too good a man for your master?—No.

221. (*Lord Devon.*) I observe you say, "Though "there are two modern language masters, the clas- "sical masters assist"?—It so happens.

222. (*Mr. Vaughan.*) Supposing it were a regulation that a man to fit himself to be a master in classics should be a perfectly good grammatical French scholar, or a perfectly good grammatical German scholar; do you think that being well known it would not induce men to add that qualification to their other qualifications?—I think we should lose more than we should gain by such a regulation.

223. (*Mr. Thompson.*) What do you think is the proportion of Englishmen who have a good knowledge of French or German, and who could pronounce it well?—I have no idea at all. It appears to me a practical question, and that such a regulation as you suggest would limit my choice of a master too much.

224. (*Mr. Vaughan.*) I wished particularly to ask that question with regard to a grammatical knowledge and not pronunciation; I mean simply a perfectly grammatical knowledge such as a man would have of Greek. A boy might acquire the pronunciation otherwise?—Yes.

225. What are the duties of the senior composition master?—He takes charge of two copies a week of the sixth form.

226. Are they verse or prose, or how are the copies determined which he is to take charge of?—Generally speaking they are Greek and Latin verse, but occasionally Greek prose, very rarely Latin prose.

227. Does he take charge of their composition in the most entire sense of the term. In the lower forms composition is a work which is divided between the master and the tutor; does the composition master who takes charge of these two exercises do the tutor's work as well as the work of the master of the form?—He does.

228. So that there are united in the composition master the duties of the tutor and the duties of the master of the form in reference to composition?—Yes.

229. With regard to the junior composition master, what are his duties?—He takes the remaining copies of the lower part of the sixth form, and he also has four classical lessons with the lower part of the sixth form.

230. The composition then of the whole of the sixth form is divided in fact between three masters, the Head Master, the senior composition master, the junior composition master, and the other classical work of the whole of the sixth form is divided between the Head Master and the junior composition master?—Yes.

231. (*Lord Devon.*) And the junior composition master besides takes a low form?—He does.

232. (*Mr. Vaughan.*) There appears to have been a payment of 125*l.* by the Head Master to the modern language master; when was that first made?—That precise payment was first made in 1858.

233. That is in addition to the sum of 120*l.* paid by the Trustees?—Yes.

234. What was the motive for saddling the Head Master with the payment to the modern language master at that time?—The income had already been saddled with that deduction, though not in the same shape.

235. It was not done first in 1858?—No, I cannot say precisely when it was done. It was not done all at once.

236. Then you do not know why it was first saddled with it?—I do not; but I can ascertain, if necessary.

237. Probably this 125*l.* payable by the Head Master was first paid when this new distribution was made?—No; it was not first paid then. A similar sum had been paid before.

238. You observe there is a difficulty in the transition. You say in the written answers there was a time at which the under masters had to provide the modern languages instruction, and then one suddenly finds that the Head Master is saddled with this, or with a part of it?—The transition took place in Dr. Tait's time, I know, but I cannot say the exact date or the circumstances. If you wish to ascertain that it is very easily done. When Dr. Tait appointed a mathematical master and a modern languages master he paid that mathematical master 100*l.* a year out of his own income; and I think some further additions were made to those payments by Dr. Goulburn, and the total amount paid by the Head Master in this way amounted to more than 125*l.*; and in 1858 it was limited to that sum. The money which he pays to the senior and junior composition masters is, of course, supposed to be paid for working the sixth form.

239. Do you know when the senior composition master was established?—By Dr. Tait when he first came.

240. And the junior composition master?—By myself when the sixth form grew to its present numbers. The senior composition master was appointed in 1842.

241. (*Lord Lyttelton.*) A question was asked as to

a foreign master teaching a modern language; you have one foreign master in the school?—Yes.

242. (*Lord Devon.*) Under the letter *f* I see "The "excess is called the reserve fund;" the excess above what?—The appropriations are said to cease at a certain point.

243. That is supposing the number of the school to rise above 457?—Yes; in some cases when it rises above 320, in other cases when it rises above 457.

244. Whatever surplus then remains out of the 15½ guineas in consequence of the cessation in the several cases adverted to of the specific appropriations, goes to constitute the reserve fund?—Yes.

245. (*Lord Clarendon.*) Under the head of B you say, "Besides the school fees, every boarder through- "out the school, and every boy resident in the town, "above the lower school and below the sixth form, "though not actually compelled, yet practically finds "it necessary to have a classical private tutor, at "a fee of ten guineas." Why does not the sixth form find it necessary?—When I say it is practically necessary, I mean that it affects the promotion from form to form.

246. (*Lord Lyttelton.*) When they have got as high as they can get, there is no absolute necessity for it any longer?—No. The promotions depend on passing the examinations; the examinations are partly in subjects which they work with their tutors, and the promotions are very much affected by the tutors' work; consequently they find it necessary to have a tutor.

247. (*Mr. Vaughan.*) How does it become necessary, in order to carry on the system of promotion, to have this extra work?—I did not mean that it was necessary in that sense; I meant that the boy would find it necessary for his own sake. I do not say we find it necessary to arrange it so.

248. He finds it necessary because other boys have tutors, and they would take up their tutors' work?—Yes.

249. Supposing there were no boys who had private tutors, the system of promotion would go on through the whole school equally?—Yes.

250. (*Lord Lyttelton.*) But they do, in fact, have private tutors, because they get on better with them?—Yes.

251. (*Lord Clarendon.*) What are the duties of the private tutor?—They are described in the answers.

252. (*Lord Lyttelton.*) The private tutor is not necessarily the same as the tutor with whom the boy boards, is he?—Not if the master with whom the boy boards is a mathematical master or a modern language master.

253. (*Mr. Vaughan.*) Do the boys in the sixth form pay any tutorial fee?—Most of them do, but it is optional in every case. It is not simply legally optional, which it is in all cases, it is also practically optional.

254. It seems the composition masters take a part of the duties of a tutor in composition, and the Head Master takes the remaining part, then, if there is a payment by the boys of a tutorial fee of ten guineas, what is that payment for?—For the remaining part of the duties of the tutor.

255. (*Lord Lyttelton.*) You say it is practically necessary for the boys below the sixth form to have a private tutor, because otherwise they would lose their promotion; but I presume there are many objects of emulation in the school in which the sixth form compete with those below them?—I think none.

256. You mean that the sixth form very often do without a private tutor, because they are all on a level, and start fair; but as to the boys below them, with a view to promotion, they find it necessary to have a private tutor?—Yes.

257. (*Mr. Vaughan.*) You say there are certain remaining duties of a tutor, but I understood you to say it is not necessary for these boys to have a private tutor, and therefore they may decline to do so if they like?—It would be possible for boys resident in the town to decline, and they sometimes do decline.

258. That is foundationers?—Non-foundationers too; but when living in a boarding-house with a tutor they very rarely decline.

259. But supposing the parent of a boy in the sixth form, not being a foundationer, at the commencement of the half year, were to say he objected to paying the fee for a tutor any more, what would the answer be to him?—He would not be required to pay it.

260. (*Lord Lyttelton.*) Could he have a private tutor gratis?—No.

261. (*Mr. Vaughan.*) What would become in that case of the duties which remained to be done by the tutor over and above those which you have already specified?—The work which is generally done by the tutor for the sixth form boys is entirely extra work, over and above the school work, and it does not come into the school work in any way; those subjects would be omitted after the disadvantage of not having a tutor had been pointed out to him without effect.

262. (*Lord Clarendon.*) Though the boys of the sixth form do not require a tutor for the purposes of promotion, still there must be competition among themselves to get higher places in the sixth form?—No; they do not change places in the sixth form. Private tutors are not allowed to touch the subjects for prizes, nor the form work.

263. (*Lord Lyttelton.*) Then what advantage would a private tutor be to a sixth-form boy?—All boys are the better for special help in their weak points. A tutor can give that to his pupils in the sixth form, and no one else can.

264. As a matter of fact, can you state how many of the sixth-form boys pay this fee, and have a private tutor?—There are very few exceptions; I should think nine-tenths have private tutors and pay the fee.

265. Is it the usage that the private tutor of the boy is always the master with whom he boards?—Yes.

266. But his duties as a private tutor are apart from the general supervision of the boy in the house?—Yes; the duty of the tutor is so far to have a general supervision over the boy that he would in all cases be consulted on all moral questions affecting the boy as tutor, not merely as boarding master.

267. Is that practically esteemed of much importance?—Yes; it is of considerable importance.

268. I understand the boarding-house master has the general charge of a boy's conduct?—Yes; but the classical master in almost all cases has seen his work from the time of his coming to the school; he knows how he has gone on from form to form, and consequently he knows a great deal about him, which even the boarding master cannot know.

269. (*Lord Devon.*) I observe it is stated here that the fee of ten guineas is paid by the parents in the case of non-foundationers, but that foundationers, on application to the Head Master, can have a tutor gratis. Does not that place you in an invidious and difficult position sometimes to have to decide whether the means of a parent are sufficient?—I never decide. If any foundationer applies he has a tutor gratis.

270. (*Lord Lyttelton.*) It had occurred to me too that it might be rather an invidious system, but I think the disagreeableness of it would be to the parents of the foundationers. Is it not rather disagreeable to throw it on the foundationer's parent to decide whether he shall apply for a gratuity of this kind. How does it work. Do they often or always apply?—People who have not really good incomes apply without hesitation.

271. I observe this comes below—"Many of them, "however, being well able to do it pay the 10*l.* 10*s.* "to the classical tutor"?—Yes.

272. Are you quite convinced that that works satisfactorily?—I am satisfied it works very satisfactorily.

273. (*Lord Devon.*) What proportion of the foundationers pay the ten guineas do you suppose?—I do not know. I could very easily find out.

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274. (*Lord Lyttelton.*) You make the parents the judges whether they can fairly pay the fee?—Yes.

275. Is their paying the ten guineas for this, which is practically necessary, quite consistent with the original arrangement sanctioned by the statute 17 Geo. 3. that the boys on the foundation were to be instructed free of cost?—The boys on the foundation are instructed free of cost.

276. A certain number of them pay the ten guineas?—They need not pay it.

277. But it is practically though not legally necessary, you say?—It is practically necessary that the boys should have private tutors; not practically necessary that the parents should pay the fees.

278. (*Lord Clarendon.*) If it is practically necessary to have a private tutor the foundationers would be at a disadvantage if they had not one?—Yes.

279. (*Mr. Thompson.*) Are they taken by the private tutor gratis?—No, he is paid.

280. By the Trustees?—No; he is paid, as you will see just above No. 2, page 13: "In order to put the "tutors who take them on precisely the same footing "as the rest all these pupils are paid for; and if the "sum required is small, it is paid out of the reserved "fund; if not, it is raised by a small tax on all the "classical tutors."

281. (*Lord Devon.*) Would it not be a more simple plan that the Trustees should pay in the case of foundationers?—I should be perfectly satisfied that the Trustees should pay if the trust money can afford it. There is, however, absolutely no question asked; the parents have simply to write and say that they do not wish to pay.

282. Is it at all within your knowledge that any dissatisfaction has ever existed on the part of the tutors who are taxed on this ground?—I do not think so; I never heard of any dissatisfaction certainly.

283. (*Lord Clarendon.*) "The senior and the three "mathematical masters are limited to 50 mathema- "tical pupils each." Do you or do you not consider that too many?—I do not think it is too many. A man can easily teach 50, considering how much he is supposed to do for them.

284. How much is that?—He is bound to give them two hours a week; *i.e.*, not each pupil separately, but each set two hours a week.

285. Do you consider that that is giving them enough?—I think it is quite enough for the money; and, as far as the boys are concerned, it is, generally speaking, as much as it is wise to undertake over and above their school work.

286. Does that mean extra mathematical instruction?—Yes. It is out of school altogether; it is besides the regular instruction they get in school. The regular instruction they get in school is included in the ordinary schoolcharges, but this is for special boys whose parents wish them to learn more mathematics.

287. No. 3 says, "There are two modern language "masters." Are they foreigners?—Not both of them; one is an Englishman.

288. What is the other?—A Prussian.

289. What does he teach?—French and German.

290. Does the other gentleman teach French and German too?—Yes.

291. Do you consider that the Prussian gentleman is capable of teaching French efficiently?—I think Mr. Vecqueray teaches French exceedingly well. He was educated in Belgium.

292. (*Lord Lyttelton.*) Does he teach a class like any other master?—Yes.

293. And has he the sole charge of a class?—Yes.

294. Has he ever found any difficulty in maintaining order?—I think not.

295. Does he speak to the boys entirely in French and German?—No, he speaks English.

296. He is on the same footing as other masters?—Yes.

297. (*Mr. Vaughan.*) His footing is like that of the mathematical master, is it not?—Yes.

298. In discipline and in all respects is he the same as the mathematical master?—Precisely.

299. (*Lord Clarendon.*) Out of school as well as in?—Out of school as well as in. I think, perhaps, it would not have been so easy to put him in this position if there had not been by his side the other modern languages master, who is an Oxford man.

300. Does the other master teach French and German?—Yes; the Rev. P. Bowden Smith teaches eight sets.

301. Is he an efficient master?—He is a thoroughly efficient master.

302. (*Mr. Vaughan.*) About the pronunciation?—I believe his pronunciation to be thoroughly good; but we cannot undertake that boys shall be made perfect in pronunciation here.

303. Does he teach the higher or the lower divisions in modern languages?—All through the school.

304. You do not as a matter of fact miss anything with regard to the pronunciation of that which Mr. Bowden Smith teaches?—Certainly not.

305. Do his pupils or their parents at all complain?—Certainly not.

306. Then in that respect the Englishman stands very much as the Prussian does, as I understand?—Yes.

307. Then the Prussian, not being a Frenchman, teaches the French language and the pronunciation well, and the Englishman you think also teaches that language and the pronunciation well?—Yes; really well.

308. Does Mr. Vecqueray live here?—Yes.

309. (*Mr. Thompson.*) Has he a boarding house?—No; Mr. Bowden Smith has a boarding house.

310. Would you see any objection to Mr. Vecqueray having one?—I should not. He has married an English lady. I should think it objectionable if by any accident the majority of the boarding-houses were in the hands of the non-classical masters.

311. (*Lord Clarendon.*) You say "Every non-foun- "dationer pays 30*s.* to the writing master." Is every boy compelled to take lessons in writing?—No; but those who are not required to take lessons from the writing master have extra lessons from the mathematical master instead. The writing master has to teach arithmetic as well. They get so much teaching for their money. If they do not get it from the writing master they get it from the mathematical master. The writing master takes only the lower part of the school, but in the upper part of the school the instruction which would have been given by the writing master is given by the mathematical master.

312. And then I see that the writing master has to pay 2*s.* 6*d.* a boy on every boy in the school above 400 to the reserve fund?—Yes, it is not very much; it is only half-a-crown a boy for 60 boys. It was a private arrangement of Dr. Tait's.

313. Are you prepared to give us the average profits of the boarding houses?—I have not calculated the average.

314. Estimating the actual cost of each boy at 1*l.* a week?—I have been endeavouring to make out a calculation of the profits of the boarding houses; it is exceedingly difficult.

315. "The Head Master has a boarding house, the "average number of boarders in which has lately "been 72. There are seven other boarding houses "the largest had last year 50 boarders, the smallest, "42, and the average number was 46. The profits of "such houses must vary with the management. Pro- "bably in no case do they exceed 15*l.* a boarder per "annum, except perhaps in the school house, which "pays no rent, and they necessitate a more expensive "style of living." I made a calculation which was quite under the mark; I put it at 14*l.* a year?—I think in the Head Master's house it is more, because he pays no rent. The profit of the Head Master, as nearly as I can make out, is 17*l.* 10*s.* per boy per annum. I must say it is a very free estimate, but I can give the precise data on which it is founded.

316. You say, "I compute the income of the 19 "lower masters to average 700*l.* a year exclusive of "the profit of the boarding houses"?—Yes.

317. (*Mr. Vaughan.*) Have you never entered into any computation as to what the class of masters who are best off make?—I have not; but in consequence of a letter from the secretary I have been trying to make a computation, and have taken a great deal of trouble in trying to separate the items in any way. I have been trying to make a computation of what the profits were on the school-house, and I will see whether I can get a similar computation from the other houses, but whether they will be able to make anything like a computation that may be relied upon I do not know.

318. Have you ever computed the income of a classical master who occupies a boarding house, being one of the classical masters who is paid a salary?—No; I have not.

319. I have made a rough calculation on such a master's profits. I make it out to be about 644*l.* profit on the boarding house, reckoning the profit on each boarder rather under the mark at 14*l.*, 472*l.* for pupils, about 336*l.* derived from the school charges, that is to say, from the 15 guinea fee and 120*l.* salary, so that on the whole the class of masters who are in the first position, even supposing the profit on their boarders to be only 14*l.* a boy, would be something very near 1,600*l.* a year?—I think several of the masters would probably say that 14*l.* was more than they really get from each boy. I think they would be correct in saying so, because I know by calculating what would be the cost of my own house if I had to pay a rent in proportion; I think that the 17*l.* 10*s.* would probably drop to about 12*l.* 10*s.*, because such a house as that I could not get for 350*l.* a year; that would be 5*l.* a boy.

320. (*Lord Clarendon.*) Probably you could not get it at all here?—Probably not; the rents are more than that, so that if the profit of my own house is 17*l.* 10*s.* a boy; I should doubt whether in the other masters' houses they get above 12*l.* 10*s.*

321. (*Lord Lyttelton.*) There is a statement in answer to another question, that you believe the profit of the boarding houses not to be above one-half of what it was in 1842; on what data do you ground that?—Partly on the rise in the prices of provisions, and partly on the difference of habits, which necessitate in the first place very much better accommodation, and therefore very much larger rents, and secondly a great many more servants of a different class.

322. (*Lord Clarendon.*) The answer at the bottom of page 16 is of considerable importance: "The pre- "sent number of masters is enough to teach the "school reasonably well. But there can be no doubt "that a few more would be a great improvement. "It is, however, felt that it would be a questionable "policy to lower the salaries any further; even as "it is, though first-rate men can be got, they cannot "be got so easily as three years ago. And it would "be a very great mistake to lower the standard of "the men appointed to assistant masterships in order "to make the average size of a form 29 instead of "33." I think as a principle that is perfectly right, but do you find a greater difficulty in getting masters now than formerly, the masters having, as Mr. Vaughan has just been saying, salaries of something like 1,600*l.*?—In the first place that only applies to the seven senior masters; and in the second place it is not nearly so much as they used to get. It is a pure question of the market, and I can only say as a matter of fact that I find them harder to get now than three years ago. I noticed that three years ago I had only to ask a man to come and he came. This last year I asked four men to come and they declined on the ground that the money was not enough. And this was in consequence of the reductions made in 1858, because before 1858 the number of pupils was unlimited, and the school salary might rise above 336*l.*

323. (*Mr. Vaughan.*) Although, perhaps, at the moment of appointment the position of a master in Rugby school was not worth much, were you not able to tell him that if he stayed there a certain average number of years, the place would be worth 1,600*l.* a year?—I could not give him a boarding house at once, and I could not promise that when his turn came the school would be full.

324. As a matter of fact you have never said that his position would improve to that extent?—I have only said, "You will get so much a year, and there "are so many boarding houses, to one of which you "can look forward."

325. Do you think he would have a probability of getting so much as that?—I believe it is generally thought that these boarding houses are worth a great deal more than they really are.

326. (*A Commissioner.*) Would there be any objection to the extension of the boarding houses?—The only objection is that we have no room for more boys in the school, so that you must diminish the number of boarders in each house, and then you would be taking away one of the great inducements to able men to accept masterships.

327. (*Mr. Vaughan.*) Can you state the average number of years a man will have to wait for a boarding house?—It varies very much. It is exceedingly difficult to give an average that would be a guide to any man. There was one instance of a man waiting for ten years without getting a boarding house; and I have known a man get one after only two years.

328. The last name in your list of masters of boarding houses is that of Mr. ——, and a few years ago I remember Mr. ——, an undergraduate at Oxford?—When a new Head Master comes, there is always a great move. Mr. —— came with me; of course he was one who came at the top of that great move; but from that time forward the movement is slow, until another Head Master comes.

329. I suppose there is an average which you could ascertain?—Yes, I could get an average, no doubt.

330. (*Lord Lyttelton.*) You can tell how much those who have no houses make?—Yes.

331. The difference is very great?—Yes.

332. (*Lord Clarendon.*) They average about 700*l.* a year?—Yes.

333. (*Mr. Vaughan.*) I should make it out more than that if the master had a full number of boys?—You can see what it is.

334. It does not appear very clearly, but I am supposing the pupils to be worth 472*l.* 10*s.*, the charges to be 336*l.*, and the salary 120*l*; I make it 928*l.* at that calculation?—Then you are taking the man at the top. He would get that certainly.

335. I am supposing a man not to have a boarding house, but to have a full number of pupils?—You suppose him to be at the top of the list, and to get 336*l.* from the school, which is the case with only the first seven: moreover, only the first seven get the 120*l.* salary: and a man on first coming will not get his full number of pupils.

336. Do you give the mathematical and modern language masters houses just as you do the others?—Yes.

337. Is it the case that the second mathematical master is now conducting a boarding house?—No, the first mathematical master.

338. It is stated in the table, p. 15, that the second as well as the first has a boarding house; is there then an error in the printing?—No, there is no error, because that gentleman died; he died between the two intervals.

339. (*Lord Lyttelton.*) The private pupils are limited to 50?—Yes.

340. (*Lord Clarendon.*) You say, "The present "distribution of the school income was agreed upon "by the masters in 1858. It was then understood "that as nearly as possible one classical master "should be provided for every 32 boys." How can he take 50 private pupils?—Because he does not take

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as pupils the 32 boys of his form; the private pupils are not the same as the form.

341. He does not get more than a man can do?—I do not think it is at all more than a man can do. He does not take the 50 private pupils all at once; I do not suppose he ever takes more than 20 at a time.

342. As to No. 12. Has there ever been an appeal against the Head Master in your time upon any point?—None in my time. There was one, I think, in Dr. Goulburn's time.

343. (*To Mr. Hefford.*) Can you state what came of that?—I do not recollect that it came before the Trustees.

(*Dr. Temple.*) Then it must have come to nothing. There was an appeal by the parent of a boy whom Dr. Goulburn had sent away.

344. (*Lord Clarendon.*) "The assistant masters "are, as a rule, men from our own universities. All "are so now, except one of the modern language "masters, who is a foreigner." Is there any instance of a non-university man being appointed?—Not to my knowledge.

345. Is any preference given, *cæteris paribus*, to a Rugby man?—None whatever.

346. (*Lord Lyttelton.*) When you speak of our universities, you mean Oxford and Cambridge?—Yes.

347. (*Lord Clarendon.*) Do the foundationers wear any particular dress?—None whatever.

348. At no time?—At no time.

349. At the bottom of page 17 you say, "Regard "being had to the number of scholars on the founda- "tion, and to the income and expenditure for the "charity, a residence within the limits for two years "is now required." Has that checked the influx of strangers who used to come?—I should say it has; but I think it has made those who do come stay a little longer. They now frequently come before their boys are old enough to come to us, so that when the boys are old enough they become foundationers at once.

350. They used to come in large numbers?—Yes, and availed themselves of the foundation at once.

351. (*Lord Lyttelton.*) These limits of 5 miles and 10 miles are, I apprehend, practically considerably longer than need be; you do not practically find foundation boys coming from so far, do you?—Yes; they put them into the boarding houses.

352. (*Lord Clarendon to Mr. Hefford.*) You say, "The position of the foundationers is much more "advantageous than it was originally;" in what respect?—The advantages to the foundationers now are that they receive an education infinitely superior and more varied than what it used to be.

353. (*Mr. Vaughan to Mr. Hefford.*) They are entitled to instruction in particular subjects only by the original foundation, and as new subjects have been brought in they have had instruction in all those new subjects, gradually, one after the other, for nothing; so that they have now got a large money's worth of instruction?—Yes.

354. How long have you known Rugby?—Twenty-six years.

355. Do you happen to know what the population of Rugby was when you first came here?—It was under 4,000.

356. Do you know what the population is now?—7,818, according to the census of 1861.

357. Has the increase of population been by the immigration of new inhabitants or by the natural growth of the population?—By the immigration of new inhabitants in some measure owing to the railways.

358. Are there a great number of families here that were not here before the railways?—Yes; a great many.

359. Do you attribute that to the railways having brought the population?—In some measure, but I attribute it still more to the popularity of Rugby as a place of education.

360. Do you think the railways have made much difference?—I think that the railways have contributed largely to it.

361. Have you any notion as to the comparative rate of progress in the population within the last 30 years; take a hundred years before the last 30 years, and the last 30 years; in which period do you imagine the population has most increased?—In the latter, certainly, the population in 1831 was about 2,500 only.

362. With regard to buildings: since you have known it has the place entirely altered?—Very much.

363. Should you recognize it for the same town if you were brought into it not knowing where you were?—I do not think anyone would.

364. Have you known during that time the value of the property?—I have.

365. Can you give the Commission any idea of the degree in which the value of property has increased during the last 30 years?—I think I may say it has increased 25 per cent. at a rough calculation.

366. I believe there is a certain small property in the place belonging to the school Trustees?—Yes.

367. Has the money value of that estate increased at all in proportion to the rise in the value of property in the town Do the Trustees derive from the property which they have in the town an increase of income at all proportionate to what other inhabitants who have property in the town derive?—The Trustees have no property in the town which they let, save one house let on a long lease.

368. The consequence is it produces no pecuniary return at all?—No.

369. What is the nature of the population that supplies the foundationers to the school; is it a population that remains here?—It is chiefly a fluctuating population.

370. Do people come here, take the benefit of the education for their children, and then go away?—Generally.

371. They are not permanent inhabitants?—No.

372. Supposing any money had been left for the benefit of persons born at Rugby, it is not of that class that the foundation members of the school consist?—No. They come here for the primary purpose of availing themselves of the opportunity of educating their children.

373. Suppose the case of a founder who 300 years ago had left a school for the benefit of the inhabitants of the town in which he lived; do you suppose that those inhabitants bore at all the same relation to the locality that the present inhabitants of Rugby bear to it?—Certainly not.

374. (*Mr. Thompson.*) Is there any good commercial school in the town?—I am not aware of any, save one, kept by Mr. Hopewell.

375. (*Mr. Vaughan.*) I see from the returns that there are some residents in the town who are at the school but who are not foundationers, some six boys; are they in the course of qualification to become foundationers?—Yes; I should say every one of them.

376. It is not then from any rejection of the benefits of the foundation but from disqualification?—Yes.

377. (*Lord Lyttelton.*) Would they become qualified *ipso facto* by living here two years?—Yes.

378. (*Lord Clarendon.*) Is there any means of classifying or distinguishing between those foundationers who come merely for purposes of education, and then go away, and those who are *bonâ fide* residents in the place, for whose benefit the foundation was established?—I have no doubt they could be distinguished.

379. There never has been any such distinction?—No.

380. Do you at all know what proportion they bear to each other?—I do not.

381. (*Mr. Thompson.*) Can any tradesman at Rugby send his son to the school?—Anyone.

382. (*Mr. Vaughan to Dr. Temple.*) Have you ever calculated the extreme pecuniary value which a foundationer might derive from the foundation supposing he were to claim it all? Supposing he were to take every advantage that he could take of the education that is given him, what would be the pecuniary value of it?—I think that is answered at page 19.

383. There are one or two things omitted in page 19. That does not give a full account. In the first place the natural philosophy instruction is not mentioned?—You mean if he took it.

384. I mean supposing that he claimed it. There is also no mention of the drawing master?—No. Natural philosophy and drawing should be added.

385. (*Lord Clarendon.*) Foundationers are always admitted by the Head Master on application, without any application to the Trustees, are they not?—Yes.

386. (*To Mr. Hefford.*) At the latter end of No. 17 you say, "The Act of the 54 Geo. 3., after reciting "that it was expedient that a chapel should be erected, "enacts that the Trustees may raise 14,000*l.* for that "and other purposes." Was that sum so expended?—Yes.

387. On the chapel?—Yes, on that and the other purposes specified in the Act.

388. (*Lord Lyttelton.*) Then the cost of that chapel did not exceed 14,000*l.*?—No; the money was also applied under the Act of Parliament to increase the number and stipends of the exhibitioners.

389. (*Lord Devon.*) I thought I understood from you that that went for the chapel only?—No. The cost of the chapel was not to exceed 8,000*l.*

390. That originally was without the transept?—Yes. It has cost a great deal more than that since it was built.

391. (*Lord Clarendon to Dr. Temple.*) It says, "The Trustees have the power of limiting the number of non-foundationers." Now the number of the boys in each house cannot be increased without the permission of the Head Master. You would not increase the number of boarding houses unless the number of boys increased?—No, I should not.

392. (*Lord Lyttelton.*) Do you refuse a great many now?—I refuse twice as many as I take, because I have not room. I have three times as many applications as I can take in the school.

393. (*Lord Clarendon.*) No. 18. "The ordinary "charges of a boy at Rugby are best exhibited by the "annexed specimens of half-yearly bills." Is it the custom to send the bills in twice a year?—Twice a year. We have only two holidays in the year, not three as at Harrow and Eton.

394. "The expenses of a boy at any other boarding "house are 2*l.* 16*s.* per annum more than at the school "house, since the other houses put fires into their "studies, and charge for them." Are the school house studies so warm that they do not want fires?—They are warmed by hot air. The passages are warmed.

395. (*Mr. Vaughan.*) Do you think it effectual?—Tolerably.

396. (*Lord Clarendon.*) But the boys are warm enough?—They do not complain certainly. You could not put fireplaces in the present studies; you would have to pull them down.

397. If the boys do not complain, you do not think they are likely to be suffering?—I think the hot air flues warm the place very fairly.

398. About what is a boy's school bill?—£65 is the average half-yearly.

399. (*Mr. Vaughan.*) I make out that the necessary charges are 88*l.* 2*s.* 6*d.* per annum?—I have known boys go through the school with their yearly bills never amounting to 100*l.*

400. That is with tradesmen's bills?—Yes.

401. I am speaking of the necessary school charges and the board and lodging?—Probably about 90*l.*

402. (*Lord Lyttelton.*) Does any boy learn dancing here?—I have never known anyone to do so.

403. (*Lord Clarendon.*) You said that the drawing master lived in London; is not that rather an inconvenience?—We must take our choice between getting a very good man from London or not so good a man here.

404. How often does he come?—Once a week.

405. (*Lord Devon.*) I see there is a drilling master; is that the same man who drills the rifles?—The rifle corps, I may observe, is put very much in the hands of the boys themselves. The masters interfere as little as possible, only just to keep the accounts clear. They make their own rules and their own arrangements entirely.

406. Who is the captain?—Marsden, a sixth-form boy. There was an application made to me the day before yesterday by a gentleman to join in a petition to have a cadet rifle corps organized under the authority of the Crown. It did not come to me directly, but it was an application made to Marsden as the senior officer of this rifle corps.

407. (*Lord Lyttelton.*) Have you any limit as to age?—Yes; no one is admitted under 16.

408. (*Lord Clarendon.*) "Practically the regularity "of the school hours compels a uniformity in the "mode of life throughout the school. Boys resident "in the town are subject to the same rules." How do you enforce those same rules?—Merely by punishing deviations when they are detected.

409. I mean such as going to bed at ten?—A boy cannot very easily break through rules of that sort; he must be singularly close to do so.

410. If he lives in the town?—Yes; he must keep his tongue very close, because his school-fellows would find it out, and he would be considered as taking an unfair advantage in the race for promotion. They are subject to the same rules if they live with their parents as if they live in the boarding houses. They must not be out at night without leave.

411. "The assignment of studies and bedrooms "depends solely on the discretion of the masters of "the boarding houses." Is there any supervision of the Head Master in these matters?—No; it is left to the masters of the boarding houses. Of course it is understood that the Head Master could interfere if he chose. It would require some very strong reason to induce him to do that.

412. (*Lord Lyttelton.*) There is no case, I suppose, of a single bed-room to a boy?—It is rare to have as few as two boys in a bed-room.

413. (*Lord Clarendon.*) "In no house does any "one study contain more than three boys." What are the dimensions of the studies?—About the size of this table, I should think.

414. (*Mr. Vaughan.*) Have you any regulations as to the boys being put together; do you put strangers together or boys of any size together?—We use our own discretion simply. It is the business of the beginning of the half-year, and a great trouble it is.

415. If they are relations you put them together?—Yes; brothers we always put together.

416. (*Lord Clarendon.*) "The scale of diet is uni-"form, but not defined by any rule. At 8½, break-"fast; bread and butter, tea, coffee, or cocoa: at "1½, dinner; meat and vegetables, pudding or cheese, "sometimes soup." Is the diet really good in the boarding houses?—I know in my house they actually eat up pretty nearly a pound of meat apiece a day; very little short of that. That seems a tolerable proof that the meat is good.

417. Then you consider that the diet is good, sufficiently well-cooked, and not complained of?—Yes, I am certain it is good and sufficient.

418. Throughout the boarding-houses?—I do not mean that I have never had complaints; that we do occasionally have; but I am speaking generally. I am satisfied that it is really good.

419. (*Lord Devon.*) I need hardly ask whether, if those complaints are made, they are inquired into and redressed, if necessary?—Yes.

420. (*Lord Lyttelton.*) As to pastry-cooks; does food so obtained form a considerable portion of their food?—It is not a recognized portion in any way.

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421. (*Mr. Vaughan.*) Nor a customary one?—No.

422. (*Lord Lyttelton.*) As to No. 27, how do you mean that "the furniture cannot be much"?—If you look at page 19, there is the carpenter; that is the whole of it. It all appears under the head of "carpenter."

423. (*Lord Clarendon.*) Who makes the valuation?—A man who is appointed to do it.

424. (*Lord Lyttelton.*) In page 19, you say, "Carpenter—highest, 2*l.* 8*s.* 4*d.*, lowest, 14*s.*—average, 9*d.*"?—The total is the average, not each item. The heading "average" does not refer to any of these separate charges. These are actual sums.

425. What is the 9*d.* the average of?—It is not an average of anything. Nothing is an average in the bill headed "average," but the bottom sum of 65*l.* 6*s.* 8½*d.*

426. What are the table covers made of?—They are very like this.

427. What are the tables made of?—Deal.

428. Do you consider that the system is good of the boys studying in their studies rather than in separate bed rooms. At Eton, for instance, I believe they all have separate bedrooms?—Yes. I prefer our system.

429. Not quite always; but the general rule is one boy to each room?—At Eton I believe it is.

430. (*Lord Clarendon.*) At Harrow it is two?—Yes. I prefer large bedrooms.

431. To these small ones?—Yes.

432. (*Mr. Vaughan.*) You mean large bedrooms apart from the studying rooms?—Yes.

433. (*Lord Lyttelton.*) What are your reasons for preferring large bedrooms?—I think, on the whole, it is better for the boys to be more in public.

434. You think there are moral advantages in it?—Decidedly.

435. What do you call a large bedroom?—Four or five; I mean more than two.

436. You think that degree of publicity has an advantage?—Yes.

437. (*Lord Devon.*) Would it have any influence on private prayer?—They have that in their studies alone.

438. Those of a certain standing in the school, not others?—There are very few in a study; a boy could have no difficulty in getting a study to himself at times if he chose.

439. Do they say their prayers in their bedrooms?—Yes, always before they get into bed.

440. You do not hear of their being quizzed or anything of that sort?—No; the only complaint I ever had on the subject was about three years ago, when a boy came up to complain of the tyranny of one of the præpostors who would not allow him to go on with his washing whilst another boy close by was saying his prayers, which he thought was an unwarrantable interference.

441. (*Lord Clarendon.*) Are the studies open at the top?—No, they are not.

442. There are divisions?—They are actual little rooms.

443. (*Mr. Thompson.*) Is there any distinct ventilation for them?—They are ventilated by openings above the doors.

444. (*Lord Devon.*) With reference to bathing or washing, I observe every boy has a wash-hand stand, is there any provision for any other washing than can be accomplished in a wash-hand basin?—There is a washing room.

445. In the house?—Yes.

446. What sort of a room is it?—It is a good enough room for the purpose. They have tubs.

447. Is that used periodically?—Yes, they go to it regularly. Some of them have sponge baths up in their rooms.

448. (*Lord Lyttelton.*) Do they much use that old building, the bath?—I think they do.

449. (*Lord Clarendon.*) Do they also use the river?—Yes, they bathe in the Avon; that is in the summer. They have no hot-water baths.

450. (*Lord Lyttelton.*) Do they use it all the year round?—Some very adventurous spirits; it is exceedingly cold water.

Rugby, Tuesday, 13th May 1862.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
H. HALFORD VAUGHAN, ESQ.
THE REV. W. H. THOMPSON.

THE EARL OF CLARENDON IN THE CHAIR.

THE REV. FREDERICK TEMPLE, D.D., and MR. GEORGE VALENTINE HEFFORD, recalled.

Rev. F. Temple. Mr. G. V. Hefford.

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451. (*Mr. Vaughan to Mr. Hefford.*) Do the capitation fees to the Head Master consist of six guineas for each foundationer?—Yes.

452. Is it correctly stated here that the Trustees are empowered to pay the sum of six guineas under Rule 3 of 17 George 3rd, and under the Orders of the Court of Chancery of the 14th April 1808 and the 1st August 1823?—It is correct so far as this, that under the 17th George 3rd part of the six guineas is to be paid. Following that up, 3*l.* are to be paid; by the Order of the Court of Chancery of the 14th April 1808, 2*l.* more, making 5*l.*; and by another Order of the Court of Chancery 1*l.* 6*s.*

453. Then it is not quite correct to say that it is under the Order of August 1823?—No, that is a misquotation, it should be 1828, not 1823.

454. Is the Order of 1828 which you have referred to quoted at all in the report at present in?—It is not.

455. Will you show us that Order?—I have not the Order in my possession. I find in the Trustees' order book that the Order was directed to be made, on the previous April, and at the general annual meeting following it is referred to as having been made.

456. You have not the original Order here, but you have a reference to the Order in an order of the Trustees?—Yes.

457. What sum does that order of the Trustees require to be paid as the capitation fee of a foundationer?—£1. 6*s.* in addition to the other payments.

458. Which would make up the six guineas?—Yes.

459. With regard to the assistant masters, I understood that there was also a capitation fee of six guineas?—Yes.

460. You have referred to the same authorities for that; is it authorized entirely by the same authorities?—Not the same authorities which apply to the other. The order applying to the six guineas to the assistant masters is the Order of 1828.

461. Then the whole of the capitation fees mentioned there are in fact authorized to be paid by an Order of the Court of Chancery of 1828, which order you have not got here?—Yes.

462. But you have the order of the Trustees made in pursuance of that Order of the Court of Chancery?—I have.

463. Have you it here?—Yes.

464. Will you let us see it?—Yes. In April 1828 there is an order that an application be made to the

Court of Chancery to grant these fees.—"Ordered, "that an application be forthwith made to the "Chancellor to enable the Trustees, out of their surplus income, to pay the sum of twelve guineas for the "school instruction of each foundationer, instead of "the five pounds now paid to the Head Master, and that "six guineas thereof be paid to the Head Master, "and the remainder be divided amongst the assistant masters. Ordered, that such of the Trustees "as happen to be in town be a Committee for superintending the proposed application."

465. Will you give us the order made in consequence?—"Ordered, that the private tuition in "future be optional with non-foundationers as well "as foundationers, and that it be ten guineas to the "boys in the upper school, and six in the lower "school. Ordered, that every non-foundationer do "pay twelve guineas per annum for school instruction "instead of six to be divided, as above-mentioned, with "reference to the foundationers." This is from the minutes of the Trustees in April 1828, and in those of the annual meeting on the 8th July following, there is an order as follows:—". Ordered that the "increased pay of 1*l.* 6*s.*, which the Trustees are "empowered by a late Order of the Chancellor to "give to the Head Master for every foundationer "making the sum for each foundationer six guineas "per annum, be paid to him in future. Ordered "that the six guineas per annum for each foundationer which by the same Order the Trustees are "allowed to pay to the assistant masters be divided "amongst them in such proportion as the Head "Master for the time being shall think proper."

466. It is only under that Order then that the masters are entitled to any capitation fee at all from the foundationers?—Yes.

467. And it is under that Order that the 1*l.* 6*s.* capitation fee is paid to the Head Master?—Yes, it is.

468. The Order you have just quoted also empowers the under masters to take ten guineas in the upper school for private tuition, and six guineas in the lower school?—Yes; but directs the amount to be divided amongst them in such proportions as the Head Master shall think proper.

469. For private tuition?—Yes; the whole of the fees go first to the Head Master, and are then redistributed.

470. Have they always been so?—I believe so.

471. That merely alters the form of it. The fee payable under that order in the lower school, I understand, was six guineas?—Yes.

472. Has that order been modified since by any other order?—No; that order has not been altered.

473. What is actually paid?—I cannot tell. The order was that it should be optional. When it is paid, it would be ten guineas for the upper school, and six guineas for the lower school.

474. I understood that the payment was to depend on the boy's option to have a private tutor; but, supposing the boy to have a private tutor, has there been any order altering the sum payable from six guineas to ten guineas in the lower school?—I am not aware of it.

475. What is actually paid now, six guineas or ten guineas?

(*Dr. Temple.*) Ten guineas.

(*Mr. Hefford.*) The fees so paid do not come under my knowledge.

476. (*To Mr. Hefford.*) Then, so far as you know, there has been no order on the part of the Trustees empowering the taking of ten guineas for the private tuition of those in the lower school?—I am not aware that there is any such order. I have not directed my attention to that point in searching the order book, but I can soon ascertain; I should say there is no order.

477. As a matter of fact, then, do you know it is so?—Having referred to the order book, I know it is so.

478. (*To Dr. Temple.*) Do you know how long ago it was that ten guineas were first taken for private tuition in the lower school?—I do not; it was before I became Head Master.

479. (*Lord Clarendon.*) Are there many boys in the lower school?—There are very few in the lower school who have private tutors; it is really of so very little use to send them to private tutors while there, because what the tutor has to do with those little boys is much more to see that they learn their lessons than to do any work with them, although it takes a great deal of time and trouble. It can be done just as well by the parents.

480. Do the parents take pains to do so?—I think in most cases they take a great deal of pains to look after their children.

481. (*Mr. Vaughan to Mr. Hefford.*) If we go down to the writing master's payment of 50*l.* the authority given for that is Rule 1, 17 Geo. 3. cap. 71.?—Yes.

482. But, upon referring to Rule 1, I find that only 40*l.* was allowed?—Yes, that is so. It was increased by the Trustees in 1826.

483. (*Lord Lyttelton.*) And it has been so ever since?—Yes.

484. (*Mr. Vaughan.*) With reference to the exhibitions in the account, you say that the sum of 960*l.* is paid on account of the 16 exhibitions of 60*l.*, is that literally the fact?—I have no doubt of it.

485. But was it not the custom then to have exhibitions some of which were 40*l.*, 50*l.*, and 60*l.*?—Not in or prior to 1860.

486. When was the change made?—The order of the Charity Commissioners was made in March 1859, and the elections would take place in the following June, but the stipends would not be payable until after June 1860, and thus would come into the accounts of the year ending Midsummer 1861.

487. Then this account refers to a state of things which no longer exists?—Yes; the 16 exhibitions charged in the account were all at £60 per annum.

488. (*Mr. Thompson.*) I thought you said there were 21 exhibitions?—So there are; but they do not always keep the required residence. Perhaps I may be permitted to hand in this table?

The witness handed in the following table:

	£	*s.*	*d.*
Head Master:—			
Salary, amount recited in 21 Geo. 2.	63	6	8
Increased by 17 Geo. 3. c. 71. rule 1.	50	0	0
	£113	6	8
Capitation Fee, 17 Geo. 3. c. 71. rule 3.	3	0	0
Order of Court of Chancery, 14 April 1808	2	0	0
Do. of 1828	1	6	0
	£6	6	0
Ushers:—			
Salary of each allowed by 17 Geo. 3. c. 71. rule 1.	80	0	0
Order of Court of Chancery of 1 August 1823 and 7 Geo. 4. c. 128. sect. 3.	40	0	0
	£120	0	0
Capitation fee divisible amongst them, order of Court of Chancery of 1828	6	6	0
Writing Master:—			
17 Geo. 3. c. 71. rule 1.	40	0	0
Increased by an order of Trustees in 1826	10	0	0
	£50	0	0
Exhibitions:—			
17 Geo. 3. c. 71. rule 9. — 8 at	£40	0	0
Order of Court of Chancery, 1808 — 6			
14 at	£50	0	0
7 Geo. 4. c. 28. — 7			
21 at	£60	0	0

489. (*Mr. Vaughan.*) I wish to ask a question, which I omitted yesterday, about the foundationers.

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At the time when the founder died, what was the relative value of the two properties in Warwickshire and London?—In London it was 8*l.* a year, and in Warwickshire 16*l.* 13*s.* 4*d.*

490. At the time of the founder, what was the proportionate value of the Warwickshire estate as compared with the London estate?—The proportion of the London to the Warwickshire was about one-third of the whole.

491. What is the proportion now of the London to the Warwickshire?—It is as 46 to 1

492. At the time of the founder it was as 1 to 2?—Yes.

493. Do you know the proportion of the Brownsover property to the Rugby property at the time of the founder?—No; the property at Rugby was occupied by the Head Master.

494. How many Brownsover boys (foundationers) are there in the school now?—I can ascertain that.

495. Do you think there is a single one at the present moment?—No; I have looked at the list and do not find one.

496. In fact all the foundationers are from Rugby?—Yes.

497. Can you give me the population of Rugby now and 30 years ago?—Yes; I will hand this in.

The witness handed in the following table:

Population of Rugby.

	Houses.	Population.
1563	69	350 [about]
1663	160	800 [about]
1725	183	900 [about]
1801	278	1,487
1811	319	1,805
1821	415	2,300
1831	—	2,501
1841	782	4,008
1851	1,234	6,851
1861	1,469	7,818

I may state to the Commission, that although the population is stated as 7,818 for 1861, there would be at least 300 more who reside in the parish of Bilton, but so close to the town of Rugby as really to belong to it.

498. Are there any means of ascertaining what it was in the founder's time?—I should say there are means of ascertaining it.

499. Have you ever formed any notion of what it was?—I should say it was not above 500.

500. You have no documents at all which would show?—I have no authentic documents; I may have some local history of Rugby.

501. (*Mr. Thompson.*) It was a market town from the first, was it not?—Not from the first. It was a chapelry attached to Clifton, but that was anterior to the time of the founder. I think it was severed from Clifton about the 13th or 14th century.

502. (*Mr. Vaughan.*) I suppose you have no documents showing the increase in the value of property since the time the first census was taken in 1831?—I have not. I can state this, that the rateable value to the poor rate is nearly trebled.

503. (*Lord Clarendon.*) Then as to the number of fellowships?—The fellows of the charity as they exist now are:—The Rev. R. Bird; he was appointed master in 1823, elected fellow in 1841, after a service of 18 years, and his fellowship was 200*l.* a year.

504. When did he cease to be a master, when he was elected a fellow?—It was so in all cases, except Mr. Anstey's. Then there is Mr. Bonamy Price; he was elected master in 1830, and fellow in 1850, after 20 years' service. He was allowed 100*l.* a year, which five years afterwards (1854) was increased to 200*l.*

505. He had long ceased to be a master then?—Yes, for four years.

506. Do you know on what grounds it was increased?—A fellowship of 200*l.* a year was granted to him in 1850, but as the revenues of the charity were not sufficient to pay him the full amount, the Trustees allowed him 100*l.* per annum, which when the revenues increased was raised to 200*l.* Mr. Anstey was elected master in 1820, and fellow in 1830, after 10 years' service. He had 100*l.* a year.

507. (*Mr. Thompson.*) Was there any particular reason for that?—The only reason was that he had been a master for ten years and upwards.

508. That is the minimum?—Yes.

509. (*Lord Lyttelton.*) Do the Trustees place on record the grounds on which they grant these fellowships?—No.

510. Do you know whether it is for service alone, or in reference also to the circumstances at the time?—I believe that it has generally been for length of service alone.

511. I suppose it is not simply because he has completed the term of service contemplated by the Act. There is some reference to the circumstances of the individual, I suppose?—No reference whatever as far as my recollection extends.

512. What was the year of Dr. Arnold's appointment?—His appointment to the school was in 1828. The Rev. P. W. Powlet was elected master in 1825, and in 1839, after 14 years' service, fellow at 100*l.* a year. The Rev. H. Highton was elected master in 1845, and fellow in 1857, after 12 years' service, and his fellowship also was 100*l.* a year.

The witness handed in the following table:

Fellows.—1862.

Name.	Date of Election as Master.	Date of Election as Fellow.	Term of Service.	Annual Stipend.
Rev. C. A. Anstey	1820	1830	Still in office	£100
„ P. W. Powlet	1825	1839	14 years	100
„ R. Bird	1823	1841	18 „	200
Bonamy Price, Esq.	1830	1850	20 „	200*
Rev. H. Highton	1841	1857	16 „	100

* From 1850 to 1854 this was only £100 per annum.

513. Have they got the 200*l.* since?—No.

514. (*Mr. Thompson.*) I see you have put in 82*l.*; what is that?—You mean the sum of 82*l.* 18*s.* 4*d.* included in the charge for fellowships; the total sum should be 700*l.*, but the deductions on account of property tax in two cases bring it down to 682*l.* 18*s.* 4*d.*

515. (*Mr. Vaughan.*) The whole amount of the property tax is a disbursement from the funds?—We are discharged from property tax in regard to all the fellowships except two, because the fellows pay the tax themselves, but in those two cases there was a dispute. Mr. Bonamy Price and Mr. Bird did not return their fellowships to the Income Tax Commissioners, thinking that the Trustees were to pay the tax upon them, and the consequence was that ultimately they were obliged to refund three years' tax, whilst we gave the tax surveyor in London an undertaking that we would deduct the tax in future from these two gentlemen, which we have accordingly done.

516. I understand you paid, in fact, the income tax on these fellowships for the fellows?—Yes.

517. If you paid that for the fellows, it was a disbursement by the Trustees?—Yes.

518. Does that appear in the account?—No; I have charged it by deduction.

519. Should it not appear. Was it paid or included in the taxes?—No, it is not included; the rates and taxes are the local taxes.

520. Then it does not appear at all in the account?—No, except by deduction.

521. (*Lord Lyttelton.*) But the deduction is not specified?—It is not.

522. (*Mr. Vaughan.*) The Trustees have actually parted with that money although not directly to the fellows?—Yes.

523. (*Lord Lyttelton.*) As you have the minute book could you read the minute of the Trustees declaring that they will not appoint in future, except under special circumstances?—On the 18th April

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1861 this minute was entered in the book: "The "Trustees having regard to the increased number of "foundationers, and the probable increase of the ex- "penditure from this and other causes took into con- "sideration the reasons which the Trustees originally "had in view in the establishment of fellowships, "and the necessity for making any future appoint- "ment to fellowships, and they inclined to the "opinion that no such reasons now exist, and that it "was expedient that no such appointment should in "future be made. They were, however, unwilling to "come to any definite resolution on the matter with- "out first consulting the Head Master, and they ac- "cordingly adjourned the further consideration "thereof until the next annual meeting." The next annual meeting was the 26th June 1861, and after seeing Dr. Temple the following resolution was passed, "The Trustees reconsidered the subject of "appointments to fellowships, and they think it "expedient for the present to discontinue appointing "any further fellowships except in special cases."

524. (*Mr. Vaughan.*) Are you aware that additions have been made to the school close in recent years?—I know there have been additions made.

525. Do you know what they are?—I cannot tell the quantities, but I can furnish them from the map no doubt.

526. You know there have been additions?—Yes.

527. Do you know at what time they were made?—That I cannot tell from memory.

528. Do you know whom the ground came from, or what the ground was that was taken into the school close?—It was in the possession of the Head Master.

529. For what purpose had the Head Master been in the habit of using it?—For his own private accommodation.

530. Do you know the amount altogether that has been taken in that way?—I should say from four to five acres, speaking in round numbers.

531. When it was taken for the accommodation of the school, do you know whether any more ground was given to the Head Master for the loss?—There was none.

532. So, that in fact, it was a pure loss of convenience to the Head Master?—Yes.

533. Is there not some ground in his possession still, between the present close and the hedge which surrounds the close?—Yes, a small slip.

534. Would there be any difficulty in the Trustees providing the Head Master with proper accommodation in case that were made part of the school close?—It might be obtained, but it would be at a very high price.

535. Are there not fields close at hand, which the Head Master's servants could have access to?—If the parties would consent to let them, which is very doubtful indeed.

536. What is the market price of the ground surrounding the school close?—I should say from 5*l.* to 6*l.* an acre.

537. (*Lord Clarendon.*) To purchase or to hire?—To hire.

538. (*Mr. Vaughan.*) What is the amount of acreage which is now in the possession of the Head Master, lying between the school close and that hedge and row of trees which form the natural boundary of the close now?—I cannot state precisely, but I should say about two acres.

539. Do you feel it a matter of great doubt whether the Trustees would be able to get any ground?—I think it would be exceedingly difficult to get any ground close adjoining or in the immediate neighbourhood. It is possible that we might.

440. You would have to pay rather a fancy price for it, would you not?—Yes; I should say, at least, 6*l.* an acre.

541. You think that with money you might persuade the owners?—It is possible we might.

542. You will not say more than that?—No.

Mr. Hefford then withdrew.

The Rev. Dr. TEMPLE re-examined.

Rev. F. Temple.

543. (*Lord Clarendon.*) "There is no age fixed "authoritatively as the earliest at which a boy can "be admitted into the school. The masters would, "in most cases, refuse to take boarders under 12. "Boys resident in the town would be admitted "earlier if competent to commence learning Latin." Do you think that conducive to the prosperity of the school?—I do not think it affects the prosperity of the school at all.

544. As far as your observation goes, you would have no objection if that regulation of the Trustees as to discontinuing to appoint to fellowships were made final and compulsory upon them?—No objection whatever.

545. (*Mr. Vaughan.*) May I ask if the nature of that provision for "special cases" is such that it tends at all to be granted in cases where it is not for the absolute benefit of the school that it should be granted?—I should not think there would be any chance of its being granted now without reference to the benefit of the school.

546. Would it not naturally come forward in the shape of an individual case to the Trustees?—Yes; it would certainly.

547. Is there not a tendency in individual cases to present themselves as "special cases" in reference to general rules?—I have known no disposition on the part of the Trustees to depart from general rules.

I was asked just now if I could bring a school register; I have here the register of the boys admitted. (*Hands in the same.*)

548. (*Lord Lyttelton.*) Are all the regularly recurring payments which are ever made by the Head Master entered in these papers as far as you are aware. Are there no other payments for any school purposes which are not here?—All the payments to masters are entered here. There are certain prizes which are given by the Head Master which do not appear here, and there is the payment, which is a customary payment, of 30*l.* a year to the Incumbent of St. Matthew's Church, which has lasted since the time of Dr. Arnold.

549. On what consideration was that originally given?—Simply because there was a subscription for the building of a church in that part of the town. It was very much needed, and Dr. Arnold refused to subscribe to the Church. He said he would subscribe to the payment of the clergyman.

550. That can hardly be said to have any connexion with the school at all?—None whatever.

551. (*Lord Clarendon.*) That comes out of the master's fee?—It is a private payment of course. It is not in any way compulsory.

552. (*Lord Lyttelton.*) Are there no other school payments?—No regular payments, except a few prizes.

553. (*Lord Clarendon.*) Are they of sufficient value to make it worth while to take any notice of them?—No.

554. They appear somehow in these tables?—The value is given in the lists which are referred to in No. 5, at the bottom of page 27. Several of those prizes are given by the Head Master, and which of them are given by the Head Master is stated in the school lists.

555. That is a separate paper?—Yes.

556. (*Mr. Vaughan.*) On No. 3; what is the motive of that rule, that a boy cannot remain in the lower school after 16, nor below the 6th form after 18?—If a boy is so backward that he cannot rise above the lower school by the time he is 16, it is presumed that our system is not well adapted to his

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education, and if so, it is better that he should be sent where he can receive more individual instruction.

557. Is it so with regard to 18?—With regard to 18 the reason is very much the same. Boys who stay so long as that, generally speaking, are going to the Universities, and if a boy cannot get into the 6th form by the time he is 18, it is a pretty certain sign that he wants some special preparation before he goes.

558. Does the effect which the presence of those boys may have among boys very much younger than themselves in the same form, constitute a part of the reason?—Yes, certainly, it constitutes a part of the reason; but we should not feel justified in dealing with boys simply with reference to the effect on the school, if we did not also think that it was for their own good.

559. I suppose you are aware that owing possibly to the difficulty of keeping a registry of the boys' ages, that rule is often encroached upon?—I am quite aware that the rule is not strictly observed, but it is never broken through without special permission.

560. You are always applied to?—Yes, and special permission is granted in case there is a report from the master of the form in which the boy is, and from the tutor, that the boy is one who deserves to remain in the school, and for whom in all probability, it would be better that he should.

561. (*Lord Lyttelton.*) Is it the fact that it is difficult to keep the registries of ages accurately?—I think not; I do not think there is any real difficulty.

562. Does it not often happen, as a matter of fact, that boys do leave under the age of eighteen?—Yes, it happens pretty often.

563. As to No. 4, does it often happen that boys are placed so high as the fifth form on first arriving?—Not a very large number; three or four every year.

564. Not more than that?—No, I think not; it appears on the table.

565. (*Lord Clarendon.*) I suppose if a boy were ever so well qualified, you would not admit him into the sixth form at first?—No, not above the fifth.

566. (*Lord Lyttelton.*) May he be admitted into any part of the fifth?—Yes, the fifth means the upper fifth.

567. (*Lord Clarendon.*) If a boy reaches the age of nineteen, you require him to go?—We require him to go at the end of the half year, not on his birth-day.

568. (*Lord Lyttelton.*) At the end of the half-year after his nineteenth birthday?—Yes.

569. (*Mr. Vaughan.*) I yesterday asked a question on No. 3 as to powers of the Trustees and Head Master over the school generally; I would ask now on No. 7 whether the Head Master has the power to introduce new subjects of study and to make them compulsory on all without consulting the Trustees, new subjects such as modern languages, or natural science?—I do not think the Head Master would be justified in making any very large introduction of new studies. He could do anything which would not disturb the general system of the school.

570. But as a matter of fact, is it or is it not the case that they have been consulted?—The Trustees are always consulted on the introduction of any new study.

571. (*Lord Clarendon.*) For instance, you would not make the study of Hebrew general without consulting the Trustees?—I should not think of it.

572. (*Mr. Thompson.*) You might introduce a new thing, I suppose?—We might introduce any thing on a small scale as a sort of experiment before referring to the Trustees; but to make it a complete part of the system it would certainly require that the Trustees should be fully informed.

573. If you thought it desirable that Italian as well as French should be taught, would you think it necessary to apply to the Trustees?—Certainly I should.

574. (*Lord Clarendon.*) No. 8, "Every assistant "master has a large discretion in determining what "books he will use in teaching his form." Can he use any grammar he pleases?—No; he is not allowed to depart from the grammar used in the school, because it would throw all the boys out.

575. (*Mr. Vaughan.*) You say that the assistant masters have a large discretion (that is, in reference to the Head Master) in determining what books they will use in teaching their forms. Is that discretion found to be consistent with the proper relation of difficulty in the work of one form to that of another so as to make it progressive?—Certainly; because the Head Master is always informed what book is going to be used. At the beginning of the half year every assistant master sends a report to the Head Master, stating what he is going to do in his form, and the Head Master can then interfere if he chooses.

576. If it disturbed the proper order of progression the Head Master would interfere?—Yes.

577. Or if it ever disturbed the proper relation of parallelism between one form and another?—Yes; then the Head Master would interfere. It is the practice always of masters of parallel divisions to consult together before they determine what shall be done.

578. (*Mr. Thompson.*) I see the same edition of the same speech of Demosthenes in two or three forms, was that agreed upon?—Yes.

579. It might have been any other?—Yes; it was agreed upon, and it had special reference this half year to the June examination mentioned in page 25, where you will observe how the boys compete with one another; and to a certain extent therefore the boys of different forms are put to do the same work.

580. (*Lord Lyttelton.*) As I understand it there appears to me to have been the same analogy between the Head Master and the under masters which there is between the Trustees and the Head Master. I understand that strictly speaking the Head Master could regulate the arrangements of the school and the studies absolutely by himself, and that the voice which he allows to the assistant masters is entirely at his own discretion?—It is so. Strictly speaking, the Head Master need consult nobody, but in practice nothing is done of any importance without consulting all the masters who have any concern in it, or even masters who have no concern in it, in order that the whole body should work together. There is this difference between the relation of the Head Master to the Trustees and of the assistant masters to the Head Master, that the Head Master being always present has of course very much larger direct power of interference with the assistant masters than the Trustees can have with the Head Master.

581. The Head Master feels the whole responsibility to be entirely with himself?—Entirely with himself. It is understood that the responsibility is entirely on the Head Master.

582. In Dr. Stanley's life of Dr. Arnold it is stated that in his time his practice was to call his assistant masters together about once a week; in these answers it is stated that on an average it is done once a month. Has that been the case ever since you have been Head Master?—Ever since I have been Head Master it has been on an average once a month.

583. Were you aware that it was once a week in Dr. Arnold's time?—Not once a week all through his time, nor anything like it. It was only during a part of his time that it was once a week, that was at the beginning.

584. Do you find once a month quite enough?—Quite enough for ordinary purposes.

585. (*Lord Clarendon.*) Dr. Arnold had a great deal to reform and to alter, had he not?—Yes.

586. (*Mr. Vaughan.*) Was it not the custom before Dr. Arnold's time for the masters to be consulted?—If you would allow me, I would suggest that Mr. Anstey could tell you precisely what was the custom, even before Dr. Arnold's time. He will tell you what was the difference between the

Masters' meetings of Dr. Arnold's time and those of Dr. Wooll's time.

587. (*Lord Clarendon.*) You say "1. The upper "school containing the sixth form, the twenty, the "fifth form, the lower fifth in two parallel divisions." Do the twenty include the lower sixth?—No; the twenty are a distinct form.

588. (*Lord Lyttelton.*) They are just as much a distinct form as any other?—Yes.

589. (*Lord Clarendon.*) Are they confined to twenty?—No, I think they were twenty for half a year when the form was first instituted and they have never been twenty since.

590. (*Mr. Thompson.*) Are the twenty, the sixth form, and the two fifth forms all engaged in the same work at present?—No. *Dr. Temple explained by reference to the table the constitution and working of the parallel divisions.*

591. (*Lord Clarendon.*) The object of the parallel divisions of the forms which you have explained to us in conversation is, that the boys shall not have too many forms to pass through in going through the school?—Yes.

592. (*Mr. Vaughan.*) When was the parallel system established?—I cannot tell the precise year. It was not in my time. It had been given up for some time, and I introduced it again two years and a half ago. I found when we had so many forms one under the other, two bad effects,—the clever boys went up through the forms with our system of promotion so rapidly that no one master saw a boy of that sort for more than a quarter of a year; he never got hold of him at all, and the result was to encourage a great deal of very superficial working: on the other hand the slower boys got disheartened by the sight of the terrific ladder which they had to climb,—they had a sort of feeling that they never would get to the top.

593. (*Lord Clarendon.*) Have you reason to be satisfied with the working of the parallel system?—I am very well satisfied with it. I do not mean that there are not difficulties about it; but on the whole I am very well satisfied. I have already stated that it had been tried for a short time once before, by Dr. Tait, but I do not know how long it lasted.

594. It had been abandoned?—Yes; I do not precisely know when or why it was abandoned, but I should abandon it myself if the school became very small.

595. (*Mr. Vaughan.*) You say that the boys in parallel forms do precisely the same work; will you refer to pages 64 and 66, Table C. Is not the lowest form, page 64, *i. e.* Mr. Anstey's form, a parallel form with Mr. Arnold's form?—Yes.

596. Can you explain how, under the regulation that the parallel forms should do the same work, it happens that there appears in the construing work of Mr. Arnold's division, Aristophanes (parts of the *Vespæ*), Æschylus (*Prometheus Vinctus* and *Septem contra Thebas*), the first Olynthiac of Demosthenes, and the Æneid of Virgil, VII., which are not in the work of the parallel division?—The Æneid is in both.

597. There are 400 lines in one division, and a whole book of the Æneid in the other?—I think Mr. Arnold gave his form some extra lessons. He considered his form a little backward and gave them some extra lessons which they did over and above the regular school work.

598. You suppose that is the reason of all that difference?—I think it is. I know that he gave some extra work.

599. So far, that trenches on the principle of their doing precisely the same work?—When I say precisely the same work, I do not mean to say that over and above the regular school-work a master may not give his form something more.

600. (*Lord Lyttelton.*) There is one instance of the converse?—In both cases the bulk of it was work which they had to do with their tutors, and which the masters gave them some extra assistance in.

601. (*Mr. Vaughan.*) Will you turn your attention to the composition, in which there appears to be a considerable difference. In Mr. Anstey's division there is no original English verse, there is no original English prose, there is no translation in English verse, there is no translation in English prose; whereas in Mr. Arnold's division there is English verse original, English prose original, English verse translation, and English prose translation. So again with regard to the Latin composition. In one form there is Latin original composition, both verse and prose, while in the other form there is not?—I cannot undertake to explain precisely why there should be a greater quantity in the one case than in the other; to a very great extent it must depend on a master's own discretion, and when I say precisely the same work what is meant is precisely the same work in kind, not necessarily precisely the same in amount.

602. It is not even the same work in kind in the composition; you have original English and original Latin, and English verse and prose in the one case and not in the other?—So far there is a difference.

603. (*Mr. Thompson.*) According to our returns Mr. Arnold's boys seem to do about twice as much as Mr. Anstey's?—The difference probably will be that one master thought it better for the boys to give them a greater quantity, and the other thought it better to work more closely at what they did and to make them do it over and over again.

604. (*Mr. Vaughan.*) That would be an illustration of the question which I have just asked you, whether the discretion which the under masters enjoy is not a discretion which necessarily, to a certain degree, interferes with the arrangement of the school as to parallel forms?—It does to a certain degree, but all that I should profess to do in adhering to that parallelism would be to see that the boys got equal justice in the two forms.

605. On looking at these two tables, and considering the serious difference in the amount of construing work and composition done in one form and that done in another, can you say that the same justice has been done to them in that sense?—I have not the least doubt of it.

606. I do not mean to ask whether the boys are occupied the same number of hours, but whether their minds are employed in the same manner?—I feel certain that the ultimate result, as far as the teaching of the boys is concerned, is as good in one form as in the other.

607. I do not ask that at all; I only ask as to the method, whether the method by which that end is obtained, whatever that may be, is not absolutely different?—There might be, of course, a great difference, that it is impossible to prevent.

608. (*Lord Lyttelton.*) The words "they do pre-"cisely the same work" at all events require a little explanation?—Yes; the masters act in concert.

609. (*Lord Devon.*) I should like Dr. Temple to explain a little more fully the operation of the cycle. It is stated here, "The classical masters also teach "divinity and history, in these subjects they are "bound by a cycle which extends over three years, "and which is so arranged that the great bulk of the "school is working at the same periods at once." Do I infer correctly from that that the sixth form and (take) one of the parallel divisions of the lower fifth would, between August and September 1861, be reading both of them the Book of Genesis and the Book of Exodus?—Yes.

610. Those forms divided from each other at a considerable interval would be reading the same?—Yes, and down to the bottom of the middle school. As a matter of fact I have answered your question precisely, but we do not consider this cycle absolutely binding upon any form above the fifth or below the middle school; beyond that it is considered that the masters have a discretion subject to the opinion of the Head Master.

611. Then the cycle may be taken as applying only to the middle school?—Yes, and the two fifths.

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612. (*Lord Clarendon.*) That is the great bulk?—Yes.

613. (*Mr. Vaughan.*) Was this cycle first established in 1861?—It was first established in 1861.

614. In fact it was established about August 1861, was it not?—It was agreed upon at the beginning of 1861.

615. So that if we were to analyse Table C. we should find it did not correspond with this cycle. Practically, with regard to operation, it is a prospective cycle?—Yes; it is now at work.

616. (*Lord Devon.*) Practically, all the fifth form and all below to the commencement of the lower school would be reading (say) the history of Greece, from B.C. 468 to B.C. 336, at the same time?—Yes.

617. Is this work done in school hours?—Yes; it is stated in a note at the bottom that part of it is done as a holiday task.

618. What part of it would be done as a holiday task. English history for instance?—It may be. It is agreed upon by the masters with the Head Master, at the beginning of each half year, what part shall be done in school, and what part in the holiday task.

619. There might be cases in which if we were to go into a school-room now we should find boys reading history from 1485 to 1603 for instance?—From February to June you would find there were forms where they were reading English history from 1200 to 1485.

620. (*Lord Clarendon.*) You attach importance to the holiday task, do you not?—Certainly.

621. And the boys are strictly examined in it?—They are strictly examined in it, and the promotion to a great extent depends on it.

622. (*Lord Lyttelton.*) What is the holiday task, does that appear here?—Part of it does.

623. (*Mr. Vaughan.*) The note in page 22 says that "the geography always and the classical and "English history sometimes form a part of the holi-"day tasks," do you happen to know practically which is the rule with regard to history, and which the exception, as to its being a holiday task or form work in the school?—One or other of the two, either the classical history or the English history is always a holiday task.

624. (*Lord Devon.*) The work described as extra work in the latter part of this is entirely distinct from the cycle?—Yes.

625. (*Mr. Vaughan.*) As I understand the cycle there is a certain amount of classical history, a certain amount of Biblical history, and a certain amount of English history, all going on together?—Yes.

626. Would there be any difficulty, supposing it to be thought expedient on other grounds, in teaching those several subjects at different periods of the year?—No; I do not know that there would be any difficulty.

627. English history, I mean, might be taught at one time and Jewish history at another time?—No question about it.

628. With regard to the sets, what determines the number of sets in mathematics?—The number of sets are determined by the mathematical masters reporting to the Head Master.

629. Do they shift?—They do.

630. They are determined according to the discretion of the masters?—Yes.

631. Do you know the basis of that determination, whether it is the capability of classifying the state of knowledge in particular boys with reference to each other?—It is the state of knowledge in particular boys with reference to each other. The mathematical master would determine into which set each boy would go.

632. Are the sets arranged in that way both by the modern language master and the mathematical master?—They are.

633. Do you always hear when there is any change made in the sets?—I do.

634. Do you happen to know how frequent the changes have been, how often they have taken place?—They generally take place at the quarter.

635. They are very variable?—There are promotions in the quarter in the sets as a general rule just as much as there are in the forms.

636. You misunderstand me, I meant to ask whether the organisation of the sets, *i.e.*, the number of the sets, changes?—No, the number of sets does not change much.

637. Might it not happen that the promotions from the form brought boys that were capable of being classified more nearly together at one time than another?—Yes; and in that case the number of sets would be altered.

638. (*Lord Devon.*) I understand that the cycle was not in operation at the time this table was prepared?—It was not.

639. Then am I correct in supposing that taking page 75, "No. 2, fifth form, upper division," if a similar table were drawn up for the year 1862 to that which is drawn up there for Christmas 1860, it would include in the weeks work some of the subjects mentioned in the cycle?—It would.

640. (*Lord Lyttelton.*) "Boys that learn physical "science do not as a general rule learn modern "languages," so properly speaking modern languages need not be learnt at all. It is conceivable that they might all elect to learn physical science?—Yes.

641. Abont 40 learn that?—Yes; a few of them learn also modern languages.

642. "Modern languages" means French and German does it not?—Yes.

643. Do the boys necessarily learn both?—The boys learn both, but they begin French earlier than they do German.

644. There is no option between the two, is there? A boy might not elect to learn French and not German?—No, he must learn both of them.

645. And he learns them both at the same time?—We treat French and German in that respect just as we do Latin and Greek.

646. (*Mr. Vaughan.*) A boy who learns physical science and does not learn modern languages, according to this general rule, still, of course, pays for learning modern languages?—He does.

647. (*Lord Lyttelton.*) Is it your impression that the knowledge of French and German is really of equal importance?—I suppose for practical purposes a knowledge of French is of more value than a knowledge of German, but for the uses of a scholar a knowledge of German is of more importance than a knowledge of French.

648. Have they always been on an equal footing?—No; the rule was that they learnt French up to the top of the middle school, and then they began to learn German and left off the French altogether. I found that the result was that the boys almost entirely forgot the French before they left school, and then on the other hand I was not satisfied that they had learnt German long enough for it to make an impression on them; therefore I requested Mr. Bowden Smith to carry the French up to the top of the school and begin the German lower down.

649. (*Mr. Thompson.*) Is any French or German work used in the ordinary school work?—Yes, in the forms sometimes. In the sixth form for instance, we are reading now for history De Tocqueville on America.

650. (*Lord Clarendon.*) Under the present arrangement a boy may go through Rugby without learning any French or German at all?—He may.

651. (*Mr. Vaughan.*) I see there are very few who do not study modern languages. There are 12 in the sixth, only 17 in the upper school, and only one in the lower school?—Yes.

652. (*Lord Clarendon.*) When does a boy begin to learn French?—As soon as he comes into the school.

653. And German?—That depends on what part of the school he comes into.

654. German is not learnt below a certain point in

the school?—Not below a certain point. It is not compulsory on boys in the lower school, until they have made some progress in French. You will see the lower school in Table B.B. It is the second set of the lower school. You will see from page 54 that the third and fourth sets learn no German. That is 27 boys.

655. (*Lord Lyttelton.*) I see modern languages are not taken more than two hours in a week, and sometimes an hour and a half?—Yes.

656. Is speaking French a regular part of the instruction?—For boys in the upper part of the school over and above the regular two hours or hour and a half there are conversation lessons.

657. Are they compulsory?—They are not. The boys in the sixth form may have them gratuitously if they apply.

658. Do you know how many avail themselves of it?—I cannot tell. Mr. Bowden Smith will answer that.

659. Do they ever practise speaking German?—I think so, but I am not sure. Mr. Vecqueray can tell exactly. He has had conversation lessons in German.

660. As to the state of the boys' preparation on going to the school, do you find it at all frequent that little boys who come can talk French easily?—It is not at all frequent; it is very rare.

661. Do a considerable proportion come and know nothing of German at all?—A considerable portion know absolutely nothing of German.

662. I suppose many more know something of French on leaving than of German?—Yes.

663. Take a full school-day. The time spent by one of the upper boys in school is about five hours a day, including all the work, is not that so?—I think that is so.

664. Mathematics, I think, for about three hours a week?—Yes, 3½ I think.

665. (*Lord Clarendon.*) Before a boy is admitted into the school you examine him?—He is examined immediately on coming to be classed.

666. That is a sort of matriculation?—Yes.

667. Do you ever consider it desirable to have an examination including French?—A boy is always examined in French, necessarily in order to be classed, as well as in everything else. He is examined by his classical tutor in Latin and Greek, and that determines the form in which he is to be placed. He is then examined by the modern language master to determine in what modern language set he should be placed, and then by the mathematical master to determine in what mathematical set he should be placed.

668. (*Lord Lyttelton.*) In classics a boy would spend in school between three and four hours a day?—In the upper school he would spend 2¾ hours.

669. Will you look at the first compartment of the classical time table for Monday, it is from 7.15 to 8.15?—Yes.

670. And from 11.30 to 12.30?—Yes.

671. And from 4.30 to 6?—Yes. We do not lay so much stress on Mondays as on Wednesdays and Fridays, because whenever a holiday is given it is always on the Monday afternoon.

672. On the average it is somewhere about three hours?—Yes.

673. (*Mr. Thompson.*) That is exclusive of the private tutor work?—Yes.

674. (*Mr. Vaughan.*) Is there a correspondence between this classical time table at page 23 and the mathematical time table at page 24?—No. I think there is a slight discrepancy; the reason being, that in page 24 the mathematicians in their time table have included what was originally the time assigned to the writing master, which time they now give to the mathematical master to do work which they are not supposed to prepare, and in the classical time table the classical masters have not included that time.

675. In the one case I understand there are two lessons, and in the other four?—Yes. They are not supposed to prepare anything for it.

676. As a rule, you say the promotion of the classical forms does not depend only on the classical lessons. I understand that the only subjects besides purely classical subjects which help to determine the the promotion are mathematics and modern languages?—No, I did not mean to be so precise as that, I meant by classical lessons the lessons done with the classical masters, including history.

677. I meant that also. Besides the lessons done by the classical masters, the only subjects which determine the promotion or help to determine it are mathematics and modern languages?—Yes. Natural philosophy also comes in, but that is simply understood to be a substitute for modern languages.

678. (*Lord Lyttelton.*) But divinity and history help to determine it?—They are included in the classical lessons.

679. (*Mr. Vaughan.*) You mean to say that supposing a boy were learning natural science, although it is not mentioned so here, yet it would actually be the case that his lessons in physical science would have the same effect as his modern language lessons would, unless they happen to be fewer in number?—They are not fewer in number. I think you will find they are the same. There are two modern language lessons, and two natural science lessons.

680. (*Mr. Thompson.*) Going on simultaneously?—Not necessarily, but if a boy does not get two modern language lessons he gets two natural science lessons instead. You will find the natural science lessons at page 60.

681. I presume a boy's proficiency in mathematics or in modern languages, or in both, would not help him in ascending from one form to another in any degree?—Yes it does.

682. The contrary seems rather to follow from the language here; it says, "Rank in the school is "determined by the classical forms, but promotion "in those forms does not depend only on the classical "lessons."?—What is meant is this, that rank in the school is determined by the classical forms and by nothing else; for instance, if a boy is in the twenty it makes no difference, as far as the rank in the school is concerned, whether he is in the first mathematical set of the upper school or in the fifth, but he ascends within the twenty and is promoted out of the twenty by the help of his mathematics together with the rest. The words "in and out of" might have been put in before the words "those forms."

683. Of course there is a degree of inferiority which would exclude a boy?—Yes, because the time allowed for mathematics and modern languages would not allow of their counting enough to overthrow the classical work.

684. The boy Smith in the sixth form may be inferior in classics to the boy Jones who may be in the Twenty?—Certainly, but it is not possible that a boy in the sixth form should be inferior in classics to a boy in the fifth form.

685. Do you think that your system of marking encourages boys to learn mathematics and modern languages?—It does very much indeed.

686. (*Mr. Vaughan.*) That applies also to physical science?—Yes; it was mere omission that it was not mentioned.

687. (*Lord Lyttelton.*) I think the greater number of prizes are given for classics?—Yes, very much the larger.

688. When it is said "the supremacy of the classics "is maintained by the greater number of lessons "given to that subject" it means "by the greater proportion of time given to classics"?—Yes.

689. (*Mr. Vaughan.*) The same number of marks is given for each lesson?—Yes.

690. (*Mr. Thompson.*) I see that the relation between the time spent in classics and that spent in mathematics may be represented as a ratio of 16½ to 3; is that about the ratio in which mathematics

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operate in determining a boy's promotion?—The proportion of marks is very much this: 78 in classics including divinity and history, 12 for mathematics and 10 for modern languages,—I think it is very nearly that.

691. (*Mr. Vaughan.*) After that explanation which you have given about modern languages and the mode in which promotion is given for modern languages and for physical science may I ask how is it that the proportion of boys in the sixth form, who are learning natural science, is so much greater than in any other form?—I think it is a mere accident.

692. According to Tables B.B., p. 60, there are 11 out of the sixth form (which consists of only 42) learning physical science, there are three in the twenty, and only four in the fifth and in the two divisions of the second fifth?—Yes.

693. That is a remarkable disproportion?—I think it is a mere accident.

694. (*Lord Lyttelton.*) Where are the four who are learning both modern languages and natural science, are they in the sixth form?—No.

695. (*Mr. Vaughan.*) Do you know of any reason why there is such a much larger proportion of sixth-form boys learning physical science than of any other form boys?—I do not know of any reason, I believe it to be a mere accident.

696. (*Lord Lyttelton.*) You are not aware whether it has generally been so?—It has not been so.

697. (*Mr. Vaughan.*) Do you know also why it is that there are so very few of the middle school learning physical science?—I think Mr. Wilson would be able to explain that.

698. There are only 11 out of the whole middle school which consists of 226 boys, whereas in the sixth form there are eleven?—Yes; I think at that point of the school it depends much more on the parents; and they lay more stress on French and German generally speaking than on natural science; but higher up in the school the boys are left more to their own choice; parents are more willing to let them take their own line.

699. (*Mr. Thompson.*) Have you any idea what are the motives that determine a boy in choosing natural science?—I think when it first began there was an idea that it was easier, and that the boys could get marks from it more easily than from French and German, I fancy Mr. Wilson would not encourage that; he requires very decided work.

700. Do you think there is any boy in the school who has a real predilection for a study of that sort?—Several; there is one who might be called a very fair chemist.

701. Do you think he took it up from predilection in the first instance?—I think so.

702. He probably had seen something of the kind before he came to Rugby?—I do not know; he lives in the town.

703. Is he the son of a chemist?—No, he is the son of a widow lady and his father was a clergyman.

704. Are the four who learn both subjects particularly clever boys?—I do not think there is anything particular about them; I think it is only because their parents wish them to learn both.

705. Do they make pretty fair progress in each subject?—I have not looked particularly into their cases at all.

706. (*Lord Clarendon.*) You say you do not consider the progress of the boys in these studies falls below their progress in other studies, in proportion to the time given to each subject; would you consider that they attained a tolerable proficiency?—The boys I think get a really good knowledge of the grammar, and would learn sufficient for practical use very shortly if they chose to follow it up.

707. Do you consider that they are very well grounded?—I do; I think that they are really well grounded.

708. (*Lord Lyttelton.*) This question, (No. 11, Part III.) I think, was not exactly understood. The question is whether any extra fee is included; the answer is, no entrance fees. Is there a payment for those subjects?—I think, probably, that is a misprint.

709. Is there no distinct payment at all for mathematics, modern languages, or natural science?—Not over and above the 15½ guineas.

710. (*Lord Clarendon*). "The rest of the school "at that time and the whole of the school in December "are examined by the masters." Do you consider that that is sufficient without calling in any extra aid. Do you find the results of that satisfactory?—I think it is very satisfactory. The examination is very thorough.

711. (*Lord Devon.*) No master examines his own form?—No.

712. (*Mr. Vaughan.*) Does the examination include all the work of the form?—Yes.

713. (*Lord Lyttelton.*) The examination covers all the work done in the school?—I do not think it covers all the work done in the half year; it includes the bulk of it, but the master of a form will very often think it advisable to give his form some extra work which he does not choose to spend so much trouble upon as to prepare them to be examined.

714. (*Mr. Vaughan.*) I understand that the same papers are set for the whole of a school?—No.

715. By a whole school I mean a whole division of the school called "a school;" the whole upper school has the same papers?—Yes, in June; not in December.

716. And the middle school has the same?—Yes.

717. The same paper is put before them to answer?—Yes.

718. Are there not particular questions sometimes in the paper addressed to one part of the school more than the other, or is it the fact that the same questions are addressed to them all?—The same questions are addressed to them all, but whilst that principle is observed there are slight modifications. Some of the papers may be more particularly adapted to one part of the school; and there are some papers which would be given to the upper part of the school and not to the lower part.

719. I wish to know whether when they go in and receive the same paper, any questions are specially addressed or so framed for one part of the school?—No.

720. Is the superiority of one part of the school to the other determined entirely by the mode in which they answer the same questions?—By the mode in which they answer the same questions.

721. (*Lord Lyttelton.*) Are the examiners of the sixth form, who come from Oxford and Cambridge, informed beforehand what subjects they are to examine in?—Yes.

722. They are the work which the sixth form are doing?—Partly that, and partly some extra work which they do themselves.

723. (*Mr. Vaughan.*) Does the Vice-Chancellor who nominates the examiners know the variety of subjects?—He is told.

724. Do the same examiners examine in all the subjects?—I will not say that they examine in all the subjects, but they are responsible for the examination in all the subjects.

725. Supposing examiners were coming from Oxford would they be responsible for the examination in mathematics?—They would.

726. In modern languages?—Yes.

727. In natural science?—Yes.

728. The same examiners?—Yes.

729. Do you suppose the Vice-Chancellor is informed of the comprehensiveness of the examination at the time when he appoints the examiners?—Yes; he is told.

730. How many examiners does he appoint?—There are two; one from each university.

731. As a matter of fact, how do those examiners conduct the examination; for instance, in modern languages and in natural science, do they actually

set the papers themselves?—They do occasionally, and sometimes they do not.

732. Do they get assistance?—They get assistance.

733. If they feel that they want it?—If they feel that they want it.

734. Who is the assistant in those cases?—That is left to them.

735. Do they bring an assistant?—No; they do not.

736. Do they generally go to the master of the school who teaches those boys?—They do not.

737. Practically, am I to understand that they do it themselves?—Practically, they generally get some person whom they think competent to do it. They do not bring him here.

738. At the June examination for the promotions, do the masters examine their own pupils?—It is not possible to arrange that a master shall never look over the papers of his own private pupils; it is avoided as much as it possibly can be.

739. Examining by committee in the way in which you do, I suppose it would not be practicable?—It would not be practicable entirely to avoid it.

740. Do you know, how they manage in examining the form to come to a determination on the merits of their own pupils?—In going through such a number of papers it would be hardly possible to lay great stress on a particular boy's paper unless a master wished to be unjust; he would be just involuntarily.

741. Do you mean in marking his work?—Hardly, I think.

742. I perfectly understand that there is no partiality at all, but I do not quite understand how they do not pay attention to a particular boy's paper?—What I mean is, that when a master has to look over the answers of the whole upper school, it is hardly possible for him to advert to the fact that some particular boy as he comes to him in order is his own pupil.

743. He does not notice it?—He does not notice the boy.

744. He knows the boy, but you mean to say it is a matter of indifference to him?—Quite so.

745. (*Mr. Thompson.*) That is one reason in favour of written examinations?—Yes.

746. (*Lord Clarendon.*) Has this come lately into operation?—The examination is chiefly on paper.

747. (*Lord Lyttelton.*) You say, "If the best boy "in the fifth obtained 5,000 form marks, the master "of the twenty would add enough to all the form "marks of his boys to bring the lowest up to 5000." It is difficult to understand exactly the way that is worked?—The result of it is that there is no competition between the boys of different forms in their form work. By the form marks is meant the sum total of all the marks given for the lessons throughout the half-year as they are done, but the examination marks are the marks given for the examination; there is no competition between boys in regard to the form marks, because if the boy at the top of the fifth gets 5,000 and the boy at the bottom of the twenty has been marked by the master of the twenty at 3,000 the master of the twenty will forthwith alter all his form marks by adding 2,000 to them; but then comes the examination and this head boy in the fifth may get a great many more marks than the lower boy of the twenty.

748. What is the object of raising up the marks of the twenty in that way?—Because you are comparing there work of two different kinds, viz., work done by a boy before the master of the twenty with work done by another boy before the master of the fifth. Besides that, you are taking two different standards; it would not at all follow that because the master of the twenty marked his lowest boy 2,000 and the master of the fifth marked his highest boy 5,000 that therefore the boy at the bottom of the twenty was lower than the boy at the top of the fifth, because they would naturally take different standards.

749. You mean that before the examination they must all start on the same level?—Yes, if they are to be compared together.

750. (*Mr. Vaughan.*) I understand that the result of the examination generally is shown in that list, which you call the Long List?—Yes.

751. How is the result shown as to the mode in which they acquit themselves in that particular examination, apart from the form marks which they bring to the examination?—They are told of their form marks before the examination.

752. How is it known to the school which boys have done best in that particular examination?—By the result,—by the place they have obtained. The place they have obtained consists of the result of the examination and the result of the form marks. They are told their form marks first, and a separate list is published.

753. I understand the boys in that list would be competing in one examination?—There are two lists; one shows the order without reference to the examination; the other the order when the examination has been taken into account.

754. But supposing Jones in the fifth form does better than Smith at the top of the twenty on that particular examination, how is that known?—It would be known only by comparing the two lists.

755. (*Mr. Thompson.*) Would he get promoted?—If a boy at the top of the fifth beat a boy in the twenty by more than the difference between the form marks of the top of the fifth, and that boy's place in the twenty, he would appear above him in the long list; but if he did not beat him by more than that he would only get somewhere near him.

756. (*Lord Devon.*) It would be a very difficult thing for him to do that?—Yes.

757. (*Mr. Vaughan.*) Supposing it happened that a boy in the lower form did better than a boy in the upper form, there would be none but indirect evidence of the fact preserved?—None, except the places won by the latter.

758. The fact is that the mere result of the examination taken by itself does not appear?—No.

759. (*Mr. Thompson.*) I understand you that a form is never pushed up altogether?—No, never. We take up individual boys. If a boy has been in a form so long that we think it is better to promote him, we promote him in spite of the rules. That is quite an exceptional case.

760. (*Mr. Vaughan.*) I suppose this system has been elaborated with a great deal of care?—It has.

761. As the best system on the whole you could think of?—Yes, it has grown up by degrees.

762. How was it determined in that June examination, how many boys should pass from one parallel form into the form above, and how many boys should pass from the other parallel form into the same form above?—Simply by the examination marks.

763. That is what I should call the parallel forms competing against each other. As I understood your observation in the written answers, it was this, that supposing A to be the form above, and these to be the two parallels, there was no competition between those two?—I will explain it. There is no competition between those two forms as far as they there stand, but there is a competition between such individuals of these two forms as can beat those in the form above.

764. I mean as to vacancies to be filled up in the form above?—Not at that time; the vacancies will not come till afterwards. Then when we come to the actual promotion, the boys who have left will make vacancies in this form above. We take an equal number.

765. Whatever their marks may be?—Yes.

766. (*Lord Lyttelton.*) As far as their vacancies go?—Yes.

767. (*Mr. Vaughan.*) Supposing it was shown that the master of form A had brought his scholars up above the pitch of the master of form B. An equal number of both would be taken?—Yes; but in that case the larger number of form A would have

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got into the form above already before we began promotion at all. I can show you precisely what I mean here. (*Dr. Temple explained the system of promotion by reference to the lists.*)

768. Again, supposing the form above two parallel divisions itself to consist of two parallel divisions, would each parallel below always empty itself into the same parallel division above?—No; we should arrange among ourselves as to which boy was to go into which parallel.

769. (*Lord Devon.*) The number of each form is limited, is it not?—It is limited; but not by an absolute number.

770. (*Mr. Vaughan.*) Is there a promotion at the Christmas examination as well as prizes?—Yes; there are four promotions in the year.

771. After the examinations?—Two after the examinations, and one at each intervening quarter, and this last promotion is determined simply by the form marks.

772. (*Lord Clarendon.*) "The masters are formed "into committees of two, and each committee "examine two forms, one high in the school and one "low. These committees are generally so distributed "that no master examines his own form except the "Head Master, who with another as his colleague, "examines the sixth." Are you able to adhere to that?—Pretty nearly, I do not think it has been broken since I have been here.

773. It works well?—Yes.

774. "The four mathematical masters examine the "whole school in mathematics." Is that sufficient?—I think it is quite enough.

775. And upon their marks prizes are given, and promotion and so forth?—Yes.

776. (*Mr. Vaughan.*) You mentioned that there are committees of examiners for the Christmas examination, you did not tell us who examined for the June examinations?—The masters examine.

777. The masters of each form?—Yes; that is each master taking one paper. For instance, all the upper school, both the twenty and the fifth, has been reading the Prometheus. One of the masters will be appointed to examine all the upper school in the Prometheus.

778. The number of masters then is uncertain?—We arrange it amongst ourselves. Every master takes a part in the examination.

779. But not on the same principle as at Christmas?—No.

780. (*Mr. Thompson.*) Is it *vivâ voce*?—No, by paper; we have *vivâ voce* besides, but the bulk of it is by paper: *vivâ voce* takes too long, and the school work is interrupted while it is going on.

781. (*Lord Lyttelton.*) About these extras, I think you estimate somewhere that a fair working boy works eight or nine hours a day. Could you say, taking a sixth-form boy, what part of that eight or nine hours is given to extra work?—I think it would be very difficult to say, because this work is done towards the end of the half year, and then I have no doubt that some of the boys work more than eight or nine hours a day.

782. Of course his work is the work he has to do in school, and the work he has to do in exercises, and preparation for the school; the extras must come after all that?—Yes, but you will observe that what is said there is, eight or nine hours on the whole school days, there are three half holidays.

783. (*Mr. Vaughan.*) Is that independent of the evening work which they have to do?—No, the whole of the work.

784. (*Lord Lyttelton.*) They work it up towards the end of the time?—Yes.

785. Are these extras limited to these subjects: classics, divinity, mathematics, modern language, and so on?—Yes.

786. Do they select books for themselves?—Yes, quite freely.

787. (*Lord Clarendon.*) Do they study much in this way; by these extra readings?—You will see in the sixth form how many have done so.

788. One only took in Hughes' South America?—Yes.

789. (*Mr. Vaughan.*) Are those at p. 26 fair specimens of the extras that are taken in modern languages and natural philosophy?—Yes, they are fair specimens.

790. I think you put under natural philosophy certain parts of Mill's Logic and Whewell's Inductive Sciences?—Yes.

791. (*Lord Lyttelton.*) There is some restriction in the list of books, is there not; the masters know beforehand what books the boys are going to study?—About six weeks beforehand I call for their extras, and if any boy takes anything which I think he could not study I say "Do not do that."

792. (*Mr. Vaughan.*) Is it set so long beforehand that a boy may devote his holidays to it?—It is not set at all. A boy would study an extra in the holidays at his own risk, so far as this, that if he took some book which was quite an extravagant book to take, I should refuse to examine him on it.

793. I am asking with regard to the holidays; are these extras set by themselves, so that the boys may take them in some preceding holidays and do the work then?—A boy in the sixth form might work at an extra in the summer holidays if he liked, subject to the risk that I have just mentioned. I do not think that any do.

794. (*Lord Devon.*) Is the quantum of extras set by the master such that an idle boy could bring up something which would give him very little trouble?—We should refuse an extra below a certain amount.

795. (*Lord Lyttelton.*) Have you ever refused any books?—Yes.

796. As not being good books?—As unprofitable.

797. (*Lord Devon.*) You refuse below a certain amount; but supposing a boy put down a great many books, more than you thought he could fairly take with reference to his other work, what should you do?—I should tell him he must not do it.

798. (*Lord Lyttelton.*) I observe that in every case the repetition is poetry?—Yes, they prefer poetry; they could learn prose if they liked, but they never do.

799. As to the fifth form, what is the difference?—The difference is, that in all forms below the sixth the master of the form, in the middle of the half year, announces what extras he will allow to be taken in his form, and they take their choice among them.

800. (*Lord Devon.*) Therefore it is a limited freedom?—Yes.

801. (*Lord Lyttelton.*) As to the extras, are they conducted in the same way as the rest of the examinations?—Yes.

802. (*Lord Devon.*) When, after the holidays?—No, just before the holidays.

803. (*Mr. Thompson.*) I think the examiners have to arrange them in classes?—At Christmas those who do best are arranged in honour classes.

804. (*Mr. Vaughan.*) That only applies to Christmas?—Yes.

805. (*Lord Devon.*) In going through these the boy has the assistance of his private tutor?—Yes, in the classical extra always.

806. Not in mathematics?—If he chooses. They never get the assistance of their tutors in getting up history and geography.

807. (*Mr. Thompson.*) Do you suppose that besides this amount of study, which appears here, the boys read books entirely by themselves; have they much leisure for that?—I do not think they read very much entirely by themselves. I rather wish they did, but I do not think they have time enough for it.

808. They read these extras with their private tutors?—Yes. History they read by themselves, of course.

809. (*Mr. Vaughan.*) Do you know the average number of broken exhibitions competed for?—I cannot tell you the average.

810. Are there one or two a year?—Only one

a year. There used to be more when the exhibitions were fewer in number, and held for a longer time, but now the exhibitions are held for only four years.

811. (*Mr. Thompson.*) It appeared from the evidence of Mr. Hefford yesterday that there was a change made in the number of the exhibitions from 21 to 20, was that with your knowledge?—Yes, quite.

812. And consent?—Yes.

813. (*Lord Clarendon.*) "The examination for "these exhibitions is conducted by examiners "nominated by the Vice-Chancellors of Oxford and "Cambridge. The boys are examined in the work of "the half year, classics, mathematics, modern lan- "guages, divinity, and history." Are they always equal to that?—Yes, I think they always can do that. They get assistance if they find it necessary,

814. No. 14, "Secondly looking over and correct- "ing some of their exercises." What division does the private tutor make between their exercises?—In each form some of the copies are corrected by the form master, and some of them are corrected by the boy's tutor.

815. What makes the division?—The division simply is so many given to one and so many given to the other.

816. Are they pre-arranged?—There is a fixed order through the school.

817. (*Mr. Thompson.*) The private tutor does not prepare, or draw as they call it, the exercises for the master, does he?—Yes, he does. He looks over some of the exercises before they go to the master, but the boy is required to show to the master both the corrected and the uncorrected exercises.

818. Do you mean he does not at all assist him in preparing to construe?—No, he does not assist him either in preparing to construe or in preparing his exercises. The boy does his exercise and brings it to his tutor. He then corrects it, and very often almost rewrites it. The boy then takes to the form master both the original and the tutor's corrected copy, and the form master runs his eye through the exercise and assigns marks on the uncorrected one.

819. (*Mr. Vaughan.*) Does not that make it necessary for the form master to read the uncorrected as well as the corrected copy?—Certainly the uncorrected; the corrected if he likes. What is brought to him is the copy with the tutor's marks upon it. The tutor marks under a mistake in red ink. That is the original copy. Of course, he looks chiefly to what it was before it was corrected.

820. If he looks chiefly to what it was before it was corrected what advantage is gained by its having been corrected beforehand by the tutor?—Because the tutor has the boy by his side and spends some time over it and corrects it with care; the form master merely looks over it to see what is the value of it.

821. Both have to go over an uncorrected copy?—Yes, one to correct, the other to value.

822. (*Lord Lyttelton.*) You say "some of their "exercises;" on what principle are they selected?—So many copies a week.

823. Chosen by the private tutor?—No, it is the copy of a such day.

824. (*Lord Clarendon.*) What is the special work in particular cases that you think necessary?—It would vary with each particular case. Sometimes a tutor thinks that such and such a boy is deficient in writing Latin prose and he gives him some special Latin prose to do; sometimes he thinks he is deficient in grammar, then he makes him learn this grammar.

825. (*Lord Lyttelton.*) That is work which is compulsory?—It is compulsory on the boy.

826. With regard to the report sent home; I see the tutor sends home his character. In the case where the private tutor is not also the boarding-house master, does not the boarding-house master send home a report as well?—He adds his remarks to the report and states what he thinks of the boy's general conduct.

827. (*Lord Clarendon.*) You say, "In teaching "these each tutor takes his pupils as he would take a "form, making one form of all his upper school pupils, "and another of all those who are in the middle "school." Have he and his pupils time for this?—Yes, though I think that the system works the masters very hard.

828. (*Mr. Thompson.*) How many hours a day do you think a master is occupied with his private pupils, supposing he had an average number?—It is exceedingly difficult to say, because there is this special work which is so very elastic. It may be very much and it may be very little. It would depend on his pupils and on himself very much indeed.

829. You say a boy has no choice as to a private tutor, he must take the master of the boarding-house to which he is sent?—Yes.

830. Is not that rather hard?—He chooses which boarding-house he will go to.

831. Suppose it happened that Mr. Evans' house, for instance, was full?—That cannot be avoided.

832. The boy could not change afterwards?—No.

833. (*Lord Clarendon.*) "The same tutor has "charge of him throughout and ends with knowing "him well." Does the tutor really take pains to know him and to advise him and to form his character?—The greatest pains.

834. As a general rule do the boys feel confidence in and look up to their tutors?—The boys have constantly most confidential communication with their tutors.

835. (*Lord Lyttelton.*) I am now speaking of the case where the boarding-house master is not the same as the private tutor. You say, "in all difficulties he "naturally goes to his tutor," suppose the boy was in the house of a mathematical tutor, would he in any difficulty more naturally go to his boarding-house master than to his private tutor?—He might have an inclination to do so, but as a general rule I think he would go to his tutor: he has more to do with him. Some boarding-house masters take very great pains with their boys, and see to them a great deal.

836. (*Mr. Vaughan.*) Do you think that the tutorial system as you have given it here is necessary in order to preserve that moral connection between a tutor and his pupil which you speak of. Do you think that all that tutorial work is necessary?—I think it is. You must have something round which the connexion must be gathered.

837. You think that examinations occasionally would not do?—No, it must be constant.

838. The effect on the master of having pupils in different parts of the school, as you describe it in your written answers, is most intelligible. I am speaking only of the effect on the masters. But as you have a system in which the masters of the lower forms examine the upper forms, would not those constant examinations recurring four times a year and the interest they would create be quite enough to keep the masters up to various kinds of work themselves?—I should not think it would be nearly enough.

839. (*Lord Devon.*) I understand you to say that you are decidedly of opinion that the existence of this private tutor system is beneficial both intellectually and morally?—I am decidedly of that opinion.

840. (*Mr. Thompson.*) I need hardly ask you whether if it was not already introduced you would have introduced it?—As I now see it I certainly should; whether I should have thought of introducing it is another question. It might not have occurred to me.

841. (*Mr. Vaughan.*) Supposing you were now to go to a new school of which you had the organization, you would organize it with that system?—Certainly.

842. (*Mr. Thompson.*) Unless there was some special reason against it?—That I cannot say of course.

843. Supposing the school consisted of 120 or 150

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boys, what would you do?—I do not think I should do it in a very small school.

844. As you are perhaps aware it is not practised in many of the public schools?—I would not do it in very small schools for this reason, that in very small schools every master knows every boy. In a large school that is quite impossible, but by our system every boy is attached to some one.

845. (*Lord Clarendon.*) "The danger of the "system is that boys may get too much help, and "the work in form may be robbed of all reality, as "not being really done by the boys themselves; this "is met by requiring that the tutor shall not assist "the boy in preparing the school lessons at all." That is not quite consistent with the paragraph above, "The exercises to be looked over and corrected are "some of those which are set by the form master, "and they are finally shown up to him both in the "corrected and in the uncorrected state"?—You will observe that the tutor does not assist in preparing that exercise; it is done by the boy without any assistance.

846. The private assistance is not allowed to interfere with the school business?—It does not; there is merely a chronological difference, because it would have precisely the same effect if the exercise were shown up uncorrected to the form master, and the tutor had it afterwards. The only reason for showing it up to the tutor first is for the sake of the form master, who finds it very much easier to value the exercise when the mistakes have been marked.

847. (*Mr. Vaughan.*) Is it in order to save him time?—Yes.

848. That is at the moment, not in the end; as every master of a form is a tutor as well as master of a form, will the tutorial system of correcting exercises save time if he is obliged as tutor to alter the exercises although he does not do so as master of a form?—What I said was that the correcting of the copy before it went to the form master instead of afterwards, was for the purposeof saving time. My remark did not apply to the general arrangement at all.

849. (*Mr. Thompson.*) A person who read this evidence might be drawn to the conclusion that the larger the school was, and the more prosperous it was, the more expensive it becomes?—If you were to have in a small school the same amount of work done by men of the same calibre, the only difference would be that in a small school precisely the same quantity of work would be obtained with the form master.

850. But the expense to the boy would be less?—He would have to pay the form master the same; it would only be paid in a different way as form work, instead of as form work and tutor. If you are to get the same men they will not come for a less income. What I meant by saying I would only do it in a large school, is this: it is a good thing in a large school, taking the work which is done by the boy, to divide it into two parts, one of which shall be done with each from master successively, and the other of which shall be done with some one master who is to have charge of him from the beginning of his time to the end. It would not be more expensive because if you are to have the same men the difference is that in the one case you will pay perhaps 10 guineas for form work and 10 guineas for his work as private tutor, and in the other case you would pay him 20 guineas for his form work.

851. Do you not think that the size of the school has some effect in screening the boys from the influence of the Head Master, supposing he is a first-rate man, which in the public schools he generally is, and do you not think that it is in consequence of the size of the school that these private tutors are required?—Perhaps it may be so to some extent. To a certain extent the size of the school is a disadvantage; but then on the other hand, to a certain extent it is a great advantage; I mean there are very great moral advantages.

852. (*Lord Clarendon.*) No. 16, "The average "number of boys under a master is now 33. The "average number of pupils under a classical tutor "is now 45." You do not consider that too many?—No, I do not think it is more than he can manage at all.

853. Without too much fatigue to himself, and with benefit to the boys?—Yes. I should be sorry to diminish it.

854. (*Lord Lyttelton.*) Masters are about four or five hours in school, are they not?—No. In school a master is very rarely more than three hours.

855. (*Lord Clarendon.*) No. 18, "It is not found "practicable to do much more than to allow boys to "have extra private tuition in particular subjects, "thus, a boy can have extra private tuition in "mathematics or modern languages, and the time "at the disposal of the boys is generally enough to "permit this. But where it does not appear that "the boy has time enough he is sometimes allowed "to drop the two lessons a week, which he does "with his classical tutor; the tutor's fee in that "case being reduced from 10*l.* 10*s.* to 5*l.* 5*s.*, and "the boys in the fifth form or above it are sometimes "allowed to drop Latin verses. This, however, is "not permitted without the concurrence of the Head "Master, the form master, and the tutor; since it is "found that whatever value may be attached to the "writing of Latin verses for its own sake it is "certainly valuable as an instrument of teaching "Latin, and those who leave it off begin soon to "fall behind the others in their classical lessons "generally." In the first place does it often happen in the fifth form and above it that boys are allowed to drop Latin verses?—It happens every now and then.

856. You would not say it was a constant practice?—There are always some boys in those forms who do not do Latin verses.

857. Has it been the result of your observation that when they leave off making Latin verses they fall behind others, generally, in their classics?—Yes, they do a great deal. It depends very much on the point which they have reached in the school. Boys lower down in the school lose exceedingly by leaving off Latin verse. Boys towards the end of the school lose much less. But in all cases they lose interest in scholarship.

858. (*Lord Lyttelton.*) They leave off solely with the view of taking up some other study, do they not?—They do.

859. (*Lord Clarendon.*) No. 21, "There are also "libraries in each boarding house." Are they much used?—Constantly.

860. Who selects them?—The boys select them themselves, and bring them to the master of the house for his approval.

861. (*Lord Lyttelton.*) They subscribe 10*s.* a year apiece, do they not?—Yes.

862. (*Lord Clarendon.*) Is there any account kept?—Yes, by the house master.

863. (*Lord Lyttelton.*) Are there always sixth-form boys in every house?—Yes. If not, I generally put them in for the purpose of keeping order.

864. (*Mr. Thompson.*) Is that always possible to arrange?—Yes; it is done by the consent of the parents, always.

865. (*Lord Lyttelton.*) There is no difficulty in it?—None at all.

866. (*Lord Clarendon.*) No. 22, "Prizes are given "for drawing and marks enough to make the differ-"ence of a place or two at the end of the half year." Have you found that to work well?—Yes, very fairly.

867. (*Mr. Vaughan.*) Who gives the marks for drawing when you come to settle the boys' places?—I do myself, with the drawing master.

868. (*Lord Clarendon.*) No. 23, "Pains have been "taken by successive generations of masters to foster "the public opinion in the school itself" In what way? what public opinion?—A strong sense of truth,

for instance, and a strong sense of the duty of keeping up the good name of the school.

869. (*Lord Lyttelton.*) The sixth-form boys are considered by their schoolfellows as the natural guardians of the good name of the school?—They are.

870. The chapel is a very admirable, solid, and substantial building?—Yes.

871. You say, "All the boys attend the services in "the chapel on Sunday." Is it only used on Sundays, do you not use it for instance on Ascension Day?—Yes; and on Good Friday of course.

872. What other days except Sundays are observed in the school?—The first of November is always observed.

873. All Saints day?—Yes; Ash Wednesday and the 20th October, which is Laurence Sheriff the founder's day.

874. Is that all?—That is all.

875. On those days you have service in the chapel?—Yes, and in Passion Week, the week before Easter there are prayers in the chapel: on the other occasions we have prayers in the great school.

876. Is the whole school assembled there?—Yes.

877. Have they prayers in the houses?—Yes, at night.

878. And in the morning?—On Sunday mornings in the houses, unless there is early service in the chapel. On other mornings there are prayers in the great school.

879. It has not occurred to you that the chapel would be better for that purpose?—I have not thought about it a great deal, but it is a kind of change I should not like to make without being quite sure of its utility; I am sure it would be a mistake to outrun the religious feelings of the boys themselves.

880. (*Mr. Vaughan.*) You think they would not collect their thoughts in the same spirit?—I have asked a great many old *Rugbeans* what they thought of it; all those who were sons of clergymen said they would like to have prayers every morning in the chapel, but those who were not sons of clergymen said they would not.

881. Was that absolutely so?—It was, as a matter of fact. The latter said it would tend to lower the feeling with which the chapel was regarded. Several, for instance, compared it with ———— where they always have prayers in the chapel, and thought the effect there not good. On the other hand several said that the effect was very good.

882. (*Lord Devon.*) The prayers are read by you I suppose?—No, by the masters in rotation.

883. (*Lord Lyttelton.*) "The duty of preparing "boys for confirmation devolves on their tutors or "boarding-house masters," that is, if they are clergymen?—Yes; it is arranged between them with my consent. It is ordinarily the tutor.

884. The morning service is minus the Litany I suppose?—The early morning service is.

885. (*Lord Clarendon.*) Is the attendance at the Holy Communion large?—It is very large just after the confirmation, and then it diminishes as boys leave the school, so that it becomes small towards the time when the confirmation comes round again.

886. Is it usually large with reference to the boys who have been confirmed?—Taking the boys alone, and leaving out the masters and their families, it varies from about 250 down to about 80.

887. Are the feelings of the boys on the subject such as you would desire; is there a reverential feeling?—Yes, there is, certainly.

888. (*Lord Lyttelton.*) How many boys in the school are confirmed?—I could not say at this moment.

889. Half?—120 I should think; we have not had a confirmation for a year now.

890. I thought you said just now there were 250 sometimes?—Yes, there is a very large number just after the confirmation, but at the end of each half year it begins to diminish.

891. The boys who could communicate there are not above 120?—I think at present rather more than that.

892. Does the Bishop receive them under 16?—They go at about 15.

893. (*Lord Clarendon.*) Do you make an address every Saturday before the communion?—Yes.

894. Do the boys attend?—They generally come.

895. Is it voluntary?—It is quite voluntary; there is no marking; no one knows who is there or who is not, but almost all come.

896. (*Mr. Thompson.*) How is the marking effected in chapel?—By an officer at the bottom.

897. (*Mr. Vaughan.*) Is that the meaning of their going out one by one?—That practice arose, I have been told, by accident; but has been continued purposely.

898. (*Lord Clarendon.*) "The religious instruc-"tion of the boys in school consists of the lessons "already mentioned in forms B, C, D, Sunday lessons "every Sunday morning." Sunday lessons in what?—In divinity. They are now in the subjects included in the cycle.

899. "Examination at the end of every half-year, "with a large number of marks assigned to the "subject." In what proportion as compared to other subjects?—400 always, and possibly 650, out of a total 5,000.

900. "The punishments in use are solitary confine-"ment for an hour or two hours." Where are they confined?—In one of the schools.

901. (*Lord Lyttelton.*) Is that at all usual?—A boy in the lower school, perhaps, has not done his lesson, and he is locked up in the school for an hour to learn it.

902. (*Lord Clarendon.*) "Caning on the hand." How is that applied?—The boy holds his hand out.

903. How many blows?—At the outside I suppose half a dozen.

904. (*Lord Devon.*) With a stick or a strap?—With a cane.

905. (*Mr. Vaughan.*) When was that introduced?—I think Mr. Lee introduced it.

906. (*Mr. Thompson.*) Did he introduce it with the sanction of Dr. Arnold?—Yes.

907. (*Mr. Vaughan.*) Is it done at the moment, is there a cane at the master's disposal?—He may have a cane at his disposal. It is not a rule for him to have it, but it may chance so; if not he sends for one.

908. (*Lord Lyttelton.*) As to No. 3; translating or learning by heart may be supposed to benefit a boy, but I wish to ask you whether you are clear that simply writing out Latin and Greek can do any sort of good except by way of suffering, and whether it has not a very dire tendency to deteriorate a boy's hand-writing?—I dare say it may a little damage the hand-writing.

909. Is it a frequent punishment?—I should say so.

910. (*Lord Clarendon.*) It does a boy no good?—It is not intended to do anything but punish him. If you combine a punishment with something that does him good you get him to hate that which does good.

911. Which of the three methods is most resorted to, the writing, out I suppose?—The learning by heart is as common as the writing out.

912. (*Lord Lyttelton.*) These three are put in their order of gradation, and the flogging is very rarely inflicted?—Very rarely.

913. Then, of course, the others are still more rare, so that in fact the punishments at all common in the school are confined to the first three?—Yes.

914. (*Lord Devon.*) The sixth form are exempt from flogging, are they not?—Yes, and it is not used even in the fifth form.

915. (*Lord Lyttelton.*) Practically, I suppose it is according to the size and age of the boy?—Yes, we should not flog a very great boy.

916. What would you call the average of boys that are flogged in the course of the year?—I should call flogging four boys a half-year a very high average.

917. For what offences would such punishment be

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inflicted?—A boy would be flogged for telling a lie or for bad language.

918. (*Mr. Vaughan.*) For obscene language?—Yes.

919. Or for common swearing?—Yes.

920. (*A Commissioner.*) Do you mean for obscene language privately to another boy if it was overheard?—It would depend of course on what the language was. The last case we had of that sort was complicated, that is to say, a boy used a nasty word and a sixth-form boy happened to be present and told him to hold his tongue, and not use such language as that. He repeated it, and then it was reported to me.

921. (*Mr. Vaughan.*) Was it an insulting word?—No, it was an obscene word; not used to the sixth form boy.

922. (*Lord Lyttelton.*) Of course an immoral act is more serious?—Yes.

923. I should like a sort of catalogue of the offences for which boys are flogged?—It would be very difficult to give that because it would depend entirely on the view the Head Master took of the nature of the offence. A boy would be flogged for very long persistence in anything wrong.

924. For pertinacious continuance of minor offences?—Yes.

925. Does it often happen that parents are requested to remove their boys?—Yes, it happens occasionally.

926. I think it was rather a principle of Dr. Arnold's, was it not, that if a boy was getting no good he thought he was better elsewhere?—Yes; but I think you must distinguish between cases where parents are told that the boy is doing no good, and that they had better remove him, and cases such as are meant here; because there are many cases where a parent is told, "I advise you to remove the boy for "his sake, but I do not insist on his removal." It is not a punishment at all, and in such a case the boy would very likely get a good testimonial as to his conduct. It would be merely stated that for his own good he had better be elsewhere.

927. Expulsion, how often have you had that?—It is very rare.

928. Is it a public expulsion at all?—Simply stating "You are no longer a member of the school."

929. (*Lord Devon.*) Is it declared publicly in the presence of the school?—No.

930. (*Lord Lyttelton.*) Is it on an average once a year?—Yes, on an average once a year.

931. That is for very bad boys, of course?—Rather for very bad offences. I expelled a boy in the sixth form once for knowing of something very wrong and not stopping it.

932. I suppose a very young boy would hardly be expelled?—No.

933. (*Mr. Vaughan.*) Does the caning occur daily?—No; I should think perhaps there might be one caning in the course of three weeks sometimes.

934. (*Lord Lyttelton.*) In one form?—No, in the whole school.

935. (*Mr. Vaughan.*) For gross inattention?—For gross inattention, and repeated irregularity.

936. For acts of contumacy?—Yes.

937. (*Lord Lyttelton.*) Would mere stupidity incur it?—No.

938. (*Mr. Vaughan.*) Does the use of this punishment work well?—Yes; I think that in that respect the school works exceedingly well. I think not only do the masters treat stupid boys with real kindness, but that the boys themselves quite feel that a stupid boy who is doing his duty is to be respected. We have scattered about the school quite low down some very stupid fellows who are quite looked to by all the rest from their character.

939. (*Lord Devon.*) Does the flogging take place in the public school or in private before certain witnesses?—The little boys in the lower school who get flogged because they persist in being disorderly are generally flogged privately, but boys who are flogged for grave moral offences are flogged generally in the presence of four of the sixth form.

940. (*Lord Lyttelton.*) Not of the whole school?—No; even now boys think it a very great aggravation of the punishment to have the sixth form present.

941. (*Lord Clarendon.*) No. 26, "Offences are "also reported to him" (the Head Master) "by the "sixth form, if they are such as the sixth form can-"not or think it better not to correct themselves." Does this produce any illwill towards the sixth form or are they deterred by fear of the result, do you think?—I do not think one or the other. I do not think there is any illwill, nor do I think they are deterred from fear at all.

942. (*Mr. Vaughan.*) Do they commonly report offences to you?—I suppose it happens about three or four times a half-year.

943. (*Lord Lyttelton.*) It is their duty to report to you direct, not to the under masters, is it not?—They report to me direct. In the case of offences happening in their own boarding house they would go to the boarding-house master first.

944. But if it happened in the school close they would come to you?—Yes.

945. (*Mr. Vaughan.*) Are there many classes of offences which they cannot correct themselves?—There are offences which I should not consider they were justified in correcting themselves.

946. Have they occurred so often as twice or three times in the half-year?—No; those were cases in which the sixth-form boy did not feel able to decide on what ought to be done; it was not that the offence was of such a nature that I should have objected to his correcting it.

947. (*Lord Lyttelton.*) How does he punish them?—He may set him lines or he may give him a caning over the shoulders.

948. (*Lord Clarendon.*) The sixth-form boy must hear those lines?—They are almost always lines to be written out.

949. (*Mr Vaughan.*) He may not kick him or strike him with his fist?—No.

950. (*Lord Devon.*) Does the power of punishing in that way extend to the twenty?—A boy in the twenty cannot punish.

951. Can he inflict it on a twenty boy?—A sixth form may give lines to any boy not in the sixth.

952. (*Mr. Vaughan.*) Is there any understood limit as to the number of blows he may give him?—I think the real check is that the boy may always appeal.

953. Do you mean before it is done?—Yes, he can appeal to me at any time.

954. (*Lord Lyttelton.*) Is that often done?—It happens every now and then; he can appeal also to the whole of the sixth.

955. (*Mr. Vaughan.*) Does the sixth-form boy not do it on the spot, or does he appoint a time to administer the punishment so as to admit of an appeal?—No; he can administer it on the spot, but the boy can stop him by appealing.

956. (*Lord Lyttelton.*) Looking at the remarkably small difference of age between some of your boys in different forms, does it really happen that a boy of 18 is allowed to punish a boy of 17?—It may certainly happen.

957. May he cane him over the shoulders?—Yes, if not in the fifth or twenty.

958. (*Lord Devon.*) Supposing a sixth-form boy sees a boy committing some offence, and he is going to cane him on the spot, and that the other boy says "I appeal to the sixth form," do you believe that universally it would be the practice for the sixth-form boy to hold his hand?—I do.

959. Does a gathering of the sixth form often occur to hear such appeals?—I do not think they are very frequent, but I have known instances.

960. (*Mr. Vaughan.*) You used the word "cane" did you really mean a cane, or an ash plant, or any small stick a boy might have in his hand?—I suppose he would use either.

961. (*Lord Lyttelton.*) Do the sixth-form boys habitually walk about with sticks to be prepared for

such an emergency?—No; they always have a stick on certain occasions, if they are the præpostors of the week.

962. On what occasions?—At calling over.

963. Is a boy more likely to commit offences at calling over than at any other time?—No; but the prepostor has a cane then to keep order.

964. Have you mentioned here all the special duties of the sixth form?—I think so.

965. (*Lord Devon.*) What are the rules of the school which apply to all below the sixth and from which the sixth are exempt; take bounds, for instance, have the sixth no bounds?—There are certain parts of the town from which the sixth are prohibited like the rest.

966. Have they a more extended range?—They may go down to the railway station.

967. (*Lord Lyttelton.*) What are their exemptions?—They are very trifling.

968. (*Lord Devon.*) If they are to detect others in going over bounds, of course they cannot go over those bounds themselves?—Yes; but they have a few trifling exemptions.

969. (*Mr. Vaughan.*) As to the managing of the school close, is that in the hands of the sixth form?—No; it is in the hands of what is called "the big side levee." The big side levee consists of all the boys in the upper school, and they make regulations for the games, and they have a right to tax the whole school, subject to the approval of the Head Master, and subject further to this condition, that they themselves pay twice as much taxation as the boys below.

970. (*Lord Clarendon.*) As to No. 29; I think it would be very desirable to have your opinion on fagging in general. Would you say, that fagging such as exists at Rugby, and I think it is very clearly defined, is, on the whole, a healthful relation?—I have no doubt about it.

971. (*Lord Lyttelton.*) Whom do they fag?—The sixth form fag the boys below the upper school, so that the boys in the twenty, in the fifth, and in the lower fifth, can neither fag nor be fagged.

972. Have you ever heard it as a grievance that they have no opportunity of fagging?—With us the fagging is so entirely associated with the responsibility of the sixth, that I do not think it occurs to anyone to desire it.

973. (*Mr. Vaughan.*) Do fags wait upon them at meals at all?—No.

974. Nor do anything for them?—At supper they fetch them bread and cheese.

975. (*Lord Lyttelton.*) Do they toast the bread for them?—Yes.

976. (*Lord Devon.*) I presume from this that they do not do what used to be done in my time at school—clean shoes?—No.

977. (*Mr. Vaughan.*) "The sixth form have also "the power to compel all boys to take part in the "games who are not exempted by authority." Is there no what is called fagging out at cricket?—The fagging at cricket has very much disappeared.

978. Supposing a sixth-form boy sees a boy under his jurisdiction, or two or three boys standing together, has he the power to say to them, Come and fag out?—Yes.

979. And he will be bowled to by one boy, and as he strikes the ball they will range round and will "fag out" for an hour and a half perhaps?—He has the power, but it is very rarely exercised.

980. With regard to racquets, is there any attendance of the same sort?—None at all.

981. At football have not the sixth power to compel the attendance of smaller boys?—They can compel them to take a regular part in the game.

982. They can compel them only to take the same part in the game as they themselves take?—Yes.

983. (*Lord Lyttelton.*) In what view is it looked upon here, where a boy is required and compelled to attend or to play at cricket, or at football? that it is in order that he may take a part in the games of the school, or that he does it for the convenience of those above him?—The attendance at football is simply to take a part in the games of the school.

984. A boy cannot play at football without learning the game?—Yes, he can. That was the oppressive fagging when I came, which I abolished.

985. And cricket?—There is very little cricket fagging. The power still remains and still is exercised occasionally.

986. I understand that a boy is required to play at football because it is considered a good thing that he should do so, but he is not required to play at cricket for the same reason?—Not quite for the same reason.

987. He is not required to learn cricket, but he has to learn football?—Yes.

988. (*Mr. Vaughan.*) Is he required as fag at cricket, to take that part of the game from which he gets no good at all?—Fagging at cricket does not teach him the most important part of the game, but it does teach him to field.

989. When football is played have the lower boys any opportunity of playing a game of their own at the same time?—Yes; at football when the big-side football is played, with the exception of four afternoons in the course of the half-year, the rest of the close is covered with little-side games.

990. How many for instance can be played or are ever played at the same time?—I have known five other matches going on at the same time.

991. (*Lord Lyttelton.*) And how many games of cricket going on at the same time?—I have known seven.

992. I understand cricket fagging is very much diminished?—Very much, there is hardly any of it.

993. (*Lord Clarendon.*) No. 30; "Instances of "the gross abuse of the power of fagging would be "sure to come to the knowledge of the masters if "they were at all frequent." Do you feel confident that that would be so?—Yes.

994. By what means?—Because the tutors would be quite sure to hear of it. They see the boys so much individually, I am quite certain that anything like a gross abuse of the power of fagging would be known.

995. (*Lord Devon.*) If a sixth-form boy abused such power would another sixth-form boy think it necessary to inform of it?—If he thought it very gross he would bring it before the sixth form.

996. Before reporting it to you?—Yes.

997. He would have the moral courage to do that?—Yes.

998. (*Lord Lyttelton.*) The second sentence is very important here, "the sixth is too small a body "to hold its power by force?"—Yes.

999. (*Lord Devon.*) Would public opinion support a sixth-form boy in inflicting punishment on a boy three inches shorter?—Yes.

1000. (*Lord Clarendon.*) With respect to what is generally termed bullying, there is very little of that, is there?—Very little at Rugby. The public opinion of the school is exceedingly sound upon two points. It is very sound upon truth, and it is very sound upon bullying; I am quite sure of the body of the school on those two points. It would not only resist bullying, but it would resist indignantly.

1001. (*Lord Lyttelton.*) There is one point with regard to the truth of the boys. Everybody knows that at schools they often have a certain code of their own about truth; that a thing which they would be ashamed to say to anyone else they would think it fair game to say to a master. Do you think that towards the master they have a strong feeling of the absolute duty of telling the truth?—I do.

1002. (*Mr. Vaughan.*) Supposing a boy of no authority, one of the lower boys, were to see a boy bullied how would public opinion be got at?—He might go and tell the sixth, or he might speak out at the moment.

1003. (*Lord Lyttelton.*) As to No. 32; "Besides "this every boy is allowed leave of absence on the "request of his parents once in a half-year from "noon on Thursday till night on Saturday, or from

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"noon on Saturday till night on Monday. About "a third of the school avail themselves of this "privilege." Are they those generally speaking who live tolerably near to Rugby?—Boys who live in London a great deal; not boys who live a long way off.

1004. (*Lord Clarendon.*) Rugby is divided into two terms. Most other schools such as Harrow and Eton are divided into three. Has that always been the practice at Rugby?—I think so; but I believe there were at one time very short Easter holidays.

1005. Have you ever considered whether the period is not too long?—I do not think it too long, I think our system in reality the best, though I cannot deny that it is not so convenient for a great many of the public.

1006. Do you not think that such continuous application and labour is too much both for masters and boys?—I do not think so.

1007. You do not find any slackness towards the end of the time?—Quite the other way.

1008. (*Mr. Vaughan.*) Have they examinations?—They have.

1009. (*Lord Clarendon.*) The masters?—Yes.

1010. (*Mr. Vaughan.*) Putting other considerations out of the question, do you not think that for the learning of the boys and for their work it would be better for them to have a shorter intermission from work oftener in the year?—I think it would be better for little boys, but not for boys of the average age of the boys here. I think there is always something lost at the beginning of the half year, and there is something lost at the end; three of those changes make a real hole in the work.

1011. (*A Commissioner.*) You think there is a little demoralization at the end?—I think so.

1012. (*Lord Devon.*) I suppose when you speak of the convenience to the public you refer to the fact that the holidays at Rugby do not fall in the vacations of any public men?—I do. On the other hand a great many of our boys come from long distances, and to have the expense of a third journey would be a serious objection.

1013. (*Lord Lyttelton.*) You say here they work eight or nine hours a day, of which as I understand something under one half is really in school, the rest is all preparation and extra work. How about the play hours. You say that on a full school day they have not above two hours for play?—I think on a full school day they would not have more than two hours if you leave out the meals.

1014. You say, "After seven there would perhaps "be work for another hour or two." You mean there would be some time for rest, that would not be for play?—Yes.

1015. (*Mr. Vaughan.*) "Never more than this." Does "never" apply to any time, or to any part of the school?—I mean that the work is never more than this in different parts of the school, or at different times of the year. Of course I do not mean that they do not work more than this, I mean they are not required to work more than this.

1016. (*Lord Lyttelton.*) The regular work would not take more than that?—No. I think a boy doing his work thoroughly well would on the whole school days be required to work for between eight and nine hours.

1017. Of course you could hardly restrain a strong active boy from working as much as he likes?—No.

1018. (*Lord Devon.*) Out of the eight or nine hours, how much would be spent in school?—In this particular case there are three school lessons requiring preparation, that would be three hours, one with his tutor requiring preparation, and one school lesson not requiring preparation.

1019. (*Lord Clarendon.*) As to No. 39, is the close 11 acres?—Thirteen acres, I believe.

1020. (*Lord Devon.*) That includes your school buildings?—Yes, I think it does.

1021. (*Lord Clarendon.*) We have seen the volunteers this morning with great satisfaction. What are the numbers that are generally drilled?—The numbers that are drilled who are not in the rifle corps are generally about 16 or 17. The rifle corps has in it now, I think, 93.

1022. Is their attendance at that rifle corps voluntary?—The rules for the attendance are made by themselves. The rule is that there should be three drills a week, and every member of the corps has to attend once; if he does not he is fined.

1023. Do you think there would be any advantage or otherwise in making it compulsory to join the rifle corps?—No, I do not think so.

1024. Do you think it would be an advantage to make the drill compulsory having joined?—As far as the corps is concerned in itself I think it works very much better being left to the boys to manage and to make their own rules. It is possible, of course, that if we were an enrolled corps Government might give us advantages enough to compensate for the loss of some of our liberty.

1025. If a boy joins the rifle corps he is not permitted to leave it, is he, till the end of the half-year?—No, he must join either at the beginning or the quarter and must remain till the end of the half-year.

1026. The 16 or 17 you mentioned as not being in the volunteers, I presume are all under age?—Yes.

1027. I see you say that boys remarkable for their intellectual studies are also remarkable for athletic pursuits?—I think it is so very frequently; far more frequently than the world believes.

1028. (*Lord Clarendon.*) At the end of No. 43 you say, "We have now 14 masters to 463 boys, "giving 33 boys to a form," You think that is rather too many?—I think 33 is rather too many, because when you have an average of 33 the inevitable result is that some of the forms would be 38, or something like that, and that is really too many.

1029. An average number of 26 would be a great deal better?—Yes.

1030. If you had the means both of space and funds would you like to make that change?—Yes.

1031. With respect to the want of funds, you say, "The school fees are now 15½ guineas and might "be raised to 20." Would you recommend that?—I should decidedly.

1032. Do you think that that would not operate injuriously?—Certainly not.

1033. I mean it would not be complained of by parents?—I do not think it would cause complaint; the increase of expense would be small, the gain in teaching great.

1034. (*Lord Lyttelton.*) The question, I should suppose, whether the public would afford more than it now does for a school of this kind would be very much illustrated by the question what the demand is at the present moment as measured by those who come here for admission; is it not the fact that you are obliged to refuse every year a great many more than you admit?—Yes.

1035. That shows that the school would bear an increase in its charges?—Yes.

1036. (*Lord Devon.*) Have you ever calculated, supposing this addition to be made to the charge, what additional teaching power it would give you on an average? I mean how far would it reduce the number?—It would give certainly four new classical masters.

1037. (*Mr. Vaughan.*) You mention the pleas that have been urged in favour of physical science and mathematics, such as the discipline which those studies give to the intellect and the general tone of mind which they produce. Are you of opinion that physical science is of slight value in this respect?—I think physical science is of very considerable value in that respect, but not to be compared with literature.

1038. Supposing that a person of first-rate scientific attainment, but of inferior classical attainment, were to give an opinion depreciatory of the value of classics as an elemental discipline, what value should you attach to such an opinion?—I cannot say that I should attach great value to it.

1039. You consider that neither mathematics nor

physical science touch the strictly human part of our nature. Do you not think that they tend to produce many wholesome moral emotions. I am speaking now of natural science, such, for instance, as wonder and admiration at the order of the world and so forth?—I think that in the present state of civilization, physical science to a very great extent tends to cultivate and refine all the emotions connected with the love of order and beauty; but I think that it never rises to touch the sense of personality or responsibility, the sense of being yourself a person and having to deal with other persons.

1040. Do you not think that the contemplation of the physical laws of the universe tends to produce a high degree of awe and admiration, and, of course, so far as that is connected with the workmanship of an Omnipotent Being that it tends to produce feelings towards Him of a very high order?—I think physical science does that very much, and that is what I meant by speaking of it as cultivating the love of order and beauty, which rapidly leads to a sense of religion; but I do not think it can be compared for one moment, in the power of cultivating those emotions, with the study of literature, and, indeed, I think that to a very great extent physical science itself owes already a great deal of its power in that respect to the literature which has been gathered round it. I think, moreover, that those emotions are but a small part of our moral nature.

1041. Do you think that in any point of view literary studies produce that state of admiration and awe, and so far of worship, which physical science tends to produce. Do you think it brings before the mind works and evidences of a nature to produce the same moral emotions, or in the same degree?—The study of literature appears to me to cover almost all that physical science could cover, and very much more besides. There is hardly anything you will find in physical science, which you will not find in different departments of literature. There is no sense of awe or love of beauty which you will not find, I think, more powerfully brought to bear on the mind from the study of poetry even than from the study of any science, because in the study of physical science there is always the drawback, that in order to indulge in those emotions, which the science is certainly able to excite, you are obliged for the time to quit the science, and to give yourself up to something with which the science itself has nothing to do. It is not the science which, as a general rule, cultivates the love of order and beauty so much as the objects to which that science is applied.

1042. Does not the science bring out truths, which truths are almost necessarily the moving causes of those emotions, so that it would require a person to suspend the natural action of the mind, and to arrest it at that point to prevent those emotions. I mean the contemplation of the laws of gravitation, or such laws as those. Do they not necessarily act on the mind to produce those emotions unless the mind puts a sort of force on itself to prevent them?—I should not be prepared to deny that. I do think that all that can be done by physical science in that way is covered entirely by literature.

1043. (*Lord Lyttelton.*) These two sentences in your answer seem to show what you mean. "Man's "chief business it is said is to subdue nature to "his purposes, and these two studies show him "how; those who use this plea seem to forget that the "world in which we live consists quite as much of the "men and women on its surface as of the earth and "its constituent materials. If any man were to "analyse his own life he would find that he had far "more to do with his fellow-men than with anything "else. And if therefore we are to choose a study "which shall pre-eminently fit a man for life it will "be that which shall best enable him to enter into "the thoughts, the feelings, the motives of his fel-"lows." It is in that special sense I take it that you use the word humanizing?—When I say that the study of literature humanizes, I mean that it cultivates that part of our nature by which we are brought into contact with men and with moral agents.

1044. (*Mr. Vaughan.*) As in your judgment the opinion of a first-rate scientific man who is not a first-rate man in classical attainments depreciatory of the disciplinary value of classical attainments, is not of very high value, so would you think that the opinion of a first-rate classical scholar not having the same rank scientifically, and tending to depreciate the disciplinary value of scientific attainment was also not of very great value?—No, I do not think it would be in the same degree at all because it is essentially a part of the one kind of study to know human nature and it is not a part of the other. The one is naturally led to the study of man, and to the study therefore of what is good for the discipline of the mind; the other has not studied man but things: and it is not his business to know what is good for the discipline of the mind. The study of the philosophy of the question comes properly within the sphere of one man's science, but not properly within the sphere of the other man's science.

1045. Then you must permit me to ask you whether you do not think that the truly valuable opinion that is to be formed upon the value of classics as a discipline is to be derived from experience of that discipline, and that in the same way the truly valuable opinion which is to be formed of the value of scientific attainments as a discipline is to be formed from experience of that discipline?—Certainly.

1046. Do you not think that the necessary result of admitting that is that the great classical scholar is not a first-rate judge of the disciplinary value of natural science, and that the great natural scientific philosopher is not the best judge of the disciplinary value of classics?—To a certain extent that is true, but I did not take the case of the great classical scholar who knew nothing of natural science. In order to judge of the disciplinary value of such a study it is not necessary to go quite up to the very top, but you can judge of the effect of the study upon the average of students, even though you have not attained to the very highest eminence in that study. The materials of the judgment are to be supplied by experience; but the use of those materials, so as to make the resulting opinion of value, does not depend on experience of the same kind.

1047. Do you not think that the same principle which you establish with regard to the one it is but fair to establish with regard to the other, and that if you do not require the highest scientific attainments to judge of the disciplinary value of science so in the same way you cannot require the highest classical attainments to judge of the disciplinary value of classics upon average students?—No; because the judgment of the point is within the chief province of the one man, and lies out of the chief province of the other man.

1048. You think then that classical attainment necessarily involves a greater knowledge of the laws of the intellect and of the human mind than scientific attainment?—I do.

1049. (*Lord Clarendon.*) To go back to the previous question, supposing these fees were raised to 20 guineas you would get a greater teaching power, and you would then recommend that money should be borrowed in order to give you greater building power?—I should be prepared to recommend it.

1050. In the event of the Trustees agreeing to that, do you believe that there would be the means to be found here of buying either land or houses?—I have not a doubt upon that point; a part of the school property, moreover, might be used for building new schools.

1051. (*Lord Devon.*) What part is that?—Down behind the chapel.

1052. (*Lord Clarendon.*) No. 44. "I cannot sug-"gest any change in our system of education; by "degrees the present system may be much im-"proved." In what way do you contemplate that?

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—I think that the work is improving year after year, and may be very much improved yet.

1053. (*Lord Lyttelton.*) That is an alteration not in the system itself, but in the working of the system?—Yes.

1054. You mean without any alteration of its constitution?—Yes.

1055. (*Lord Clarendon.*) You say, "The studies "pursued at a public school, and the method of study "do not always give a boy the precise thing that he "wants for immediate use in life, but they give a "training which enables him to study almost any-"thing afterwards with ease." Do you consider that as of general application, or that it only applies to a diligent boy who has turned the school system to account?—It has a general application in this sense, that a diligent boy would find, as compared with a diligent boy under any other system, that he had got that training, and an idle boy under this system would have the same advantage over an idle boy under any other system.

1056. (*Lord Lyttelton.*) I understood you yesterday to say that you were perfectly well satisfied with the practical working at present of the school with respect to its government?—Perfectly.

1057. You think it is likely to work as well as any other plan that could be devised; to have a reasonable number of Trustees, who have almost unlimited powers in theory, but who delegate them entirely in practice?—I do not wish any change whatever.

1058. And if you had a new school to constitute, you do not see any other system which would be likely to work better?—I do not. I think it of very great importance that that superior authority should not be on the spot, independent of the question of whether he will interfere or not; because there are things which will occur which he had better not know, and which if he is on the spot he cannot help knowing and acting upon.

1059. You think they should be a dispersed body?—Yes. If there be one man, a visitor, that he should be at a distance.

1060. (*Lord Clarendon.*) What do you consider are the advantages of having that external authority?—I think it satisfies the public; very often it is a great strengthener to the Head Master.

1061. You say, "It is exceedingly difficult to find "any men who can teach French and German, and "at the same time form the minds of the learners." Do you say that from experience?—I should say so from experience. They do it here, but it is difficult to do. In filling up any mastership here, I think there is none which would give me so much trouble to fill up as one of the modern-language masterships.

1062. You say, then, that in fact those masters do form the minds and characters of their pupils?—There is no doubt about it.

1063. (*Lord Lyttelton.*) As to what the French call "bifurcation." I understand your opinion to be that it is better to leave the general system in the older schools unimpaired, and that in the present state of this country it would be wise for those who have the means of doing so to give the utmost facility for establishing new schools involving modifications of the existing system. But with regard to the old schools, assuming a boy stays at one of these schools from the age of eight, nine, or ten, or thereabouts, up to the age of 18 or thereabouts, would it be in any way an essential injury to the principles of the system if, in particular cases, you were to modify the general principle of education, say at the age of 16, and after that time give the boy, to a considerable extent, a relaxation from classical studies, taking classics still as the main element, but giving him increased liberty to follow another course of study?—It is impossible to foretell how such a system would work, and any man's opinion on it must be taken simply as an opinion, because it is really prophesying in the dark. My own opinion would be very decidedly against it. I think that a school like this would lose very much more than afterwards it would gain. It would have such a tendency to break the school in two.

1064. But to some slight extent, at all events, is it not the case now here?—Yes.

1065. I mean if after some time you ascertain that some important details of classical work have ceased to be of any sort of use to a boy, then you relax the system in respect to that boy for the remainder of his time?—We do; that is the principle, but it is a principle guarded so very closely that no one would call it a bifurcation of the school at all. By a bifurcation, would be understood such an extension of that principle as to have a large department working side by side with the ordinary classical work, and that I think would not work well. I cannot say that I quite agree with Mr. Charles Evans in his view of what those boys gain or lose in the school. If you think simply of the intellectual discipline which those boys get, I grant that it is very small, but I doubt whether they would get much better discipline, as far as mere mental discipline is concerned, from any other system; I doubt it very much, and I am quite sure that they would lose very considerably in real cultivation.

1066. It has not, I apprehend, been tried anywhere?—Not in that way; not completely. It is tried at Cheltenham. There there are two distinct compartments working side by side. Again, it is tried at Marlborough. Marlborough is a very good instance.

1067. (*Mr. Vaughan.*) I suppose that bifurcation would involve a change in the whole system of the school;—it would involve the doing away of the system of governing by a single form?—No, I think not. At Marlborough if a boy goes into the side line he never gets into the sixth.

1068. In that case you have two systems, and one set of principles, which act on one system, but which do not act on the other?—Yes; I may confess that my inclination on first coming here was strongly in favour of bifurcation.

1069. For another purpose and with reference to the list of Rugby honours at the University, I wish to ask you as a matter of fact, whether there have not been a great many scholarships opened at colleges for classical and mathematical attainments during the last four or five years?—Yes.

1070. Are not the good scholars of Rugby beginning to derive great benefit from their successes in these competitions?—Yes; it is now I think an exception for a boy who leaves this school with an exhibition not also to have already got an open scholarship at one University or the other. We gave six exhibitions last year, the exhibitions varying from 40*l.* to 80*l.*, and I think five of the winners had also got scholarships. I think no one of the five had less in that way than 120*l.* a year, and some had 150*l.*

1071. (*Lord Lyttelton.*) There is a question arising on Table C. In the sixth form (your highest form) I find there is no English verse original composition and no Greek original composition of any kind. If I had looked no further I should have taken it for granted that as the sixth form did not do it no one else did, but I find that in the fifth form second division they do compose two copies of original English verse, and even in the upper middle form first division they compose occasionally both English verse and prose, so that the upper part of the school does none of these things when the lower part is doing them?—You observe that is two copies in the whole year. The master had a fancy to give his form Greek verse to do.

1072. It is not necessarily so?—No.

1073. The sixth form might have it at another time?—Yes; it did so happen that in the course of that year there was no such thing.

1074. Greek original composition is perhaps the highest attainment of all?—Perhaps it is.

1075. (*Mr. Vaughan.*) I would ask in the same

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direction why it is that there is a systematic cultivation of English composition, in three or four lower forms ending with Mr. Arnold's form, that is to say, the second division of the fifth form, which is discontinued in the upper part of the school?—I think you will find it is systematic nowhere except in Mr. Arnold's form. It is two or three copies a-year.

1076. It is systematic as being found in three or four forms?—That is a mere accident. The masters are allowed a discretion as to that.

1077. There is one case of 20 copies in Mr. Arnold's form?—Yes.

1078. That is not occasional, as the Greek was? It is 20 copies of English prose translation?—Yes.

1079. And in the form below there are also copies though they amount to few?—Yes.

1080. Of course with regard to English, there may be a reason for not having it often, but it occurs in all those forms?—It merely represents the discretion of the master.

1081. But still it does appear that in one lower form there is a great deal, and in other forms an occasional amount of English composition which is dropped entirely in three upper forms?—It is not dropped in the sixth.

1082. Why is there no repetition of Greek verse in the sixth form? There is a great deal of repetition of Latin verse, Juvenal, Lucretius, and Virgil, but none of Greek verse?—The only reason is that the Latin verse is so very much wanted. There has been repetition of Greek verse in the sixth form.

1083. You think the Latin more useful?—Yes; I do not say I should always think so, it would depend on the boys.

1084. Is there any reason for there being no repetition of Latin prose either in the sixth or in the twenty?—No reason at all except that verse was thought more useful. There has been at other times; though not in this year.

1085. Is there any particular reason for there being no English repetition. There is a great deal of English repetition in the form below, but no English repetition in the sixth and twenty?—Simply that the other is more wanted.

1086. (*Lord Lyttelton.*) Do you think that with a view to the power of accurate expression in English, there is enough done in the way of translation into English generally?—I should say yes.

1087. (*Mr. Vaughan.*) Is it found easy with the variety of work that is given to the different forms in the upper school, to frame an examination which shall give the same papers to all of them?—It is tolerably easy; they are not examined in the whole of the work done in the form.

1088. You take the common points?—Yes, and give special papers to special forms.

1089. Then there are some special papers?—Yes.

1090. I understood that all the forms in a particular branch of the school had the same papers?—They have very nearly. That describes the bulk of the examination, but we modify that to meet particular cases.

1091. (*Mr. Thompson.*) I see there is no English verse; I suppose that is accidental?—We have set English verse in the sixth form, but it is very rare indeed.

1092. (*Mr. Vaughan.*) What I observed with regard to the work of the parallel forms generally applies also to the repetition, that the repetition in one form is totally different in its character from the repetition in a parallel form?—Yes; I think it is quite different. I do not think they have ever been kept together in their repetition.

1093. May I ask whether you do not think that to save the time that is given to classical studies is of great importance, and that for that purpose the organization of the work that is to be done in each form is of great importance: I mean the forming of it all into one system, and making it all coherent and part of one single plan?—I think it of great importance that it should be complete, but it is absolutely necessary in order that such work should be perfectly healthy, that there should be large discretion left to individual masters. A really able man will not teach so well if you tie him up too tight.

1094. Why do you teach Greek verse before you teach Greek prose?—We consider that as a general rule, Greek verse would be very much easier to teach than Greek prose. With the exception of mere single sentences, I should say it was much easier to teach Greek verse than Greek prose, as it is easier to teach Latin verse than Latin prose.

1095. Is that the principle you act on in Latin?—Yes; we teach free verse before free prose.

1096. (*Lord Lyttelton.*) What is the first Latin verse you begin with?—Penrose's Exercises. The boys get into free verse much sooner than free prose. They begin with prose when they have to translate a word of English into a word of Latin; in doing verse they come to translate a line of English into a line of Latin.

1097. I do not quite understand what you mean by free verse and free prose?—I mean where you take a line of English, and translate it into a line of Latin. In the other case you translate a word of English into a word of Latin. There is much greater freedom in the verse than in the prose, and altogether the verse must precede the prose. I find it to be so quite as a rule. I should have said, that in any public school you would have found this.

1098. (*Mr. Thompson.*) For one man who can do Greek prose, there are two or three who can do Latin prose?—I should think you would find a larger proportion than that. To write good Latin prose is a rare accomplishment for a boy, but Latin verse is a thing you can get from every boy. You can get it as good from a boy as from a man very often.

1099. (*Mr. Vaughan.*) Is it accidental that the study of English history is begun and dropped again, and the study of classical history is begun and dropped again?—It is accidental, and it was in consequence of observing that, before the Commission had sent us their tables, that we constructed that cycle. That cycle is a sort of instance of how we are perpetually meeting such things.

1100. (*Lord Lyttelton.*) The effect of the cycle will be to make your system *pro tanto* more definite?—Yes.

1101. (*Mr. Vaughan.*) I observe that there are through all the public schools nearly the same exercise books used. How do you protect yourselves from the use of keys upon the part of the boys, where you have so very few exercise books?—The great bulk of the exercises are done in the school.

1102. In the lower part of the school?—Yes, till you come to the fifth.

1103. But I observe, there is an exercise book of that description very high in the school?—Yes; they have that in the twenty. A boy in the twenty would not think of such a thing as a key.

1104. The tone of the school would prevent it?—Yes.

The witness withdrew.

The Rev. Charles Alleyne Anstey, M.A., and the Rev. Henry James Buckoll, M.A., examined.

Rev. C. A. Anstey,
Rev. H. J. Buckoll,

1105. (*Lord Clarendon.*) I do not know that we have any special matters to ask you for information upon, but you have been longer acquainted with the school than anybody here, and we shall be glad of any you may like to offer us, particularly on the early periods of the school, and the changes that have since taken place; and what you think has been the practical effect of those changes. Perhaps one of the first matters to which I would ask your attention to would be as to the consultations which took place

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before Dr. Arnold's time between the Head Master and the assistant masters?—(*Mr. Anstey.*) That practice did not exist in Dr. Wooll's time. On occasions of disturbance in the school he used to call a meeting of the masters and took their opinion; but there were no periodical meetings at all.

1106. No system?—None whatever.

1107. (*Lord Lyttelton.*) A complete alteration might be made without any formal intercourse with the masters?—Yes; Dr Wooll did not usually consult the assistant masters on occasions of alteration in the school system. They met for the decision of the prizes. The votes were sent in under sealed cover, and the majority decided the prize.

1108. In any question of difficulty would not the Head Master naturally consult the assistants?—Yes, if there was any difficulty.

1109. (*Lord Clarendon.*) When he was in trouble?—Yes.

(*Mr. Buckoll.*) Dr. Wooll used to walk about on the pavement in front of the school gate in the morning a little before second lesson, so that if anybody had anything to say to him they met him there.

1110. (*Lord Lyttelton.*) I do not understand that he was unwilling to hear anything, but that there was no regular system?—There were no periodical meetings.

1111. (*Lord Clarendon to Mr. Anstey.*) In what manner did Dr. Arnold introduce it?—Very soon after he came; so far did he consider these meetings desirable that he proposed and held out for some time meetings of the masters at dinners, where we used to meet and talk over matters connected with the school, and besides that we had meetings once in every three weeks.

(*Mr. Buckoll.*) At one time under Dr. Arnold we had a meeting every morning for about a quarter of an hour before second lesson.

(*Mr. Anstey.*) This shows what the feeling on his mind was; how necessary it was to have the support of the masters, and to consult them and make a common matter of the business and discipline of the school.

1112. (*Lord Lyttelton to Mr. Anstey.*) Did Dr. Tait and Dr. Goulburn continue the same system?—Yes.

1113. (*Mr. Thompson.*) Were the meetings held once a month?—Once in every middle week as we call it. According to an old practice of the school every third week there was a half-holiday, that half-holiday was the time for our meeting.

1114. And you met regularly once a month?—Once in three weeks.

1115. It is stated once a month in the evidence?—Sometimes it was oftener, sometimes not so often.

1116. Do you think that is quite enough?—Yes, unless anything particular occurs.

(*Mr. Buckoll.*) These meetings had been dropped a good deal in Dr. Goulburn's time.

(*Mr. Anstey.*) Yes.

1117. (*Lord Clarendon to Mr. Anstey.*) Do you consider that once in three weeks is sufficient?—I should say so.

1118. At these meetings everything connected with the management of the school is brought forward?—Yes; any changes that may be thought desirable are brought before the masters, and each master is asked his opinion.

1119. And the consequence is what you consider to be a very harmonious working of the school?—Yes, and conducive to the good of the school.

Mr. Buckoll.) It is attributable in a great degree to this that we have so very harmonious a working of the school.

1120. (*Lord Clarendon to Mr. Buckoll.*) I do not know whether there is anything you could suggest as desirable, any alteration in the system; of course you have seen all that has been printed?—Yes.

1121. I believe Dr. Temple communicated with the other masters, did he not?—Yes.

1122. His letter is, in fact, a joint production?—Everything was considered at one of these meetings.

1123. Therefore having been examined at such length, he is, in fact, the spokesman of the rest?—Yes.

1124. (*Lord Devon to Mr. Anstey.*) I should like to ask, as you have been some time at the school, what is your view of the position, powers, and responsibilities of the sixth form, which is rather a distinctive feature in the school; do you attach considerable importance to it?—I do attach very great importance indeed to it; of course there are evils also connected with it. It is obvious to every one that the power may be often abused, but there is an appeal from the authority of the sixth form to the Head Master, which I think keeps it in tolerable check.

1125. Do you think that power of appeal is often used?—Not lately, but there have been instances.

1126. (*Mr. Vaughan.*) Have you often known of cases of the power of the sixth being abused?—Not often.

1127. You have known cases?—Yes; but not lately. I do not know of a single instance in the present master's time.

1128. (*Lord Clarendon.*) Has the authority of the sixth form been in force on its present footing ever since you knew the school. When you first knew the school, was it just the same?—Yes, with the modifications which the different arrangement of the forms required. Thus, in Dr. Wooll's time the fifth (there being no twenty at that time) was the only form exempt from personal fagging, now the twenty and two fifths are exempt.

1129. (*Mr. Vaughan.*) My recollection confirms that of Mr. Anstey and Mr. Buckoll, that it was as stringent when I first came to the school as I have ever heard of its being since.—(*Mr. Anstey.*) Yes; when the rebellion took place in Dr. Wooll's time, that was entirely on a point of discipline connected with the sixth form.

1130. Did not that rebellion injure the school?—I think it did materially.

(*Mr. Buckoll.*) I think in Dr. Wooll's Head Mastership, I mean from the earliest time I knew the school, the authority of the sixth form was of great advantage; it prevented bullying by the big boys in a great degree.

(*Mr. Anstey.*) The system seems to be an extremely good one, of allowing the sixth form to settle little matters without the interference of the master. I think there are many things in the school which are so entirely of a schoolboy character, that the boys themselves are better judges of the proper punishment of the offence than the masters. There are so many things that the boys can punish among themselves better than the masters, and punishments so inflicted are really felt by the boys, even more deeply than if they were inflicted by the master.

(*Mr. Buckoll.*) Even in the earlier times of the school it acted for great good. It has struck me very often since, that in some respects public schools, even then, were not so bad as they have been considered; in their bedrooms at night almost everybody said their prayers, and that practice was protected by the sixth form. The exception was with the boys who did not say their prayers.

1131. (*Mr. Vaughan.*) Do you share my impression, that as to the state of the school before the time of Dr. Wooll's leaving some misapprehension has prevailed.

(*Mr. Anstey.*) Yes. It is quite incorrect to state that the boys in his time did not say their prayers at night.

(*Mr. Buckoll.*) In the time you remember it, there was a great improvement in the school from what it had been before; stealing fowls, for instance, in former times had been a very common thing.

1132. (*Mr. Vaughan.*) Stealing fowls in my time was a thing rare and disgraceful to the offender, and the sixth-form boys found it out when it was

done ?—(*Mr. Buckoll.*) In my time I think some of them would have joined in it themselves. There was a change for the better going on all that time.

1133. (*Mr. Vaughan to Mr. Anstey.*) Do you concur in the opinion that the power of the sixth-form as it exists now in the school, to the fullest extent that exists now, existed even before the time of Dr. Arnold ?—Yes, I think so, certainly. There was one thing which Dr. Arnold did, he legalized the punishment by the sixth. I do not know that it had ever been actually legalized before ; it had always been connived at and considered as a regular thing.

1134. (*Lord Devon.*) Do you both agree in thinking the authority of the sixth form of any importance in keeping up the intellectual character of the school ?

(*Mr. Buckoll.*) Yes, in all respects.

(*Mr. Anstey.*) It requires great watching no doubt, and great intercourse between the Head Master and the sixth form, and a certain friendship and acquaintance with them.

1135. (*Mr. Vaughan.*) Do you recollect individual cases in which the sixth form abused their power in times gone by. I mean individual sixth-form boys ?—I should doubt whether they did it as sixth-form boys ; they did it in spite of their being sixth-form boys, and not in consequence.

1136. (*Lord Clarendon to Mr. Buckoll.*) Has there been any modification introduced into this power of the sixth form to prevent any abuse of it ?—The right of appeal has been introduced. When Dr. Tait was ill for a whole half year, this matter was brought under the serious consideration of the assistant masters, to whom the management of the school was then confided. The sixth form contended that there was no appeal from their power ; we had several meetings and decided that there must be ; it was fully decided then ; any boy may appeal to a master before any punishment is inflicted by the sixth.

1137. (*Mr. Vaughan.*) I do not think that was an understood thing when I was there. It was never dreamt of that a boy might appeal ; of course, he might go afterwards and complain.

1138. (*Lord Clarendon to Mr. Anstey.*) He can now arrest a sixth-boy's hand ?—Yes.

1139. And he can appeal to the sixth in full number, or to the Head Master ?—Yes.

1140. He need not do both ; he may do whichever he pleases ?—He may do which he pleases.

1141. He may arrest the sixth-form boy's hand in the act of punishing ?—Yes.

1142. (*Mr. Vaughan.*) I do not recollect any appeal to the sixth form when I was at school ?

(*Mr. Anstey.*) From the body of the sixth they may appeal to the Head Master.

1143. (*Lord Clarendon.*) You have just alluded to the feeling there was about the boys saying their private prayers of an evening ; is that generally the case ?

(*Mr. Buckoll.*) I think so certainly.

(*Mr. Anstey.*) In my house it is the case certainly.

1144. And a boy is not laughed at ?—(*Mr. Anstey.*) No, on the contrary a boy who did not say his prayers would be thought ill of by his schoolfellows.

1145. (*Lord Devon to Mr. Anstey.*) As to the division of the day, do the boys breakfast with you ?—No ; in the hall, all together.

1146. Do they dine in the hall ?—Yes, and sup ; but not with the master. The master occasionally takes dinner with them. I do not think the habit of dining with them is adopted at any of the houses.

(*Mr. Buckoll.*) Yes ; in some of the houses I think it is carried on ; I was not aware of it till the other day.

1147. (*Lord Clarendon to Mr. Anstey.*) Have you a boarding house ?—Yes, I have.

1148. Where do they dine in your house ?—In their own hall ; and they have a hall expressly set apart for them. It is connected with the house, but is not one of my own rooms.

1149. Are they perfectly satisfied with their diet ?—I think it is a very rare thing to hear complaints.

1150. Is there no difference made between the foundationers and the other boys ?—The foundationers are not in the houses.

1151. They are sometimes ?—Yes ; a few.

1152. I mean in any other respect ; either in the teaching or in the games ?—Not the slightest is recognized by the masters, all the boys are on a perfect equality except by their own fault. Some of the town boys of humble parentage do not join with others, but it is their own doing.

(*Mr. Buckoll.*) I think we must say, in justice to the boys of humble birth, that when their conduct and habits are good and respectable they are not avoided by the rest of the boys.

1153. (*Lord Lyttelton to Mr. Anstey.*) They are marked ?—I do not see how you can avoid it.

(*Mr. Buckoll.*) It depends on the boys themselves.

1154. (*Lord Devon.*) What number do you suppose of the foundationers are sons of tradesmen in the town ; are there a dozen ?—Yes ; there have been more.

1155. (*Mr. Thompson.*) Are they boys who are intended by their parents to be brought up to professions superior to their own ?—Some of them are. It is more from the habits of the boys themselves, just as in the case of non-foundationers, that they get disliked. I know there are some sons of tradesmen here who are treated as well as the other boys of the school.

1156. (*Lord Lyttelton to Mr. Anstey.*) Do you think the tradesmen are aware of that state of things ; and does it operate at all to deter them from sending their boys to the school ?—I think it must.

1157. (*Mr. Thompson.*) Could you say whether it would be desirable to raise on the same foundation a sort of secondary or inferior school, or is the town not large enough ?—I should think the town itself would hardly support such a school if the present rules of the foundation were observed.

(*Mr. Buckoll.*) A committee of masters was appointed to consider the feasibility of this, but they found so many difficulties in the way that the project was abandoned.

1158. (*Lord Clarendon to Mr. Anstey.*) What do the masters and those who keep boarding houses see of the boys on Sunday. Do they see anything of them in the evening, or do they associate with them of a Sunday evening ?—I think the extent of that is not very great ; the numbers being very large, you cannot very well see in your drawing room 30 or 40 boys. Not only on a Sunday in particular, but on other days, I think it is the general practice to see boys frequently and to have an acquaintance with them, and I think it is also the practice in the houses to give a lecture to the boys on Sunday evening.

1159. On religious and sacred subjects ?—Yes.

The witnesses withdrew.

The Rev. C. T. Arnold examined.

1160. (*Lord Clarendon.*) You are an assistant master at Rugby ?—Yes.

1161. How long have you been there ? — Since 1841 ; 21 years.

1162. What branch do you teach ?—Classics. I also for a year had modern languages, but that was only as a matter of convenience.

1163. Had you both French and German ?—Yes.

1164. What part of the school do you take ?—My present form is the lower fifth.

1165. We understand that Dr. Temple's letter has been shown to all the masters, and therefore, that it is a common production of theirs, and that in the very long examination we have had of him, he has, in fact, been the mouthpiece of all the masters, and everything he has said has been in extension and illustration of

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that. We have, therefore, nothing very particular to ask you; but we wanted to know if you had any suggestions to make in any way; if you think any improvement could be introduced beyond what has been stated here in answer to our specific inquiries?—I do not see the way to any improvement by great changes. I think it is rather to be sought in details, and by having more masters. In truth we are short-handed.

1166. It is stated here, that 35 or 36 is the average number in a form?—Thirty-three, I think.

1167. Would you consider that rather more than can be undertaken without undue fatigue to the master, and with perhaps doubtful benefit to so many pupils?—No, I do not think it is at all too many; I think that in many lessons I can teach 40 or 50 quite as well as I can 30, but one is too sharply pressed; one has too little time. I do not think 30 is too many for teaching in many lessons.

1168. (*Lord Lyttelton.*) Supposing you have a class of 40, your objection to that is, that you are too much pressed for time in teaching them?—I consider that if a master has a form of 33, the whole work of that form is too great a pressure on his time. I understood Lord Clarendon to ask, whether I did not think the teaching of 30 was made less efficient by having so many as 33 in the class. You certainly cannot call the boys up so often.

1169. (*Lord Clarendon.*) It is an average of 33, therefore it is sometimes more?—Yes.

1170. (*Lord Devon.*) How much of the day is employed in the school, and how much in private tuition, ordinarily speaking, by an assistant master. In your own case, for instance?—It is rather difficult to say. Wednesday is a full school-day; three hours are employed in tuition, and the whole of the rest of the day in schol.

1171. (*Lord Lyttelton.*) That is about three hours more?—More than that; fully four hours.

1172. (*Lord Devon.*) Does that include the necessary employment in the evening in looking over exercises?—No.

1173. That comes besides?—Yes.

1174. You have worked on that account necessarily on an evening?—Yes.

1175. (*Mr. Thompson.*) What is the maximum number of hours that a master is employed?—I scarcely know. We have just altered our hours. On Wednesday a master in the upper school really was in from seven o'clock in the morning to half-past nine at night, with scarcely any interruption beyond something like an hour for breakfast, an hour for dinner, and an hour for tea. That has been altered now. On that particular day about which you asked there was a great press, and it would be an unfair day to take.

1176. On the average of the week what would you say it was?—I think it almost impossible to answer that question without consulting the tabular statement of work.

1177. It would depend on the rapidity with which a man worked?—Yes.

1178. (*Mr. Vaughan.*) How many private pupils have you?—I have 50.

1179. (*Lord Clarendon.*) That is practically the limit?—Yes. I have 52, but we are only paid for 50. If one has more it is because some brother of a pupil wishes to come.

1180. (*Lord Devon.*) Have you foundationers and non-foundationers?—Yes.

1181. With regard to the social position of the boys of these two classes in the school, are you aware whether a foundationer would be thought meanly of by a non-foundationer?—Not *as* a foundationer. Not at all.

1182. At the same time they would have some among them who from personal disqualifications, or the station of the father, would be looked down upon?—Yes; but this feeling is much more among the foundationers themselves than between them and the non-foundationers. One sees it, for instance, in choosing boys for cricket, and so on. They will avoid those boys who are not in their own station of life.

1183. (*Lord Lyttelton.*) But simply as a foundationer he would be on the same terms as the other boys?—Yes. The feeling is altered very considerably since I have known the school—during the last 20 years, from the fact of many eminent foundationers being here; eminent for ability, and in a good social position.

1184. (*Lord Clarendon.*) Your opinion, I think with respect to Rugby, and perhaps with respect to public schools generally, is that it would be better to perfect your present system than to introduce any radical changes in it?—Yes.

1185. In the letter you wrote you said you had seen a good deal of foreign tuition?—Yes.

1186. French and German?—German.

1187. And that the result of your reflections on what you had seen was greatly to prefer the English system?—Very much so.

1188. Perhaps you will be so good as to tell us what you have observed, and where?—In the first place, in German schools they have no games. I have seen schools at Frankfort and at Heidelberg, and when the present Principal of Wellington College returned from his visit to German schools, I compared notes with him, and I found it was the same with all. At the great public school at Schulpforte, I am told, they have no games.

1189. (*Mr. Thompson.*) Is that a boarding school?—Yes.

1190. (*Lord Devon.*) Where is that?—In Prussian Saxony.

1191. (*Mr. Thompson.*) I suppose the boys walk out?—Yes; and they have a professor of gymnastics.

1192. Are they taught to swim?—Yes.

1193. By a man?—Yes; they are very good swimmers.

1194. Have they no constitution, no polity in their schools?—No.

1195. (*Lord Clarendon.*) Is there no public opinion there. Is everything dependent on the master, or is the school managed at all by its own individual opinion?—I am not sure that I know enough to be able to answer that question.

1196. Have you any hesitation in saying that public school life is far more healthy and vigorous, and tending to the formation of a far more manly character, here than abroad?—I have none.

1197. (*Mr. Thompson.*) How about the things taught?—The teaching struck me as extremely abstract. There are boys in Germany who, if you examine them about the subjunctive mood and Greek particles, display an astounding amount of knowledge, but if you put them to construe a passage they do it with not half the life an English boy would.

1198. As to their composition, is it better or worse than ours?—I think it is not so good as in English schools.

1199. Not in Latin prose?—I think not.

1200. (*Lord Clarendon.*) Do they ever write Latin verse?—I never saw any.

1201. (*Mr. Thompson.*) Do they not begin Greek very much later in comparison than our boys do?—I do not know.

1202. Can you judge from the tables you have seen?—I should imagine a boy would not begin Greek till 12 or 13; I do not know.

1203. Do you think that boys in public schools in England begin Greek too soon?—I think not.

1204. Would they not get a greater hold of Latin if they began Greek a little later, and would they not learn Greek with greater effect, and have more time to acquire a thorough knowledge of French?—Perhaps they would; French ought to be begun very early; but they begin German too late, for it seems to me that the first difficulties of both Greek and German are of the same kind, that they are of the accidence.

1205. They require maturity of mind?—The declensions, conjugations, &c.?

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1206. No, but the construction of the sentence in German ?—Yes, that requires maturity of mind.

1207. A boy might be taught French who could not be taught German ?—Yes; but German ought to be begun early.

1208. Why ?—From having so many inflections.

1209. Would a boy ever acquire a good French accent who began with German ?—I do not think the pronunciation of either in our English public schools is sufficient to do much to injure that of the other; that is a point which we cannot pretend to help a boy with till he can construe very fluently. He does not often go to conversation classes till within a year of his leaving.

1210. (*Lord Clarendon.*) A master must pronounce certain words to him in the way of reading, and as he hears him read, and accordingly as the master gives him a good or bad pronunciation, he starts, and as he starts he will go on ?—Doubtless the pronunciation of single words may be taught correctly here; but the pronunciation of the whole, the rhythm of the read or spoken language, can only be required thoroughly by reading or speaking with a native, or in the country itself.

1211. Is it your impression that, generally speaking, a boy will have very little chance of speaking French well who has not learnt it before he comes to Rugby ?—Those boys who have learnt it in the nursery have a very great advantage.

1212. (*Lord Lyttelton.*) Do you know of your own experience of boys who began to learn French here, and who could pronounce it well before they had left ?—No; but I have known boys, who, having learnt French and German entirely at Rugby, were able, after a residence of a few weeks in those countries, to read and speak fluently.

1213. With regard to these conversation classes, how are they attended ?—Mr. Vecqueray will tell you more about that; he has had great difficulty with them, I know.

1214. (*Lord Clarendon.*) The modern language department was introduced by Dr. Arnold, was it not ?—Yes.

1215. French was taught here before his time, but I suppose it was made in a manner compulsory by him ?—Yes.

1216. As part of the form work ?—Yes.

1217. (*Lord Devon.*) Are you satisfied with the way in which modern languages and modern literature are cultivated now in connexion with this school ?—I think so.

1218. Would you suggest any improvement ?—No.

1219. (*Lord Clarendon.*) In the German schools you found considerable attention paid to foreign languages, particularly English and French, did you not ?—Yes.

1220. That is quite a part of their curriculum ?—Yes.

1221. (*Lord Devon.*) Do you think they pronounce English better than our boys pronounce French or German ?—That is very difficult to judge of. I do not think they do, because the peculiar difficulty of the English language is in the pronunciation, I mean the irregularity of it. I have heard "youth" pronounced "yowth;" I said, that is not correct; the answer was, "Dear me, you say 'cloud.'"

1222. Is the relation of the private tutor one of a confidential character generally ?—Quite.

1223. So that if a boy got into a scrape he would consult you ?—Yes.

1224. (*Lord Clarendon.*) It is more so if he is also his boarding master ?—Yes, of course. There is not 10 minutes in the day when he is in, that one or other of the pupils is not running up for something or other.

1225. And the boarding master has the general charge of him ?—Yes.

1226. Does it often happen that a boy's private tutor is not the same as the master of the house ?—In three cases; in the school-house, Dr. Temple is not tutor to any one; one mathematical master has a boarding house, and one modern-language master. In fact there are three such houses, containing about 170 boys.

1227. Neither of those masters are tutors to the boys ?—Only to those in the lower school.

1228. I do not know why they should not be ?—Because they are not teachers in classics.

I may say as to the two last questions I most cordially agree with Dr. Temple.

The witness withdrew.

The Rev. Charles Evans, M.A., examined.

Rev. C. Evans

1229. (*Lord Clarendon.*) I will take first the paragraph in which you say, "It must be remembered, "however, that a large number of boys leave Rugby "every year from lower forms, and to most of them I "think our system does but scant justice. I am not "speaking of the idle or the dull, but of a very large "class of boys of good natural abilities and industry "who yet do not reach high positions in the school. "At about 16 years of age their type of mind appears "to reach the length of its classical tether, and how-"ever much worked after that time it takes no polish. "Such boys are constantly passed in the race for "promotion by younger and more apt competitors, "and leave school at 17 or 18 years of age, very im-"perfectly educated, with little Latin and less Greek, "with stagnant and ill-informed minds, if not a "great disrelish for study and application of all "kinds." Surely this applies to the great majority of boys, does it not ?—To one half at least.

1230. You say, "They have never reached the point "at which the study of classics begins to acquire its "greatest value as an engine of mental discipline, and "apart from the moral and social advantages and the "unconscious self-education of a large school, their "last two or three years at Rugby are, I think, "almost unprofitable." Is that the result of your experience ?—Yes.

1231. That the last year or two here is not profitable to at least one half of the boys ?—Not otherwise than socially and morally.

1232. I mean educationally ?—Yes, intellectually unprofitable.

1233. You say, "It is quite true that in many "instances such boys grow into eminent men, and we "are tempted to confound *post hoc* with *propter hoc*, "forgetting how much may be due to natural force "of character and abilities developed in spite of, "rather than in consequence of, their early intellectual "training." I must say that is not a satisfactory result, but that it is the embodiment of the general opinion now with respect to schools, and has created a great desire for inquiry to know whether something better could not be devised for making, as you say, these last two years intellectually more serviceable to the boys; you think that this could be done by what we call bifurcation ?—Yes, I think it absolutely necessary to have distinct departments.

1234. You have considered that the change would be very great and important in its application to an established school with its tradition like Rugby ?—Yes, very great.

1235. In the latter part of your answer you say, that in new schools this would be more practicable than in old ones; but even at Rugby you do not consider the difficulties insurmountable, and think the experiment well worth a trial. In what way would you carry out that experiment, and what results should you anticipate from it ?—I think I should begin in the upper part of the school. I should begin with the formation of a Woolwich class, into which

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class no boy should be admitted who had not reached at least the fifth form. The fact of a boy having reached the fifth form presumes a liberal acquaintance with classics. I should be prepared to draft off such boys, and boys from the sixth and twenty into a Woolwich class.

1236. Why should you call it a Woolwich class?—I think there is such a demand at the present moment for Woolwich appointments, that we should at once get a large body of promising boys from the three upper forms if we could hold out to them the prospect of their obtaining valuable appointments at Woolwich. But I should not in any way restrict the system of education in this new department to the requirements of Woolwich.

1237. Then you would include under this new system the sixth form?—I would allow boys to be drafted from the sixth form into it.

1238. It would be done at their parents' desire; you would not make it compulsory; it would be entirely voluntary on the part of the boy with the consent of his parents?—Yes.

1239. You would not tell a boy, "You are doing "no good here, you must go into the Woolwich "class"?—We never could put such a pressure as that on a boy in spite of his parents. We could recommend it to the parents; in reality, the decision would rest with us, as in most cases the parents would act upon our advice, but I should not recommend forcing a boy.

1240. Would you desire a boy to leave the school whose parents declined to let him go into the new class?—No.

1241. It would be entirely voluntary?—Yes; I may be allowed to explain why I should begin at the top of the school. I think the great danger in trying such an experiment here would be that this second department would not in the face of the classical prestige obtain a status equal to that of the classical department, so that if such a thing be started here, I think it will be well to begin with the higher class of boys, so as to show the rest of the school at the outset that it is not an inferior department to which they are invited to come.

1242. (*Mr. Vaughan.*) Do you mean a higher form in the school?—I think if the new department were filled at once with boys from the middle or lower school, boys of advanced attainments or great ability would not be willing to go into it, because they would find their social status inferior.

1243. In what way do you think it would act on their social status?—A boy never reaps the full advantage of a public school, at least not at Rugby, until he has reached a high form. He does not mix with the *élite* until he has reached the fifth form.

1244. (*Lord Lyttelton.*) You think the difficulty would be in giving the system a fair start?—Yes, that is a great difficulty.

1245. (*Mr. Thompson.*) Would you continue to the boys drafted off into this subsidiary school the same privileges as the members of the sixth form now possess?—Yes.

1246. (*Lord Clarendon.*) How could a boy still remain in the sixth form, and have all the privileges and status of the sixth form, and yet go into the subsidiary school?—Subsidiary, but not subordinate. The sixth form in the new school must rank exactly on a level with the classical sixth form, or else we should be defeated.

1247. (*Lord Lyttelton.*) You have stated it with very great force in this last sentence: "Even if this," that is, perfect equality, "were secured, the unity of the "school, the strong bond of common tastes and inte- "rests and feelings, so valuable an element in our "present system would be endangered, to say nothing "of the increased difficulty of finding head masters "equal at once to the teaching and general super- "vision of such a double school." You have given full consideration to that?—Yes; but those remarks apply to Rugby in particular; here the welfare of the school depends to much on unity of action.

1248. (*Mr. Vaughan.*) Do you propose this plan for the purpose of assisting the career of boys hereafter, or for the purpose of giving them a good education, or both together?—I think you will find at the end of my answer to question 43, that I have alluded to that. I advocate it not on the narrow ground of special professional training, but in the abstract, as a valuable liberal education.

(*Lord Clarendon.*) You say, "Having acquired "a solid groundwork in Latin and Greek, they "might then be permitted to drop a certain "portion of their classical work (say, versification "and Greek) and devote the time thus gained to ma- "thematics principally, to physical science, history, "and modern language, care being of course taken to "guard against superficial smattering."—That meets exactly what I think are the requirements of the age, and what parents now desire, but know not how to achieve.

1249. (*Mr. Vaughan.*) I understand that you think that a valuable mental education would be afforded by the prosecution of the study of mathematics or physical science?—Combined with a groundwork of classics.

1250. (*Lord Lyttelton.*) Have you gone at all into detail in your own mind with regard to the quantum of Greek and Latin which you would still retain?—Yes.

1251. Can you state at all distinctly how far you would retain classics?—I think, if I had to work it myself for a continuance, I should be satisfied with their keeping up sufficient Latin to ensure a gentlemanlike and familiar acquaintance with a few good Latin authors, say, Horace and Virgil, or Horace and parts of Cicero, committing a great portion of them to memory.

1252. Not as composition?—No.

1253. (*Mr. Vaughan.*) Is it upon scholastic grounds, with reference to the status of the boy in the school, that you would propose to commence that sort of study so late in his career, and for that reason only. You mention, that unless a boy attain to a certain position in the school, "his social status is inferior," and for that reason it was that you recommended the commencement of these studies at that time. Is that your only reason for recommending it at that time?—I made those remarks in reference to the mode of starting such a scheme at Rugby; but beginning *de novo* I should not begin so late as that.

1254. Beginning *de novo* what course would you pursue then?—I should give the same education to all boys up to the average age, I think, of 15.

1255. Would that education which you propose to give up to the age of 15 be entirely classical, or would it contain in it the studies you have mentioned?—It would contain just the *instrumenta cognitionis* which all must have, the elements of mathematics; but the main part of the education would be classics.

1256. Do you think that at the tender years at which you now propose that they should study Latin only, the boy's mind is not fitted for the prosecution of the study of physical science?—I do. I think it is not fit.

1257. (*Lord Lyttelton.*) Not only at the time the separation takes place, but previously, would you diminish the amount of time now given to mathematics, physical science, and so on, and would make it more classical?—I should make the education up to 14 almost identical with the education a boy now gets up to that age, the staple being classics, mathematics, and French.

1258. (*Mr. Vaughan.*) If you look at the returns I think you will see that a boy gets no education in physical science up to 14?—Not often; unless he happens to be a very precocious boy, who is high in the school. It is then competent for him to get such an education.

1259. Have you had an opportunity of forming an opinion as to the powers of the boys at an early period to learn physical science?—I was at a school myself

where mathematics were pressed on the boys at a very early age, but not physical science.

1260. I ask specially as to physical science, conceiving that to be very distinct from mathematics in the requirements which they make on the mind of the learner?—I should say the sciences of observation, such as botany, and a great part of chemistry, are quite open to the comprehension of boys at the average age of 13 or 14.

1261. (*Lord Lyttelton.*) When you say the average age, I understand you to mean that in some cases a separation might take place earlier and sometimes later?—Yes.

1262. According to circumstances?—Yes.

1263. But probably you would not think of it earlier than 14?—No, never.

1264. (*Lord Clarendon.*) Do you not think that in the case of a boy whom you would recommend to go into the subsidiary school and no longer to continue in the sixth form, there would be a sense of inferiority and a sense of shame, that he would consider himself rather degraded? — Not if well started, and the difficulty will be in that.

1265. (*Lord Lyttleton.*) You propose to drop Greek altogether?—I should be willing to drop Greek; but if it were desirable for particular reasons for a boy to continue Greek he should have the opportunity.

1266. (*Mr. Thompson.*) Suppose a boy intended to go to the University of Cambridge, and he is conscious that he has no turn for classics, and has a decided turn for mathematics, you would put such a boy as that in the new department?—If I had to construct it myself I should try to make the new department so good that it would be worth while for a boy of that sort to go into it. The amount of classics he would get would be enough to qualify him for passing the "Little go."

1267. Do you not think, if it were so constructed, that it would admit boys who were intended for the University and for active competition at the University; that in that case it would be looked upon as of inferior importance?—I think not; all would depend on the way in which it was started.

1268. Even as a mere training school for active competition at Woolwich, and the like, you do not think it would entail a loss of caste?—No; I think not.

1269. (*Lord Devon.*) Do you attach high importance to the sixth form in connexion with this school?—Yes; very great.

1270. So that any change in the system which would at all impair the working of that portion of the system would be prejudicial?—I think it would be fatal.

1271. (*Mr. Thompson.*) You could not bring the sixth form into such close relation with the Head Master in the new department?—I think the present Head Master might do it. I think many men could do it. In many lessons they might be combined so as to bring them into contact with the Head Master.

1272. (*Lord Clarendon.*) I do not know whether you have talked of it to any of the higher boys; are you aware what the opinion would be in the school about such a change?—I do not. I fully admit that there are many difficulties in the way; but I think, under a wise Head Master, they might be overcome.

1273. (*Mr. Vaughan.*) With regard to those boys in whom you have observed that the two last years of their school life have been intellectually unprofitable, do you observe that that failure begins to take place at a particular part of their career, or that throughout the whole of their career there has been an inaptitude to those things?—The moment they are called upon to comprehend the finer parts of scholarship they slacken. They get through a certain mechanical part of their work exceedingly well, and they are often very accurate and very painstaking boys, but without taste or any aptitude for the nicer points of scholarship.

1274. You think, as long as they are carried through the grammar and the earlier parts of the teaching of the language they advance as other boys do?—Yes, I do; and I think they are boys who, if carried through large portions of Homer, would have a very great relish for the beauty of the writing.

1275. (*Lord Lyttelton.*) You mean they receive great benefit from what they have done in classics up to a certain age?—Yes, great benefit in the logical training, which the study of grammar gives; but they never read a sufficient amount of classics to make any impression. The moment a boy reaches the upper school a good deal of scholarship comes into play, and unless he is a sharp boy, with a certain aptitude, he will not get on.

1276. (*Mr. Vaughan.*) It seems to me to go a little further, because I understood you to say that you think this is the case with one-half of the boys in the school. So far as I understand your reasons for it, the same reasons would have led me to expect that it would be the case not with one-half, but with the general mass of the school; and that it would be only those who had a great aptitude for classics who would be exception?—When I said one-half, I meant one-half of those who left the school above a certain age.

1277. I thought you meant one-half of the boys. I should have anticipated that you would rather have divided the boys into two kinds; boys that really had had their minds adapted to the finer parts of scholarship who ought to be carried on to those finer parts, and who, of course, would be few, and the other boys, who would be the great mass of the school, who were not capable of that; and so your reasoning and your remedy would apply rather to the main than to anything like an equal part?—I think at this moment it would apply to 200 boys in the school. I think I could pick out 200 who would be better for the new department.

1278. (*Lord Devon.*) What branches of instruction would you include in this second department?—A very few, so as to avoid a smattering. Mathematics, modern languages,—

1279. (*Mr. Vaughan.*) You would include history?—Certainly.

1280. Would it apply to the teaching of natural science as well as mathematics?—There would always be one subject in natural science which I should aim at teaching fully.

1281. I infer from what you say that you consider that physical science commenced at that period of life would carry on the discipline of the mind effectually?—Yes, combined with mathematics.

1282. Do you think that would be essentially necessary?—I think it would be much better, and would tend very much to clearness and precision. I do not propose in any case to drop Latin.

1283. (*Mr. Thompson.*) Would you hear them do their Latin lessons with the other boys?—Yes.

1284. (*Mr. Vaughan.*) You propose to drop Greek, but has it ever struck you that there is another alternative possible, viz., to drop some subject of history?—I do not think you would gain sufficient time.

1285. Take the three branches of history stated here—Jewish history, Roman history, and English history. Suppose a boy to continue his Greek education, would it be impossible, do you suppose, for him to continue his study of the language and to cut off his study of history, and to adopt that of natural science?—Possibly; but all those three subjects do not occupy one-sixth of the time given to Greek.

1286. Does it not strike you that there is gathered round what is called a classical education so much beyond what used to be considered a classical education, which was the mere instruction in the language, that the impediment to additional studies consists not entirely in the study of the classical languages, but in those auxiliary subjects, for instance, history and geography?—I am not sure that I see the meaning of your question.

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1287. Many years ago classical education was supposed to consist of Greek and Latin, the languages alone; but now there has been a good deal of historical and geographical knowledge that has been added to to that?—Yes.

1288. I wish to ask you whether a part of the impediment to the study of physical science and mathematics is not owing to the amount of time given to those auxiliary subjects that have gradually gathered round?—I think not.

1289. (*Lord Lyttelton.*) I rather inferred from what you said just now that you would think any amount of separation between the boys to be in itself bad, therefore your object would be, whenever you could do so, to continue the boys in the same exercises and working together?—Yes.

1290. (*Lord Devon.*) Without an absolute division into departments, would it not be possible to devote a larger portion of time at Rugby to mathematics and physical science than at present is given without any such interference with the system as would result from the opposite course?—No; we have already widened our curriculum as far as possible. I think if a boy were to attend to anything more we should lose the high finish of our classics.

1291. (*Mr. Vaughan.*) Could you not as to some boys keep the advantage of the classical languages by separating them from the auxiliary subjects to which I alluded?—I think not. I think in geography and history very much is said in a lesson by way of illustration which is part and parcel of the lesson, and if you strike it out, you must get a different class of teacher.

1292. But the special teaching of the existing Rugby cycle of history and geography of several nations might become optional?—I think you will find that the time given to those subjects is one twelfth of the time given to Latin and Greek, so that the gain would be very small. There is only one lesson in ancient history a week.

1293. And in English history?—They are not taught simultaneously.

1294. Are there then only two historical lessons a week?—Only one purely historical.

1295. Is not that one of the subjects which boys learn by themselves?—They have to prepare 150 pages of history, which a sharp boy would do in a few days. Perhaps I may be allowed to say that I consider that this second department would after all give a kind of education inferior to that given at present. I believe that a purely mathematical education will not train the mind in the same way as a classical education thoroughly carried out.

1296. (*Lord Clarendon.*) But you say you do not succeed in thoroughly carrying it out?—Not in many cases; but where successful, the classical system is really the higher education.

1297. If a boy can take it in, and really avail himself of it?—Yes.

1298. But those boys, you say, are few?—The type of mind which cannot take in classics is very numerous.

1299. (*Mr. Thompson.*) But under any system, I suppose, there would be boys who would not do much good?—That is true.

1300. Do you think you would get 20 per cent. more of active industry by the arrangement you propose?—More than that considerably. I should rather say profitable than active industry; many of those boys are industrious, but they do not get on.

1301. As to diminishing idleness, what appreciable effect would it have? It would not be a refuge for the idle would it?—Certainly not, if the standard is pitched high enough.

1302. (*Lord Lyttelton.*) Does there appear to you to be any analogy between this system and the Cambridge system?—I have not thought of it.

1303. I believe the Cambridge system fully admits the principle of bifurcation as something less than one-half of the undergraduates' time is spent before passing the "little go," and he may after that choose for himself the honours he is to pursue?—Yes.

1304. That would be a much stronger case of bifurcation than you propose?—Yes.

1305. But yours would fully adopt the principle?—Yes; I may be allowed to say that with plenty of convenience and with a master mind in the school it might be done.

1306. (*Mr. Vaughan.*) What would you do with the exhibitions in that case?—I have not thought of it.

1307. Do you not think a step would be necessary?—Practically you would find that intending exhibitioners would stay in the classical department, until at least these new subjects command more scholarships and fellowships at the Universities.

1308. In order to give effect to your system would it not be all the more desirable on that account to make changes in the destinations of the exhibitions?—I think not. As it is I find boys willing to enter such a department as affording a better training for practical life at an early age.

1309. (*Lord Clarendon.*) How many years have you been assistant master here?—I shall have been here 14 years at Midsummer.

The witness withdrew.

The Rev. R. B. Mayor and J. M. Wilson, Esq., examined.

Rev. R. B. Mayor. J. M. Wilson, Esq.

1310. (*Lord Clarendon to Mr. Mayor.*) I believe you are a mathematical master at Rugby?—I am.

1311. How long have you been so?—Since 1845; 17 years.

1312. What part of the school do you take?—The school is divided into five divisions, and I take part in four.

1313. Which four?—In all but the lower school, which forms the fifth and last division in mathematics.

1314. In what way do you take those, how often do they come to you?—It varies in the different divisions; the sixth come twice a week to me, and once to Dr. Temple.

1315. What branches of mathematics do they take?—That varies according to the set they are in. The first set does the highest work.

1316. Do you think that sufficient time is devoted to it?—Considering the number of subjects we teach and the time we have, I do not think that the boys in general could give a larger proportion to mathematics.

1317. (*Lord Lyttelton.*) It is about 3 hours a week?—That is the average. The middle school has more; 3½ hours.

1318. (*Mr. Vaughan.*) It is four I think in one case?—Yes; but that set merely does half an hour's work more in school, instead of an hour's work out of school.

1319. (*Lord Lyttelton to Mr. Wilson.*) You are mathematical master as well as teacher of physical science?—Yes.

1320. (*Lord Clarendon.*) In what year did you take your degree?—1859.

1321. (*Lord Lyttelton.*) Do some of the boys become well acquainted with the elements of mathematics?—Yes.

1322. (*Mr. Thompson.*) They do not get to its application at all?—Not in a difficult subject.

1323. Do they reach the elementary hydrostatics?—Yes.

1324. In astronomy at all?—Popular astronomy.

1325. (*To Mr. Mayor.*) What is the highest mathematical degree taken by a Rugby man?—In my time we have had a fourth wrangler.

(*Mr. Wilson.*) There was a fourth wrangler at Rugby three years ago.

1326. (*Lord Lyttelton to Mr. Mayor.*) I suppose the capacities of boys vary very much in mathematics?—Yes.

1327. (*Mr. Thompson.*) What is the propor-

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tion of your pupils who are capable of being made to understand the differential calculus?—It varies very much at different times. At present the proportion is very small; I have had three or four times as many as I have this half. In the sixth just now there are only two fit for it.

1328. Do you think as a general rule that boys with good ability for classics, have also good abilities for mathematics?—As a general rule those strongest in classics are strongest in mathematics; almost always.

1329. Is there any difference between pure and mixed mathematics?—We do very little in mixed mathematics, but boys who do well in the one can generally do well in the other.

1330. Do you think there is any preference for pure mathematics in the classical mind?—I have noticed that a few boys, who were rather elegant composers than sound scholars, have been very incapable in mathematics; but the boy who sees through hard constructions will generally do well in mathematics.

1331. (*Mr. Vaughan.*) Have you formed any opinion with regard to Rugby boys, whether those who are high in classical attainments, succeed best in a mathematical or modern language school?—As a rule the strong men drop mathematics, and go on to classics. I have never noticed modern languages. I have never attended to the school lists at all.

1332. Have you observed to which of those two schools, the modern language and the mathematical school, the classical man takes most kindly?—No, I never saw the list.

1333. (*Lord Lyttelton.*) When a boy comes to the lower part of the school, he begins I believe with the writing master?—In the Lower school he is altogether in the hands of the writing master.

1334. As soon as he passes out of the Lower school, does he necessarily come into the hands of the mathematical master?—For two hours a week at least.

1335. He does not at once begin with so much as three hours a week?—When he once gets out of the lower school into the lower middle school, he has then four lessons. He comes twice a week to the mathematical masters, and twice a week to the writing masters.

1336. (*Mr. Thompson.*) Is any part of arithmetic taught by the mathematical masters?—Yes; we are responsible for the entire teaching of the upper school.

1337. (*Lord Lyttelton.*) Is there any man under you?—No. The writing master teaches the Lower school; he has that entirely to himself. The next mathematical division includes three classical forms, which are divided into five sets; he has nothing to do with the first set; the four others go to him twice a week.

1338. Those above come entirely to you?—Yes, except the two lower sets in the upper middle.

1339. Do you teach arithmetic as well?—Yes, the principles of arithmetic.

1340. In any but the lowest division?—Yes, all through the school. In the higher sets chiefly by every now and then giving examination papers in arithmetic.

1341. (*Mr. Thompson.*) Are you satisfied with the arithmetic of the Lower school?—(*Mr. Mayor.*) Certainly not. To do well, boys under 14 ought to give an hour a day to arithmetic, but we have not got the time.

1342. (*Lord Lyttelton.*) Do they come badly prepared to the school generally?—Generally.

1343. (*Lord Clarendon.*) What is about the average amount of mathematics that a boy goes away with from here?—An average boy who leaves at 18 will have gone through the whole of arithmetic, algebra to the end of the progressions, and the first four books of Euclid.

1344. (*Lord Lyttelton.*) You mean without extra private tuition?—Yes.

1345. They have the opportunity of extra private tuition in mathematics?—Yes.

1346. Do you know for how many hours a day a boy fond of mathematics would get private tuition?—He is actually with the private tutor three hours a week, and gives what time he can to preparation before he comes.

1347. (*Lord Clarendon.*) Is he with him three hours a week on mathematics?—That is besides the form work.

1348. (*Lord Lyttelton.*) Conic sections are not done in any set?—No, not by all the boys in any set. With three hours a week boys could not get so high, and keep up a knowledge of the lower subjects.

1349. (*Mr. Thompson.*) Do you find that the boys who go to Oxford take double as well as single honours?—Latterly they have not; it takes a strong boy in both to do it, and they have not courage to attempt it.

1350. (*Lord Clarendon.*) I do not know whether either of you gentlemen has anything to suggest?—No. Dr. Temple is very anxious to encourage mathematics, and is always willing to listen to any suggestions we have to make.

1351. Have you considered the system of boys in the upper parts of the school being put into a separate sort of school?—I think it is quite possible.

1352. Would you think that, in an old established school like Rugby, there was any insurmountable obstacle?—No, I do not think so. There would be difficulties of course. There would be this danger; in the first place, that idle and incapable boys would wish to enter this modern school to get off Latin composition and Greek.

1353. (*Mr. Vaughan.*) Could that be counteracted?—I should make a rigid rule that the boys in that division who would not work should leave.

1354. (*Lord Clarendon.*) Would you begin it with the highest and most eminent boys in the school?—Yes, if they showed a decided turn for mathematics, or if for some other reasons classics were of less importance to them than mathematics or modern languages.

1355. (*Lord Lyttelton to Mr. Wilson.*) Do you think so too?—I have considered the question a great deal, from seeing so very many boys here on whom a classical education produces but a very small effect, and I have observed it very much. It is a matter of opinion, of course, what amount they have gained; I think if a modern school were established here, there is so great a pressure for the army, that we should probably have nearly half in the modern school in a couple of years.

(*Mr. Mayor.*) A very large number wish to go in.

(*Mr. Wilson.*) At this moment I have 26 pupils; ten are for Woolwich, and they all will be obliged to leave Rugby, because they cannot get into Woolwich from here. If there was a second school, they could remain here.

1356. If you had a modern school, Latin being kept up, do you think boys leaving here could compete with those who, going to Woolwich some months before, have a special cramming tutor?—If there were, as they have at Marlborough, a special school given for cramming, then I think it might be done.

(*Mr. Mayor.*) The standard now required for Woolwich is altogether beyond boys of 18.

Mr. Mayor withdrew.

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1357. (*Mr. Vaughan to Mr. Wilson.*) How long have you been the teacher of physical science at Rugby?—Since I came here, three years ago.

1358. That was soon after taking your degree?—Half a year after taking my degree.

1359. Did you come here as teacher in mathematics or in physical science?—I was appointed, in February, to come here in August. I had studied no physical science experimentally, but Dr. Temple said he supposed I could get it up sufficiently for

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the purpose; he wished me, therefore, to employ my intervening time in learning it.

1360. Then, in fact, being a mathematician, you, for the purpose of teaching it at Rugby, grafted physical science on to mathematics?—Just so.

1361. That is three years ago?—Yes.

1362. During your stay, have you devoted more time in the week to mathematical science than to physical science?—More school hours, certainly, but with private pupils at one time less, when I had many pupils in the laboratory.

1363. I do not understand, from your written evidence, whether you spend the time with them in the laboratory?—I stay in my school about four hours a day, three days in the week working with mathematical pupils; during some portion of that time the laboratory pupils are in the laboratory, which opens into my school. They are at work at the analyses which I give them; I am not with them always, but if they have any difficulty, they can ask me questions.

1364. What is the reason of that rule, that no boy in the lower school is admitted to the natural philosophy class?—I made that rule myself, simply that it should be optional for me to refuse boys, unless they are foundationers, if I find they are not well qualified for it. I break that rule whenever I see cause; for instance, a clever lad came to me last year from the lower school, but he is now in the middle school; he was only kept back by an ignorance of Greek.

1365. You are bound to admit foundationers?—I cannot refuse them; but the Head Master can.

1366. If the Head Master chooses to receive them, you must?—Yes.

1367. Do you know what is the reason that in the lower part of the middle school, which is the lowest part in which there are any natural science pupils, there are so extremely few pupils compared to the upper school?—Partly from the age at which boys generally develop a taste for natural science, which I take it, comes not before 14 or 15; they then want to know something of it. Another and less dignified reason is, perhaps, that they are not sufficiently up in German, and would then be bound to become private pupils of the modern language master, in order to qualify themselves in German. Some who are so situated say they would prefer chemistry, and, therefore, I suppose I get one or two every half-year on those grounds.

1368. I observe the same proportion goes on increasing; does that explain the greater proportion of the sixth form?—No; it continually happens that the more promising and able boys who are strong in modern languages come into the natural science class towards the twenty and sixth form.

1369. Preferring it to modern languages?—Yes; they find that the one hour a week they give to French and German is sufficient for them, and they wish to know something of physical science.

1370. Do you think the variety of mental occupation which it gives is any reason?—The boys have more active minds who wish to do it, and they wish to have some scientific knowledge.

1371. Is it your opinion that the desire you speak of as arising at about the age of 15 or 16 is a desire which seizes on the more powerful minds, or the less powerful minds?—In both; and the weaker boys are continually coming, and they say they have a taste for natural science; that is for explosions, and such things. They are the most hopeless cases I have to deal with. It is a sort of curiosity which lasts a week. It is the stronger ones, who come and say they know nothing about it, that study science to any purpose.

1372. Are your boys of higher ability do you think than the average ability of the school?—Yes.

1373. Are they of the highest ability?—Yes, some are. Those whom I consider the strongest in the school are not necessarily the strongest in classics, though there are both in the sixth form.

1374. I think the sixth form has only one set of physical science students in it?—That is all.

1375. Is it not a consequence of having only one set in it that there are some boys who have been in that set for two or three years?—Yes.

1376. And that, therefore, they are in the same set with boys who have just commenced?—Yes.

1377. How do you find it possible to give lectures which shall adapt themselves to both?—I am lecturing now on chemistry for the second time. Those who really mastered the previous course of lectures I draft off into the laboratory, and they are doing practical chemistry there while I am lecturing to the others, so that I am not incommoded with the presence of two or three boys who would know everything I have to say in such an elementary course.

1378. In fact, your general lectures are addressed rather to the beginners?—Yes.

1379. Do those laboratory pupils pay for the laboratory?—No.

1380. That is your mode of meeting the difficulty?—That is my own private mode of meeting the difficulty.

1381. What is the cause of your having only one set with that variety of attainment in the class?—Because every hour in the week is occupied, and you could not possibly find me another hour to take them in.

1382. Your own time is very much occupied?—I think it will appear from the tables that I have no unoccupied time, except on Wednesday morning.

1383. I believe you are engaged so many hours at mathematics that you would not be able to do it?—It would be quite impossible, unless I cut off mathematical work.

1384. The fact is, that having the two branches to conduct, it is impossible to devote sufficient time to it?—Yes. At the same time I do not think it a very serious disadvantage. I think the boys learn very much from one another's answers and the remarks they lead to; and almost as much from those below, as from those above them in knowledge.

1385. How long have the prizes been established in natural science?—There was a valuable one of 10*l.*, which was established before I came; but which has since been discontinued. I have established privately a prize for practical chemistry every year, with which is combined some branch of natural science.

1386. How long has that been established?—One year. The laboratory has only been established this year. Besides that, I give prizes to those who obtain 75 per cent. in their marks in my periodical examinations on the lectures.

1387. Do you find any difficulty in assigning those prizes?—The analytical prizes will generally be very easily given, to the best analyst in the laboratory.

1388. With the other prizes do you find it difficult to ascertain a gradation in the merit at all. Do you find a greater difficulty in ascertaining the gradations of merit in this subject than in others?—No.

1389. Are the prizes in these subjects obtained in part by the general ability of the boy, *i.e.*, his analytical power of mind, and not by mere feats of memory?—By both.

1390. Do you find a greater difficulty in this subject than in any other in ascertaining the degree of intellectual power?—I should be very reluctant to give a prize of great value by paper examination alone, it should be combined in all cases with practical chemistry; the 75 per cent. prizes are simply prizes to encourage work.

1391. I believe there are fellowships and scholarships in the University devoted to physical science?—Yes.

1392. Do you know where there are any?—There are some at Christ Church at Oxford, some at Magdalene, and possibly some at Caius at Cambridge.

1393. Are there enough to make it an object of encouragement to men to study the subject at school?—In a general way, certainly not; at the same time I

have now a laboratory pupil who is specially preparing for Christ Church. I think in that respect that schools are in advance of the universities.

1394. (*Lord Lyttelton.*) Is that boy the sort of boy who must depend on his own exertions in life?—He is the son of a well known London physician, with a very strong natural bent for physical science.

1395. (*Mr. Thompson.*) Would you recommend a pupil of yours with a talent for this kind of science to combine a rigorous mathematical education with it. Is the combination of faculties in the one the same or nearly the same as that which leads to excellence in the other?—I think that natural science follows mathematics; in the case of an able pupil I should strongly recommend it.

1396. There are very few capable of mathematics who would be incapable of the higher branches of chemical science?—I have had no experience in teaching the higher branches, so I cannot say.

1397. Has Rugby got many who are studying in the university laboratory at Oxford?—There are two certainly; I think more.

1398. Have you heard of any at Cambridge?—I have not. I do not know where they could study it.

1399. (*Mr. Vaughan.*) Do you think that arrangements might be made in the school, for instance, by devoting the whole time of the natural philosophy teacher to natural philosophy instead of dividing it between that and mathematics, and other arrangements made by which the study might be encouraged to a greater degree than it is now?—Of course it might be done. If there was a man who gave up all his time to teaching those things; I think there would be more demand for it then than now. There is no very great demand for it at present, because the University does not take interest enough in it. If they would give a scholarship at Trinity or St. John's for chemistry they would get students for it. It is a question of demand and supply.

1400. If there were an odd exhibition given now and then for it?—If it were only now and then, I do not think it would have much effect.

1401. Supposing there was an exhibition given at stated times, say, every year, or an exhibition given periodically, and there were also scholarships in the University: would not that have the effect of very much increasing the study of it here?—I think it would do so, but not to a very great extent. I do not think an exhibition here would seriously affect it. I do not think it would be desirable.

1402. That would be another question; but whether it would have that effect, I asked?—It certainly would.

1403. Is the study as it is prosecuted here prosecuted to the degree to which you desire to see it prosecuted?—Not in the manner in which I should wish to see it prosecuted on the whole. I do not think it can be combined to a much greater extent than at present, with a classical education. If they are all to study classics, I do not think that they can do much more in natural science.

1404. You think if the present system is to be kept up it would not be desirable to have it increased?—I think classics would probably suffer if I took them three times a week instead of twice.

1405. Is there any arrangement which you could suggest which would be desirable?—I have much doubt in speaking, for I have had so little experience. But I think the alternative between modern languages and physical science is ridiculous. Those boys who wish for a modern education wish to do both, but they cannot do both.

1406. (*Lord Lyttelton.*) They are allowed to do both?—There are four who do it. They must be in the lower sets of modern languages, because the higher sets in the upper school come in at the same time.

1407. (*Mr. Vaughan.*) They are practically incompatible?—Yes; and it is advocated by the Head Master and other masters that boys should not do both.

1408. What would you suggest?—It would be that classics should be left as free and open as possible. There are some boys who gain nothing whatever from classics, and when they have reached the fifth form they might very well drop some part of their classical work; other boys might drop modern languages; but it should be left very free if natural science is to be much studied.

1409. Do you think it would be most advisable to state that which they should drop, or, for the purpose of assisting physical science, that you should give them an option of that which they should drop?—Giving them the option, subject to their tutor. It should not be left to their decision alone. I think it is an open question whether this would be a real gain.

1410. I meant optional, as everything optional is optional at the school?—There is another method of teaching natural science. There might be periodical lectures, say once in three weeks, to all the upper part of the school; popular and good experimental lectures every three weeks; and the natural science class (in which chemistry was taught) should be purely voluntary, not an alternative at all. There would be some difficulty, at the same time, as to obtaining masters here to teach natural science, because they generally reckon on young and inexperienced men undertaking it. When there was a change, the lectureship would have to be supplied from a distance.

1411. That would involve the question of what might serve as an attraction to the teacher?—Yes, I think it would serve probably to increase the class in natural science. A good lecturer would make it attractive. They would come within the sphere of knowing something about it and would wish to know more.

1412. (*Lord Lyttelton.*) With regard to the amount of attainment which boys can reach in natural science, how far could a clever boy go into it?—The University examiners for the exhibitions last year declined to examine in chemistry: I would not examine the boys myself, and I got the second master of King Edward's grammar school of Birmingham to examine them, and he reported them as being fairly well up in the chemistry of the non-metallic elements. They ought to be able to do that. They ought to be perfect in common qualitative inorganic analysis, and to have a fair notion of the other subjects, geology, physical geography, and perhaps electricity, and so on.

1413. (*Mr. Vaughan.*) I understand you that the state of the instruction and proficiency in physical science at Rugby, at the present moment, is not what you would absolutely desire, but you do not see a prospect of altering it without a complete change?—I think it is as satisfactory as anything else in the school.

1414. As the study of the classics?—Yes; perhaps it is.

The witness withdrew.

The Rev. P. Bowden Smith and G. Vecqueray, Esq., examined.

1415. (*Lord Clarendon to Mr. Bowden Smith.*) I believe you are an assistant classical master as well as a foreign language master?—In a very slight degree. The only classical work I have is superintending the private tuition of the junior boys in my own house as house master.

1416. How long have you been at Rugby as assistant master?—Since February 1852.

1417. (*To Mr. Vecqueray.*) How long have you been here?—Since 1859.

1418. You are exclusively modern language master?—Exclusively.

1419. French and German?—Yes.

1420. (*Mr. Thompson to Mr. Bowden Smith.*) Have you always taught French and German since

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you came?—Are you referring to my own teaching, or the teaching of the school?

1421. Your own teaching?—That has been my main work ever since I came. When first I came I was not so fully occupied. I had a little stray work put upon me; for instance, once I had an extra prose copy with a few junior boys in the sixth to look to.

1422. You never took a form?—No; I have had a boarding-house since 1854.

1423. Were you at Rugby yourself?—Yes.

1424. You were on the continent, I suppose?—I was on the continent some four or five years with my family, as a boy.

1425. Both in France and Germany?—Yes.

1426. (*Lord Clarendon.*) And that is where you learnt the languages mostly?—Yes. I confess I have learnt a great deal since I have been teaching here.

1427. All forms come to you?—Yes.

1428. You teach separately, do you not?—Yes; nor can we do the whole work ourselves.

1429. (*Lord Lyttelton.*) Mr. Arnold takes a part?—Yes; and he used to take more, but since Mr. Vecqueray has been here there is less need for him and Mr. Moberly to do so.

1430. (*Lord Clarendon.*) How much time do the boys devote to modern languages in the course of the week?—Only two lessons a week; that is two hours in school. That is independent of the time for preparation, and also independent of extra work.

1431. (*Lord Lyttelton.*) For prizes?—Yes, and in the shape of private tuition.

1432. (*Lord Clarendon.*) Are you private tutor to the boys in modern languages?—Yes; with the exception that Mr. Vecqueray takes two conversation classes in French and German; being much more fluent in speaking than myself he takes those classes.

1433. (*To Mr. Vecqueray.*) Perhaps you will have the goodness to explain these conversation classes. They are recently established, are they not?—Since I came. I understand they were the chief object of my nomination as additional modern language master. These conversation classes have generally been attended by eight boys each half.

1434. (*Lord Lyttelton.*) Are they the same boys, or do they vary?—No; eight on the whole. These classes are reserved for the more proficient boys, those who are qualified for them, and to whom it is a real object to obtain a wider familiarity with French and German.

1435. How low down in the school are they?—In the upper part of the school only. I take it that these classes are reserved for boys in the sixth or in the first set of the upper school, and those who take private tuition with Mr. Bowden Smith, and who get on well with him.

1436. (*Lord Clarendon.*) So that admission into these conversation classes is a matter of privilege?—Quite so. A privilege to be obtained by high position in the school or by good extra work.

1437. (*Lord Lyttelton.*) You select them, do you not?—Partly. Any of the sixth have the right to attend them, but I may select any of the first set of the upper school.

1438. (*Lord Clarendon.*) In what manner has this conversation class been conducted?—It depends on the proficiency of the boys. This half, I have eight boys really well up in French, and we carry on these conversation classes entirely through the medium of French. We do various exercises not done in the school, as well as reading a French author without translating it, with my merely stopping them here and there to ask questions either as to an unusual word or a difficult construction; my questions and their answers always being made in French.

1439. (*Lord Clarendon.*) The whole of your communication is in French?—All in French.

1440. That is the rule?—Yes. I began by real conversation, but I found that did not answer. I tried to make them talk on different subjects, but boys under such circumstances are shy to talk.

1441. So that it is now reading books and exercises?—Yes; which is a better medium. Another plan is dictation from some modern author or a French newspaper; and again, taking a French grammar written in French for French schools, going through it with them, and doing exercises *vivâ voce*.

1442. At what time of day is it?—At half past 12 one day and at half past 2 the other day.

1443. How often?—Twice a week.

1444. How long does the class go on?—For an hour.

1445. That is over and above the regular lesson?—Yes.

1446. (*To Mr. Bowden Smith.*) How are the boys able to get this time?—From the games. This extra work has to do battle with the games. There is ample time for the extra work, only it has to be taken from the games.

(*Mr. Vecqueray.*) That explains the small number. If they were taken from other subjects the number eight would be soon increased to eight times eight; but being taken from the play time, it is very difficult to get them to come.

1447. (*Lord Lyttelton to Mr. Vecqueray.*) Do you make it a chief object in these conversation classes to attend to their pronunciation?—Yes, of course.

1448. (*Mr. Thompson.*) Can you give us any idea, by example, of the amount of proficiency of the boys, the pupils that you have. What can they do now in German?—In German they are not so well up as in French, on the whole.

1449. Can they construct correct German sentences?—Yes, some of the better scholars can, certainly.

1450. If you placed before them a historical book, say, Lord Stanhope's Life of Pitt, would they be able to turn it into reasonably good German?—I think not.

1451. If you were to give them a comedy, an easy comedy full of polite conversation, would they have any idea of that?—Many would do that, but not those who have been exclusively educated at Rugby school. It is exceptional.

1452. Would they be able to do that in French?—I should say so.

1453. They obtain a greater proficiency in French than in German?—Certainly.

1454. You think it easier for them to learn French well than German?—Yes, I suppose it is.

1455. Would many of those who leave you be able on going abroad to speak French fluently?—There is the difficulty; I am afraid not; not many.

1456. One half of those who leave the school?—I think not.

1457. Do you think your conversation classes would enable them to do that?—I think they would; it makes all the difference.

1458. They would hold their own in French society?—I think they would be able to get on.

1459. If they had anything to say?—Yes.

1460. (*Lord Lyttelton.*) Can you get the pronunciation pretty good before they leave?—I think so; pretty good.

1461. Is any fair proportion of them tolerably grounded in French before they come here?—That varies very much.

1462. (*Lord Clarendon.*) Is it not rare to find a boy well grounded?—Yes, unless there is some particular circumstance to account for it, living abroad, foreign connections, &c.

1463. Or having had some foreigners in his family?—Just so.

1464. (*Lord Lyttelton.*) What is the size of your French class?—In the upper school I should say from 22 to 25.

1465. (*Lord Clarendon.*) French and German or French alone?—They are mixed together.

1466. (*Lord Lyttelton.*) Do you find them perfectly manageable?—Quite.

1467. No difficulty about discipline?—Not the slightest.

1468. (*Lord Clarendon.*) Do you hear the French and German contemporaneously?—No, they begin with French exclusively in the lower school, and again in the lower middle, and in the upper middle even they begin exclusively in French, then the upper sets of each part take up German. The upper middle is divided into five different sets. German is properly begun only in the third set; very little in the fourth set.

1469. Do you consider that you can give those who have been a certain time with you sufficient time and attention to be able to send them away well grounded in French at least?—Sufficiently well grounded for what?

1470. Well grounded in grammar and knowledge of the language, independent of speaking it?—Yes; I think so.

1471. (*Lord Lyttelton.*) Able to read French with pleasure and enjoyment to themselves?—I cannot say I have noticed that; I have had opportunities, but I cannot say that a boy has acquired that amount of knowledge as to take up at his pleasure a French paper that might fall into his hands.

1472. (*Mr. Thompson.*) Sometimes it is so, I suppose?—I have not noticed it.

1473. (*Lord Lyttelton.*) But for any purpose of necessity he could do so if he had a mind?—Yes.

(*Mr. Bowden Smith.*) Some of the boys of the sixth form, if they had a historical subject for their lesson, and had the choice of a French author, would prefer it; De Tocqueville, for instance.

1474. And they would have sufficient facility to enable them to do it?—Yes.

1475. (*Lord Clarendon to Mr. Vecqueray.*) You consider that they go with a tolerably good accent?—I think so, on the whole.

1476. Probably those who come with a knowledge of French come with a bad accent?—Yes.

(*Mr. Bowden Smith.*) The majority have been ill-prepared; the last few years I have noticed that the majority are worse prepared.

1477. (*Lord Lyttelton to Mr. Vecqueray.*) In boys who come here not much younger than 10 it would be of great importance to have them well-grounded in pronunciation and accent before that age?—Yes; it would be a great acquisition.

1478. (*Lord Clarendon.*) Do you not find it extremely difficult, if a boy comes here with a bad accent, to improve his accent?—Yes; I find that the system of taking places at school is an immense help. When a boy begins reading a passage his neighbour is intent on catching the first word or syllable mispronounced, and he will immediately jump at it and gain a place thereby; that makes a boy very sharp on the look-out.

1479. (*Mr. Thompson.*) You never pass a word down and find that none of them can pronounce it?—No, except perhaps some proper name.

(*Mr. Bowden Smith.*) Not often.

1480. (*Lord Clarendon to Mr. Bowden Smith.*) Is the study of modern languages preferred by the boys to physical science?—It is not altogether so much the choice of the boys as the choice of the parents; you must also remember then that modern languages are included in the school system of payment, while natural philosophy is an extra payment.

1481. Do you not find that the parents are anxious about their children acquiring modern languages?—Some are; but the majority begrudge the time taken from the classics.

1482. Is there anything that either you or Mr. Vecqueray would suggest to us by which the study of modern languages could be promoted, because I, for one, think they are very important?—The only suggestion I have to make, and I do not see myself the way of carrying it out, is to have an extra hour a week.

(*Mr. Vecqueray.*) I second that suggestion very strongly.

1483. (*Lord Lyttelton.*) There is a very fair amount of prizes?—(*Mr. Bowden Smith.*) Yes; I think there are enough to stimulate the study.

(*Mr. Vecqueray.*) More would be a harm, I think.

(*Mr. Bowden Smith.*) There are prizes which I do not think appear in the report.

1484. (*Lord Lyttelton.*) They are alluded to?—There are prizes given now for proficiency in grammar both in German and in French. It is quite a late institution.

1485. (*Mr. Thompson to Mr. Vecqueray.*) You do not affect to teach German philologically, *i.e.*, with reference to its cognate languages?—No; it would hardly do, because there is not one set exclusively composed of proficient boys in German. There are a few very proficient, but the majority are very inferior.

1486. I suppose the efficient boys would be able to point out the analogies between German and English, for instance?—Yes.

(*Mr. Bowden Smith.*) Or between French and Latin.

1487. (*Lord Lyttelton to Mr. Vecqueray.*) Is it commonly the case that a boy clever at one would learn the other easily?—I do not think it would follow. It may, perhaps, be one difficult point to manage. Boys very proficient in one language are often backward and slow in the other language.

1488. From a knowledge of German it does not follow that he would have a knowledge of French?—No. There are exceptional cases of boys who have been brought over from Germany.

1489. (*Lord Clarendon.*) I think you say there is a great difference in boys as to the facility or difficulty of their acquiring languages. Any person who possessed the facility of acquiring language would find that they could learn one thing the same as the other?—No doubt.

(*Mr. Bowden Smith.*) I should say as a rule they progressed very equally.

(*Mr. Vecqueray.*) There are boys proficient in one and not in the other.

1490. (*Mr. Thompson to Mr. Vecqueray.*) Do you know anything of the success with which English and French is taught in the Prussian or Belgian schools?—I should say not so generally nor so successfully as French and German here.

1491. Do you think they get on so well with their English as our boys do with their German?—I think not.

1492. Do you not think they get on better, that they know more English generally in the public schools of Germany?—No, I think not; I should say not.

1493. (*Lord Clarendon.*) I think in all the gymnasiums and schools they always teach French and English; I have some knowledge of the different schools in the Duchy of Nassau and throughout Prussia, and they always attach great importance to those two languages, French and English?—Yes, in the prospectus; but I understood the question to be, "Do you find the average of boys in France and "Prussia more proficient in English than boys in "England (than Rugby boys for instance) would be "in French or German"? In answer to that, I should say no.

1494. (*To Mr. Bowden Smith.*) The same marks I see are given for modern languages as for classics, that certainly must be an encouragement?—The same proportion according to the time given.

1495. That has acted as an encouragement, I suppose?—Yes, very much; sometimes it makes a difference of place.

1496. That is a formal and official recognition of the study of modern languages, which must have promoted them?—Yes.

1497. (*Mr. Thompson.*) Do the examiners from the universities profess to examine in French and German?—They set a paper which counts very slightly in the result.

1498. Who looks it over?—I can say nothing as

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Rev. P. B. Smith. G. Vecqueray, Esq.

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to who looks it over, or how much account is made of it, but it is just recognized formally.

(*Mr. Vecqueray.*) I think the boys do not attach any importance to it.

1499. (*Mr. Thompson to Mr. Vecqueray.*) What other examinations are there besides the University examination in modern languages?—There is the quarterly examination in Grammar; then there is the half-yearly examination for the regular work, and the annual voluntary examination for the French and German prizes.

1500. Conducted by whom?—By Mr. Bowden Smith and myself.

(*Mr. Bowden Smith.*) And generally a third classical master; for instance, Mr. Arnold.

1501. (*Lord Lyttelton to Mr. Vecqueray.*) I understand that, in the conversation classes you allow no English to be spoken?—No English. As a general rule, French is spoken; we do not often have boys qualified for a German conversational class; this half year we have only one, and he an accidental one.

Victoria Street, Tuesday, 16th December 1862.

PRESENT:

Earl of Clarendon.	Hon. Edward Twisleton.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.

The EARL OF CLARENDON in the Chair.

H. L. Warner, Esq.

16 Dec. 1862.

Henry Lee Warner, Esq., called in and examined.

1502. (*Lord Clarendon.*) How long were you at Rugby?—I was there six years; I went there in 1854 and left in 1860.

1503. Since 1860 you have been at St. John's College, Cambridge?—Yes.

1504. There are a certain number of residents, are there not, whose boys are at the school?—Yes.

1505. Residents in the town and in the immediate neighbourhood?—Yes, within five miles.

1506. Are there a large number of those at the school?—There are a good many; I do not know what the exact proportion would be; I should think there are about 90.

1507. As many as 90?—I should think so, but I will not be certain.

1508. Are they upon a footing of perfect equality with the other boys?—Yes; except those that are in the lowest forms. There are a great many among the number who never get above the lower forms; they never rise to any eminence; but as soon as they get into the middle or upper school there is perfect equality.

1509. Socially speaking?—Yes.

1510. Some of them are sons of tradesmen in the town?—Yes.

1511. And no difference is made whatever towards them?—No, certainly not; only of course very few of the tradesmen's sons ever do rise; they come knowing no Latin or Greek, and they are taken away very soon, or else remain in the lowest forms.

1512. Would you tell us what are the duties and the powers of the monitors at Rugby?—If they are in the house, they have to call over at dinner, and at locking up, and at prayers; and they have to see that the fellows are in bed at a quarter after 10, and to keep silence for about five minutes between 10 and a quarter past 10 while each bedroom has private prayers; and then they have to say public prayers at half-past 9 if the master of the house does not come down.

1513. That is in chapel?—No, in the hall; and besides that, they have to see that there is not any excessive noise, or anything of that kind.

1514. That is in the house?—Yes. Out of the house they have to prevent fellows smoking, or any bullying, or anything of that kind, and generally to look after the fellows.

1515. They would consider themselves called upon to interfere if they saw anything going on that was very wrong, such as going into a public-house?—They would at once interfere, and either send the boy up, or they have the power of licking him if they prefer it, only that of course is subject to appeal.

1516. Their power extends beyond the mere school?—Yes.

1517. What are the punishments which they have power to inflict?—Setting lines to be written out, or to be learnt by heart, and licking.

1518. What is the punishment they generally prefer?—Licking would be very seldom resorted to indeed.

1519. Licking with the fists would it be?—No; with the cane; they may not lick with the fists.

1520. (*Lord Lyttelton.*) They are allowed canes on purpose?—Yes.

1521. But caning is reckoned the more serious punishment of the two?—Yes; it is a very serious punishment indeed.

1522. (*Lord Clarendon.*) Is it generally inflicted on the spur of the moment, or is the boy brought up the next day?—If they are keeping order in school calling over, they are obliged to do it on the spur of the moment, but there is a master present. On other occasions they would either have him to their study, or before the sixth of the house, or before the sixth of the school if it is a very public offence, or even in some cases before the whole house.

1523. That would be a grave case?—That would be a very grave case indeed, where all the house was interested in seeing the punishment; as, for instance, in an aggravated case of bullying.

1524. Was there much bullying during your time at Rugby?—Very little indeed.

1525. (*Lord Lyttelton.*) By bullying, do you mean personal violence?—There was so very little of that.

1526. That would be considered aggravated bullying?—Yes, certainly.

1527. (*Mr. Vaughan.*) You were speaking of præpostors keeping order, do they keep silence at dinner time now?—No; they are always allowed to talk during dinner, and even in the bedrooms when they were all in bed.

1528. (*Lord Clarendon.*) Do you think the monitorial system as established at Rugby works satisfactorily?—Yes.

1529. And has the support of public opinion?—Yes; and very few fags object to it.

1530. (*Mr. Vaughan.*) Is it a common practice of the masters not to be at prayers in the house?—No, it is not by any means a common practice, but they are sometimes absent; for instance, if they are away; Dr. Temple was often away.

1531. Were the canes that were carried by the præpostors carried at all times, or only by the official præpostor of the week?—They could have them whenever they liked; if they go out for a walk.

1532. Is that the usage?—I think it was usually confined to Sunday walks.

1533. (*Lord Lyttelton.*) No others are allowed to have the canes?—No.

1534. (*Lord Clarendon.*) Is it a thick cane?—It

is no particular cane; you may have a walking-stick if you like.

1535. (*Lord Devon.*) Is it not submitted to the masters?—No; but of course you would not use a walking stick on a fellow.

1536. (*Mr. Vaughan.*) Referring to your experience when you were an under boy and before you were in the sixth, did you ever see boys who habitually abused their powers as præpostors?—No, I do not think I know of any cases of habitually doing it, because we should at once have an appeal to a sixth levy on it.

1537. I am speaking of the time when you were a lower boy yourself?—I do not think I do.

1538. (*Sir S. Northcote.*) With regard to keeping order in the house; suppose there was any card playing going on in the studies, would the sixth take notice of it?—Certainly.

1539. Did they ever go into boys' rooms to see if there was any mischief going on?—They would not go into their studies on purpose; but if they came upon it by accident they would notice it. If they knocked, the fellows would probably lock the door.

1540. Was it considered legal to lock your door?—It was considered legal.

1541. So that any mischief might be carried on, which really could not be prevented in that way?—Except by the influence of the sixth fellows generally.

1542. (*Lord Devon.*) Supposing the monitor who filled also the position of head of the house to be a small boy, and a case of bullying to exist in the house in which a larger and backward boy in a lower form had bullied a small boy in the same form, would the authority of the small boy be paramount over the larger boy below him?—Certainly.

1543. Would the bigger one think of resisting the smaller one if he attempted to cane him?—No.

1544. And if such an improbable event did occur, the small captain would appeal to another sixth?—Yes, or show him up to the Head Master.

1545. You do not think of an express instance?—I do not remember one.

1546. I ask, of course, merely the general question; but supposing the case which is conceivable, of any offence which would be visited, as regards a boy on the form below the sixth, by any punishment to be administered by the sixth, to be committed by a sixth form boy himself, what would happen?—There would be a sixth levy called by some fellow in the sixth, and they would probably decide to ask the Head Master either to send him away, or to put him down a certain number of places.

1547. Would that be within his form, or would it imply degradation to the next form?—I am not sure that I remember any case of his being put out of the sixth.

1548. (*Mr. Vaughan.*) Was it a remedy that a little boy would easily and naturally resort to, the application to a sixth form boy, in case of being bullied?—I do not think he would like to do it; I do not think he would like to peach; probably his friends would tell for him.

1549. Do you think that most of the cases that occur get to the knowledge of the sixth form?—I think they do; I do not remember any out of the sixth that did not, sooner or later, get to their knowledge.

1550. (*Lord Devon.*) Did you enter in a lower form yourself?—Yes; I was a fag for half a year.

1551. Then, looking to your experience in both portions of the school, do you think that the system of influence and power that is administered by the sixth form is on the whole beneficial to the school?—I think so, decidedly.

1552. (*Lord Lyttelton.*) Do you think it has a good effect upon the minds of the boys themselves who exercise that power?—I think it has on the majority; there are some who are not very good characters really at heart, and they put on an appearance rather the other way.

1553. Do you think, in their future life, it has a good effect on their character?—I should think so; the only danger is, that they might be rather priggish on first going up to the universities.

1554. It gives them a sense of discipline, good order, and responsibility?—Yes.

1555. (*Lord Clarendon.*) Does it make them tyrannical?—No, I do not think it does generally, because the tone of the school would be very much against that.

1556. (*Sir S. Northcote.*) It is not the habit of the masters to go round the house at night, is it?—In our house the masters very seldom did, except late at night to see that there was no chance of a fire, or anything of that kind.

1557. Do you think it would be a better system if, instead of trusting the discipline to the sixth, the masters had themselves occasionally gone to the boys' rooms?—No; I think that would engender mistrust between the masters and the boys, and the sixth would not think it their business so much if the masters took it into their hands.

1558. You think it better to be entrusted to the sixth than for the masters themselves to do it?—Yes; of course I can only speak for our own house.

1559. (*Mr. Vaughan.*) They no longer shirk the præpostors when they are walking in the country, do they?—No.

1560. (*Mr. Thompson.*) Nor the masters?—No.

1561. Is that entirely done away with?—Yes.

1562. (*Lord Devon.*) You mentioned instances in which a jury of the sixth would be called together; would it be competent for a sixth form boy to inflict punishment by caning in his own room, without anybody being present?—I do not think he would have room in his study.

1563. Supposing there was not that physical impediment, would it be consistent with the usages of the school and public opinion, that he should do so?—Yes, it would.

1564. Where the studies were large enough to admit of that, have you known instances in which they have inflicted punishments by themselves?—I think they have in one house; but I am not certain. They could not in ours.

1565. (*Mr. Thompson.*) Do you recollect any flagrant instance of the abuse of the monitorial power, during the time you were at Rugby?—I should think the worst would be for letting a fellow go by out of bounds, or anything of that sort.

1566. That is hardly an abuse of his power; it is rather a neglect to use it?—Well, he might give him leave when he had no right to.

1567. I am not speaking of that, but of over strictness rather than of over laxity; do you think the monitorial power was habitually or frequently abused?—No.

1568. Not habitually or frequently, but it was occasionally, perhaps?—I do not at this moment recollect an instance, but I should think probably it might.

1569. Supposing one of this body of monitors exceeded his powers, would he be supported by the others?—No; certainly not.

1570. There would be an appeal to the whole body of monitors?—Yes.

1571. That would be the constitutional remedy for the excessive exercise of power?—Yes, unless they like to go to the Head Master at once; but I have never known a case in which there has been an appeal to the Head Master, which has reversed the decision of the sixth.

1572. (*Lord Lyttelton.*) Do you think the body of the lower boys look to the monitorial system as a great protection against bullying?—I think they do when they think about it; but there is so little bullying that they do not think much about it.

1573. (*Lord Clarendon.*) Was there much drinking

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at Rugby, when you were there?—Very little indeed.

1574. Would the public opinion of the school be against that?—Well, it varies so very much. When I first went there, I should have said that public opinion would not be actually against it; it was not for it in the least, but it was not against it. I should think when I left it was rather against it.

1575. (*Lord Lyttelton.*) You mean against the practice of drinking?—Yes.

1576. There would always be a feeling against drunkenness?—Well, they think it is a silly thing to go in simply for the sake of the bravado, because it could not be from any want.

1577. Do they go to public houses to drink?—Very little, indeed.

1578. That you think was rather discountenanced?—Yes.

1579. (*Mr. Thompson.*) Would a monitor stop that?—Yes.

1580. (*Sir S. Northcote.*) After a game of football or cricket, did you not get beer?—Yes, we generally went into the school-house.

1581. (*Lord Clarendon.*) They are allowed beer there?—Yes, after football those who played the biggest matches; of course all the small fellows are not allowed, unless they happen to want it very much, when a sixth fellow may take them.

1582. (*Lord Lyttelton.*) You have known cases of drunkenness occur sometimes?—Yes, chiefly on a day which was set apart for a whole holiday, when they went away for two nights.

1583. (*Mr. Vaughan.*) Do you mean that that took place away from school?—We had leave to go, and we used to go to Warwick or Kenilworth.

1584 Without going to any relation or any grave person could you be absent for the day?—Yes, you might go for the night if you stayed at any friend's house in the neighbourhood, otherwise only for the day.

1585. (*Lord Clarendon.*) You had to make known where you were going if you stayed out all night?—Yes, you had to get the leave of your parents. That has been done away with now; the whole school cannot go on the same day, they have to get leave from Thursday to Saturday, or from Saturday to Monday.

1586. (*Lord Lyttelton.*) Did you go and sleep at Leamington?—No, that was out of bounds, and so is Portobello, a place between Warwick and Leamington, where there was a rather large public-house.

1587. I thought sometimes on those two days they went to Warwick or Leamington?—I said Kenilworth.

1588. Would they sleep for a night at Kenilworth?—No, they might not do that.

1589. Then how could they sleep out?—If they went to a friend's.

1590. (*Lord Clarendon.*) Was there any gambling or any immorality of any kind at Rugby?—In my second half some fellows were discovered playing cards; I suppose there was some kind of gambling, but I do not know what were the cases; I never discovered any while I was in the sixth.

1591. (*Sir S. Northcote.*) You say discovered; do you mean discovered by the sixth or by the masters?—By the sixth.

1592. (*Mr. Thompson.*) Do you mean that cards would not be allowed at all, not even in moderation?—No, not at all.

1593. (*Lord Clarendon.*) The sixth form would consider themselves bound to interfere in the case of any gross immorality?—Certainly.

1594. Was the tone of the school high—was there a strong feeling against lying, for instance?—Very strong indeed.

1595. You consider that the tone of the school was gentlemanlike and honourable?—Certainly; I think the only thing which might be rectified was the cribbing, or anything of that kind, taking things in composition which were not your own.

1596. (*Sir S. Northcote.*) With regard to lying—was lying to the masters thought wrong?—Yes, very wrong.

1597. Lying of any kind?—Yes.

1598. (*Lord Devon.*) Take another offence which is not a moral offence, take smoking, would the sixth form interfere to support any prohibition by the masters with regard to smoking?—The sixth always punished for smoking.

1599. And never smoked themselves?—I suppose some of them did; of course if they were discovered smoking by a sixth fellow, he would call a sixth levy.

1600. (*Mr. Thompson.*) They would be obliged to leave the sixth in that event?—They probably would.

1601. It would be thought a graver offence for a sixth-form boy to smoke than for another boy to do so?—Yes; I do not think that the school generally did think that smoking was an offence; they would think it very silly, and that was about all.

1602. (*Sir S. Northcote.*) Were there particular boys who would have an influence in the school in that way; a certain set, who, if they took to smoking, or any particular thing, would make it fashionable?—Yes; I should think they might.

1603. Boys who were distinguished in games, or otherwise, and who had an influence?—Yes; but I should think the majority of those were in the sixth generally.

1604. Even of those who were distinguished in games, and so forth?—Yes; I should think the majority were.

1605. (*Lord Clarendon.*) It is not the practice to have single rooms for the boys?—No.

1606. They were almost all dormitories?—Yes.

1607. (*Lord Lyttelton.*) Is there any case of single rooms?—There are two beds in one room.

1608. (*Mr. Vaughan.*) Are you speaking of the school-house?—Yes.

1609. There is only one room with two beds?—I am not sure whether they use the other; there was another.

1610. (*Lord Devon.*) What was the largest number in Dr. Temple's house?—Fourteen.

1611. How many were there at the other houses?—I should think there were 12.

1612. (*Lord Clarendon.*) What boys had the power of fagging?—Only the sixth.

1613. How many boys are in the sixth?—I think about 40, generally.

1614. The whole of those are able to fag?—Yes.

1615. Do you think that power is often abused?—No, I do not think so; I think the worst case would be where they fagged small fellows. They might favour any fellow they liked, and not fag him so much as the others.

1616. What were the duties that fags were generally called upon to perform?—Sometimes he had to go and fetch hot water in the morning, when you got up; that was very seldom; then he made the toast for breakfast and tea. In our house there is an institution called night fagging, at which he had to be on for a week between 8 and half-past 8; there were two every day, so as to answer any call while we were at supper.

1617. Was he often required?—Yes, they were called frequently; because in our house we always had the fifth up to supper with us, and while they were with us they were allowed to call for that half-hour.

1618. I suppose it was merely to go and fetch things?—Merely to fetch beer or bread, or anything of that sort.

1619. (*Sir S. Northcote.*) Was there not a system called "study fagging"?—Yes; each sixth fellow in a house could choose a fag if he liked, to be his study fag instead of the night fag.

1620. What had the study fag to do?—He had to shut up the books and put them on the shelves again, and things of that kind.

1621. He had not to dust the room?—Yes, he had.

1622. (*Mr. Vaughan.*) Was it customary for one

master to have three or four fags of that description, who took it in turns week by week?—It was not in our house, because each sixth fellow had only one.

1623. Were you in the school-house?—Yes, I was.

1624. How was it that each boy had so few as one in that large house?—Because we did not divide them off into study fags; the rest could be fagged at any moment; a sixth fellow would open his door and call "fag," and whatever fag heard first had to come.

1625. Was there a great desire to be first to hear it under such circumstances?—No, not generally.

1626. (*Mr. Thompson.*) Do you recollect what your own feelings were when you were in that capacity; was it very hard work?—No; I rather liked it, because it gave me an opportunity of talking to the swells of the school.

1627. (*Lord Clarendon.*) Do you think it is productive of kindly relations between the fag and his master?—I think it is in most cases.

1628. And a master would consider himself bound to protect his fag?—Yes; your study fag you would always look after, and generally have him in to see how he does his lessons.

1629. (*Mr. Vaughan.*) Did you ever know an instance of spiteful fagging; of a boy who had the privilege, marking a particular boy he did not like, and worrying him with the fagging?—I do not think I have known a real case; of course there have been cases where it has been thought to be so, but I have never known any case which I have actually thought to be so myself.

1630. Have the fags anything to do with keeping the cricket ground in order, or anything of that sort?—No, not the least.

1631. (*Lord Devon.*) As to attendance at games, were the junior boys obliged to attend either cricket or football?—They were always obliged to attend football; it was compulsory, unless they had a note from the medical man signed by the head of the house, and the master of the house.

1632. And that exempted them?—Yes.

1633. Now, as regards cricket, were junior boys liable to be fagged out?—Yes, but that is almost done away with now.

1634. (*Sir S. Northcote.*) What is the system of island fagging?—That is entirely gone, I think it went away a long time ago.

1635. You were not there at the time?—No.

1636. (*Mr. Thompson.*) Football and cricket are the only games that are much practised at Rugby; you have no boats there?—No, we have rackets.

1637. In the cricket season, which begins in May, how many hours a day do you think would be devoted to cricket?—It would depend so very much what elevens there were. If there was a fellow in the eleven of the school, or in the twenty-two, he might go and play at 3, and go on till about 6.

1638. Do you think the boys would be obliged to play 20 hours in the week?—I should not say as much as 20.

1639. Not so much as five hours a day at cricket, one day with the other?—No.

1640. That would seem excessive?—Yes.

1641. (*Sir S. Northcote.*) Practically, how many hours would a boy who was in the eleven be likely to play?—There would be three big sides a week, probably three hours, that would make nine hours, then he could have about two hours the other days; I should think it might amount to fifteen hours.

1642. (*Lord Clarendon.*) Were you generally satisfied both with the quantity and quality of the meals while you were there?—Yes, latterly perfectly. I do not think when I first went there it was such as it ought to have been.

1643. Was it deficient in quantity and quality?—No, not in quantity, in quality it was.

1644. Was it ill cooked?—I do not think they looked after it as they ought, when I first went; Dr. Temple reformed that.

1645. Is there nothing to be complained of?—Nothing at all, I think.

1646. (*Sir S. Northcote.*) How is the beer?—It was very good indeed when I left.

1647. (*Mr. Vaughan.*) Have you stated what the meals consisted of?—We had bread and butter and tea for breakfast, or we could have coffee, if we liked. For dinner we had meat, and every other day pudding.

1648. Only every other day?—Only every other day. Then we had tea the same as breakfast, and for supper in the evening, bread, cheese, and beer.

1649. That was all?—That was all.

1650. You never had meat twice a day?—No, unless sometimes when we had been out having a very long run, or anything of that kind, then they used to send some in.

1651. (*Lord Devon.*) In the afternoon was that?—Yes, for tea.

1652. (*Sir S. Northcote.*) Did the boys ever get any meat for breakfast from out of the house?—Yes, frequently.

1653. And that was allowed?—Yes.

1654. (*Lord Clarendon.*) Will you have the goodness to tell us how the Sunday was passed?—It would depend upon whether we had morning chapel. During the summer we had morning chapel at 8, consisting of the Litany, after that we had breakfast, and then at a quarter past 10 there was what was called lecture, which consisted of saying something by heart, and then being heard some chapters of the Bible; it was a lecture in the higher forms. Dr. Temple usually gave a lecture upon some part of the Old Testament History, which lasted an hour.

1655. You say "being heard some chapters in the Bible"?—In the lower forms they were asked questions, because they would not attend to the lecture unless they were asked questions.

1656. It was known beforehand what those chapters would be, on which lectures would be given?—Yes, always.

1657. And then the school was prepared to answer those questions?—Yes.

1658. Then, afterwards?—At half-past 11 we had the rest of the morning service.

1659. The whole of the school attending both times?—Yes. Then at 1 we had dinner, after that we generally went out for a long walk till 4, or half-past 4, when we had chapel again, and then we generally went out for a walk again, or stayed about in the close.

1660. (*Lord Lyttelton.*) You had your time to yourself?—Yes, till locking up.

1661. (*Lord Clarendon.*) There was no school, nothing but Dr. Temple's morning lecture and chapters in the Bible?—That was all. Dr. Temple did not lecture to the whole school; each master lectured to his own form.

1662. During that same time was there a similar lecture or form of religious instruction going on in the house?—Do you mean during the time which we had to ourselves?

1663. No; I mean in the morning, about the same time that Dr. Temple was giving his lecture?—Dr. Temple would only lecture to his form.

1664. But in the other forms?—Yes; each master would be lecturing his own form from a quarter past 10 till a quarter after 11.

1665. (*Lord Lyttelton.*) All the school would be under some religious instruction during that time?—Yes.

1666. (*Lord Clarendon.*) What other form of religious instruction was given; was the Greek Testament done?—That was done on Monday morning; we had generally Greek Testament then.

1667. (*Lord Lyttelton.*) Did you prepare for that on the Sunday?—Sunday evening.

1668. (*Lord Clarendon.*) How much of the Greek Testament was taken on Monday morning?—Some masters made it much longer; they took a few verses at a time; and others would go through it so very quickly. It was simply a matter of learning the Greek.

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1669. Dr. Temple heard his class in the Greek Testament?—Yes, he always heard them very carefully. We said Greek Testament on Thursday morning, too, in his form.

1670. Did he expound the part that was done?—Yes, he always did so.

1671. He asked questions upon it?—Yes.

1672. More with reference to the subject than to the Greek?—Certainly.

1673. (*Mr. Thompson.*) How many sermons had you on Sunday?—One in the afternoon.

1674. (*Lord Lyttelton.*) Did Dr. Temple always preach?—Whenever he was there.

1675. (*Mr. Thompson.*) Are his sermons popular?—Yes, among the higher forms.

1676. (*Lord Lyttelton.*) It is in his discretion whether he preaches or anybody else?—Yes, he is chaplain.

1677. And in case he cannot preach does he appoint a deputy?—I think they take it by turns then; they always seemed to keep order, but I am not sure.

1678. (*Lord Clarendon.*) When he is there he does not give up the pulpit to any other master?—Never, except on special occasions.

1679. (*Lord Devon.*) Is the choral service liked?—Yes, very much, but we do not have it very much a choral service.

1680. But such parts as are performed chorally are appreciated?—Yes.

1681. (*Lord Lyttelton.*) Boys used to join in it themselves, did they?—As many as could.

1682. If the boys were inclined to read, would they take a Sunday for private reading?—I do not think so.

1683. Is it a day on which they write letters home?—Yes.

1684. (*Lord Clarendon.*) Great pains were taken by Dr. Temple in preparing boys for confirmation?—Great pains indeed.

1685. When did the preparation commence; how long before confirmation?—I could not say for certain.

1686. A considerable time?—Yes, certainly. I do not think I could say exactly the time.

1687. I suppose as soon as Dr. Temple knew who were the boys that were to be confirmed, he would begin pretty early in that half to prepare them?—Yes.

1688. What was his form of preparation?—He had his own house up of an evening; about three or four of them every evening; and then he had the whole school, all those in the school who were going to be confirmed, once a week in chapel, and lectured to them.

1689. Was his lecture followed by questions?—I do not think he asked questions except privately.

1690. He ascertained that the boys were in a proper state privately?—Yes.

1691. (*Lord Lyttelton.*) Did he preach on the subject in the chapel?—Not publicly, only to the fellows who were going to be confirmed, all collected together.

1692. (*Lord Clarendon.*) Do you think there is a proper feeling with respect to confirmation generally among the boys?—Yes, certainly.

1693. That they recognize its importance?—Yes. What I judge by is, that one frequently would hear fellows saying, So-and-so is doing things which one would not expect from a fellow who is going to be confirmed.

1694. And immediately after the confirmation do they take the sacrament?—The very next Sunday.

1695. That I suppose never fails among those who have just been confirmed?—They all go.

1696. There is no compulsion?—No.

1697. Would the habitual absence from the communion table of those who had been confirmed be observed upon by Dr. Temple?—It would be observed upon, and it might be observed by a tutor if he knew the fellow very well, but he would not notice it to a fellow he did not know well.

1698. So that attendance depends on the boy's feelings?—It is optional.

1699. (*Lord Lyttelton.*) He would not let it bear on his conduct towards the boy, or his position in the school?—No.

1700. (*Mr. Thompson.*) What would be the number of boys at any given celebration of the communion?—It would depend so very much upon whether there had been a recent confirmation or not.

1701. It would be more numerous immediately after confirmation?—Yes; and at the end of a half or at the beginning of a half.

1702. What would be the maximum number; do you think it would be 100?—I should think quite that.

1703. (*Lord Devon.*) With regard to private prayer, has it occurred to you to observe that the system of having large dormitories or rooms in which more than two or three boys slept together, would interfere with the practice of saying private prayer on the part of the smaller, more timid or more shy boys?—I should think not. It would rather make them do it the more, because a fellow would not like to be noticed not to say his prayers.

1704. The head of the room there would require silence for a certain time?—He always did in our house.

1705. Even supposing such a room as 14 boys?—Yes; in fact more so, because it would be the more required.

1706. Practically, have you formed any opinion as to the advantage of having a good number of boys in the room, or having only in one or two as in some schools?—I think having a good many is preferable.

1707. Even for boys of the age of the sixth form?—Yes, I think so.

1708. On what ground?—You can then always have one sixth fellow in each dormitory in a house.

1709. You think order is better preserved by having the rooms so arranged that you could have a senior boy in each?—I think so, certainly.

1710. Is it so comfortable for the senior boy?—No.

1711. Has he the opportunities of reading privately which he would otherwise have?—He would only have to see that they are all in their rooms; then he would have to keep silence for about five minutes; then he would wait about a quarter of an hour to see them all in bed, and then go down again.

1712. (*Mr. Thompson.*) How late would he sit up?—If he got special leave he could sit up till 12.

1713. (*Mr. Vaughan.*) When is he expected to be up in the morning?—He has to be down in big school at 7, and he usually gets up about half past 6.

1714. Would not that be rather a short allowance for a growing boy, we will say from half past 12 to 6?—Very few fellows do sit up. They generally go to bed about half past 10, and it would be only the sixth who could sit up.

1715. (*Sir S. Northcote.*) Without special leave how late could they sit up?—Till half past 10.

1716. (*Mr. Thompson.*) Do the boys ever get up very early in the morning for the purpose of reading?—They did in the summer half frequently.

1717. Instead of working at night?—Yes; because they could not get leave.

1718. They might get up in the morning?—Yes.

1719. (*Mr. Vaughan.*) Would it be a consequence of a sixth form boy not going to bed at the same time that the room would be without a ruler?—I think when once they got into bed they did not want to get out again.

1720. Sleep governs then?—Not actually sleep, but they begin to talk.

1721. (*Lord Devon.*) How late are they allowed to talk?—As long as they like.

1722. Till the sixth form wants to go to sleep?—No; as long as they like.

1723. (*Mr. Vaughan.*) You think there was no

bed-room bullying at all?—I do not think there was.

1724. (*A Commissioner.*) No turning of beds?—No, I do not think so. There was sometimes a little disorder if the sixth fellow was late.

1725. Nothing serious?—Nothing serious.

1726. (*Lord Clarendon.*) How much private tuition was there at Rugby?—We used to have to go in for about an hour every other day, besides having one copy looked over every week by the private tutor, and you could always refer to him when you wanted to.

1727. Did every boy have a private tutor at Rugby?—Yes, as soon as he got into the middle of the school.

1728. (*Lord Lyttelton.*) You mean, the boarding-house tutor is a private tutor?—Yes.

1729. (*Lord Clarendon.*) When a boy got into the middle of the school he was obliged to have a private tutor?—Yes; he must have one, because there is a special classical subject, which is called extra; but you really must do it if you want to have any position in the form at all.

1730. Was that paid for as an extra by his parents? Yes; I think it was 10*l.*

1731. Will you tell us exactly what the private tutor did for the boy?—He used to take you when you first came and examine you, in order to place you in form; and after he had placed you, you used to have to go to him regularly every other day for an hour to be heard this classical subject.

1732. Was this classical subject part of the school work?—Yes, it was quite as strict as the school work. You must do it.

1733. I mean, it was not a subject in class?—No.

1734. (*Lord Lyttelton.*) Who would be the private tutor in the case of a boy who was in the school house?—There is generally some one who is called tutor of the school house.

1735. But not always?—It is Mr. Scott at present.

1736. It was not always so?—Yes, there is always some one appointed. There was Mr. Benson when I first went.

1737. When you say that a boy in the middle of the school has a private tutor, do you mean, that a boy who is in a boarding-house from the first does not consider his boarding-house master to be his private tutor till that time?—Well, he would; but I should not think it was so in the lower school.

1738. Not to do the extra work, you mean?—No, not to do extra work. I know, for instance, that foundationers did not have tutors till they got to the middle school.

1739. They lived with their parents?—Yes.

1740. I am referring to the case of a boy who was in a boarding-house all along?—He would have a tutor all along.

1741. Would he find any difference in rising in that part of the school?—It would be unpleasant, because he would want to be helped in his preparation.

1742. Would not he pay the same all through?—I do not think he need if he refuses to have a tutor; but I do not remember a case of anyone refusing.

1743. Generally speaking, all the boys in the boarding-houses are on the same footing as to the tutor?—Yes.

1744. Both for lessons and general superintendence?—Yes.

1745. (*Lord Clarendon.*) If a boy wished to read any particular subject with his tutor, could he do so; or does the tutor prescribe what it shall be?—The tutor, I believe, generally puts it to the vote in the beginning if you are in the sixth, and in the lower forms the masters settle it, and at the end of the half, each form is examined in that subject.

1746. That is in the business done with the private tutor?—Yes; it is called an extra. It counts an immense deal in the marks.

1747. It is a competitive examination between the different houses in the work done with the different private tutors?—It does come to that a great deal.

1748. You say that it procures a great number of marks?—A very great number.

1749. (*Lord Lyttelton.*) What examination do you call that?—It counts either in the long list at the end of the half, or in the extras.

1750. Do you call it the extras?—That is called the classical extra.

1751. (*Lord Clarendon.*) There is a good deal of excitement among the boys about it, is there not. They always know that it counts more than anything else?—Yes.

1752. Is there an *esprit de corps* among the different houses, as to which shall stand best in this extra work?—Of course there is among the higher ones. I do not know whether there is among the lower ones. I think they only regard their place in form.

1753. The honour of the house does not enter much into consideration?—No, except among the bigger ones.

1754. (*Mr. Thompson.*) Do you remember how long this institution has existed?—I do not know how long. It was there all the time I was there.

1755. Do you think, speaking from your own experience of Cambridge, that Rugby boys read more or less than boys occupying similar positions in other public schools; I mean the head boys of Rugby. Do you think they have read more or less than the head boys of Eton?—I think they have read more than the head boys of Eton and Harrow, but not more than the head boys of Shrewsbury.

1756. How many Greek plays do you suppose a boy, coming from the front ranks of Rugby up to Trinity or Balliol, would have read?—I suppose he would have read about ten.

1757. Including Aristophanes?—No, not including Aristophanes.

1758. Of Aristophanes, how many would he have read?—About four.

1759. About how many books do you think he would have read of Thucydides?—I should not think more than two.

1760. And of Herodotus?—There we never went straight through a book; we read mere extracts.

1761. Did you read Xenophon's Historia Græca?—I never was in the lower forms. It depended a great deal upon where you came in. If you came in high, you never read any of it.

1762. Demosthenes, and the Orators; did you read much of those?—There was one form in which we all read the Aphobus or Conon.

1763. That was owing to the assistance of one of the masters?—Yes.

1764. Would you have read the De Coronâ?—The chances are we should have read that. I think it was possible we should have read Æschines.

1765. Any Plato?—Yes; a tolerable amount of Plato.

1766. Three or four dialogues?—Yes.

1767. And I suppose a little sprinkling of Aristotle?—I do not think we read any Aristotle. I never read any.

1768. You have read in proportion in Latin authors, I suppose?—Yes.

1769. Rather more perhaps?—I do not think it would be more, because in the sixth we had it equal: we always had the four subjects.

1770. How many books of Livy would you say a model boy would read?—Well, I suppose about three. I do not think more.

1771. And Tacitus?—Well, Agricola and Germania.

1772. And of Cicero's orations?—Generally one.

1773. (*Lord Lyttelton.*) Any of his philosophical writings?—Yes; we used to read them in the sixth; the De Naturâ and always some of the Tusculans.

1774. (*Mr. Thompson.*) And any poetry, I suppose in proportion?—Yes.

1775. You had read all Virgil probably?—I do not think we had.

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1776. (*Lord Lyttelton.*) Had you read the Georgics?—Yes; and the Eclogues.

1777. (*Mr. Thompson.*) And the Æneid?—Yes; I did some I think; it depends so very much on whether you stay a long time, of course.

1778. Horace you would have read through, I suppose?—Yes.

1779. And Juvenal?—I did not read a word of Juvenal.

1780. That was accidental. It is not forbidden in the school?—No.

1781. Lucretius would be read in extracts, I presume?—No; Dr. Temple read a great deal of that. We read three books. When he first came he read very fast, faster than he is reading now.

1782. Now as to plays, Terence or Plautus?—We read three plays of Plautus.

1783. (*Lord Clarendon.*) Is there a great deal of independent work done?—I should say next to none.

1784. In that the industrious boys were not industrious?—They spent so very much time over copies, exercises.

1785. (*Mr. Twisleton.*) So that their time is occupied in fact?—I think it is pretty well.

1786. (*Lord Clarendon.*) Do you think there is too much original composition at Rugby?—I think there is too much original Latin prose. I think we have Latin themes too often.

1787. And not sufficient translation, turning English into Latin?—I do not think there is sufficient Latin or Greek prose translation.

1788. (*Lord Lyttelton.*) Into Latin?—Into Latin or Greek.

1789. Is there any Greek prose writing at all?—There is when you get into the two higher forms, I think.

1790. (*Mr. Thompson.*) Did you ever know a boy at Rugby who could write moderately good Greek prose?—I do not think I can say.

1791. (*Lord Lyttelton.*) Do you think there is enough translation from Latin and Greek into English?—I think there is quite enough of that.

1792. Is there a good deal of it?—We used to have it at fourth lessons, between five and six, and then we had to take it down and translate it in school; take it down from dictation, and then write it out.

1793. (*Mr. Thompson.*) That is, Latin or Greek?—Yes.

1794. (*Lord Lyttelton.*) Into English?—Yes.

1795. Was it thought important with reference to the power of writing English?—Yes.

1796. Did they repeat a great deal by heart?—No; I do not think they repeated by any means enough.

1797. (*Mr. Thompson.*) How much do you think they do?—It is not that they do it; they generally say very little. I do not think they are strict enough about it.

1798. How much is supposed to be recited?—They sent in as little as 10 lines.

1799. Would that be considered an average task?—20 was generally what we did.

1800. But 20 would be enough if it was done well?—If it was well done; I do not think it is well done, as a rule.

1801. (*Lord Clarendon.*) Did this insufficiency of translation from English into Latin and Greek occur to you at the time, or has experience shown it to you since you have been at the university?—I think it occurred to me at the time partly, and of course I have seen it more since I have been at the university.

1802. You think if there had been more translation it would have given you greater facility at Cambridge?—Yes, I think so.

1803. In fact, you felt the want of it there?—Certainly.

1804. And your opinions on the subject, which you formed at Rugby, have been strengthened since you went to Cambridge?—Yes.

1805. (*Sir S. Northcote.*) Boys who went up from Rugby to try for open scholarships, felt themselves at some disadvantage in consequence of not being practised at translations, did they not, occasionally?—I should think they would, certainly, in Greek prose; I do not know that they would in Latin.

1806. (*Mr. Vaughan.*) Would you ascribe any deficiency to Rugbeans either in the habit and power of interpreting difficult classical passages, or of rendering into adequate English choice passages on paper?—I do not think it would be in finding English, because I think we had enough translating into English, but it was in the translating out of English that we did not do enough.

1807. (*Lord Lyttelton.*) Do the boys help each other in composition at all?—Yes, a good deal.

1808. That is not thought ill of by the general feeling of the school?—No.

1809. Do they make use of translations which the masters are not supposed to allow?—A great many of them do; I think it is pretty even.

1810. (*Lord Clarendon.*) Do the boys prepare their lessons alone or together?—It just depends on the character of the boy, and whether there is a fellow he likes in the same form with him; there are so many chances.

1811. He has no other place to prepare his lessons in but his bedroom?—Yes, in his study.

1812. (*Mr. Twisleton.*) Do the boys, before they say their lessons to the master of the form, construe their lessons to a tutor or to any one else?—Not to a tutor; they do to themselves. They construe it over.

1813. But to no tutor?—No.

1814. So that there is one preparation of their lessons, namely, for the master of the form?—Yes.

1815. (*Sir S. Northcote.*) Did they show their exercises up to more than one master? Did they show them up to a tutor before they were shown up in school?—They are shown up to the master in form; then he signs them; then they go to the tutor; then they have to write out a fair copy, and then go back to the master to be marked.

1816. They are looked over practically by two masters?—Yes.

1817. (*Mr. Vaughan.*) Supposing a præpostor sees a boy preparing his lesson with a translation, would that be a matter which he would be disposed to take cognizance of?—No.

1818. (*Lord Clarendon.*) What do you think are the principal stimulants to work at Rugby. Do you think it is the hope of a prize, the desire to rise in places in the school, or the fear of punishment?—I think those are the three chief ones. There would be the desire to rise and get a good position in the school, which would be a very great one indeed, and then prizes, of course, would be a great stimulus, because we have got an immense quantity of prizes at Rugby; and, of course, if there is a fellow low in the house, the sixth fellows would be perpetually at him, till he was anxious to get out of his form for the honour of the house.

1819. As far as you know, does the influence of home operate well on the boys?—I think it does.

1820. Speaking generally, the parents of boys at Rugby desire that they should advance, and take interest in their progress?—Yes; I should think that was the case at Rugby, particularly.

1821. (*Lord Lyttelton.*) The parents are very many of them in that class of life in which it is of some importance to them?—Yes; I should think there were very few who came to Rugby who were told, "Oh, it does not matter how you do."

1822. The general body of the school took great interest in the public competitions, and the prizes, and so on?—Yes, I think they did, certainly.

1823. (*Sir S. Northcote.*) Do you think the boys are at all overworked?—No, I do not think they are.

1824. (*Mr. Vaughan.*) How are the boys satisfied with the working of the parallel forms?—I think they are very glad that they get out quicker than they used to; the fellows who are good fellows

having to go through so many forms, of course lazy ones found there was more chance of their remaining low.

1825. But how are they satisfied with the fairness of it, as between two forms that are parallel?—They think it is fair. Of course, if there is one master who is popular, and one who is unpopular, there would be a great rush to get into the popular master's form.

1826. Do they think that arrangement is satisfactorily managed at present?—I think they do.

1827. (*Sir S. Northcote.*) How is it decided which of the two parallel forms a boy goes into?—If the fellow was the pupil of one of the masters, he would go into the other master's side to a great extent; it is a good deal chance.

1828. I mean when you talk of a rush to get in, is there anything that a boy can do to get himself placed in Mr. A.'s form rather than Mr. B.'s?—He would go to his tutor, and say, "Do get me into Mr. "A.'s if you can."

1829. Who settles it, Mr. A. or the Head Master?—I think it is decided by the Head Master, but I do not know; it is a state secret.

1830. (*Mr. Thompson.*) It would be a very great disadvantage, would it not, in many cases, for a boy to miss being under an eminent teacher in consequence of this division of the form?—Yes, that would certainly be a disadvantage to him, but I think the chances are pretty even of getting a good master.

1831. And the next time he may get a better?—Yes.

1832. (*Mr. Twisleton.*) It might also happen that he might evade an inferior master?—Yes; I have known some cases where a boy's master has been moved up with a fellow at the same time; that is very objectionable. I think there would be the same objection to the double remove which would be the other plan they would have to adopt.

1833. (*Mr. Vaughan.*) Would a boy high in the school feel a disadvantage in having been under an inferior master for half a year. Do you think, as a matter of fact, it was felt by the boy himself?—Well, of course if there were a master who had got a bad name, it would be the fashion to say, "What a nuisance it is!"

1834. (*Mr. Thompson.*) That might be made up to him in some measure by his private tutor?—Yes; that is one of the advantages of having a private tutor.

1835. (*Lord Lyttelton.*) How many hours do you think a studious boy worked, taking the whole work together?—I should think he would be in for an hour at first lesson.

1836. I do not want the particulars, but the sum total of the work of a studious boy fond of it?—Supposing he went in for games at the same time, I should think he must do about eight hours.

1837. And, perhaps, close to the vacation a little more?—Yes.

1838. (*Sir S. Northcote.*) He would work eight hours on full days, or on the average, do you mean?—I should think that would be a tolerably full day.

1839. Do you think they work more than 30 hours a week?—I should think so.

1840. (*Lord Clarendon.*) Is there much intercourse between the Head Master and the other masters and the boys?—Very much, I should say; there is a very great deal between the Head Master and the boys, and with most of the under masters.

1841. (*Lord Lyttelton.*) What intercourse was there between the Head Master and boys in the lower part of the school?—Well, he would always come across them when he went round the forms; if they were in his house of course he would always see them; then in the Close he is always about.

1842. Does he go among them in the games?—Yes, he is always there.

1843. The personal character of the Head Master was very perceptibly felt?—Very perceptibly, indeed.

1844. (*Lord Clarendon.*) There were kindly relations between him and the boys?—Yes.

1845. (*Lord Lyttelton.*) Not merely in his public character, but as an individual?—Yes.

1846. And with the other masters, too?—Yes; I should say the general feeling was very good.

1847. (*Lord Clarendon.*) In fact, they were all in the same boat together?—Yes.

1848. (*Mr. Thompson.*) Was it usual for the masters to join in the games?—Not as a rule.

1849. There were exceptions?—Yes, about four or five would join; one of them was the best player in the school.

1850. At cricket?—No; at football.

1851. (*Lord Clarendon.*) How much time is given to modern languages at Rugby?—About two hours a week in school. Of course, you have to prepare your lessons and do your exercises.

1852. Is much attention paid to the masters during the lessons?—I think so.

1853. Do you think there is a desire to get on in modern languages?—I think so.

1854. Their importance is recognized?—It counts in marks a good deal, and that is how they estimate it.

1855. How is the French taught there; in classes?—Yes; they have to go in and take an exercise, and then construe some out of a book.

1856. It is part of the Rugby school work?—Yes.

1857. There is one gentleman who is, I think, a German?—Yes.

1858. (*Lord Lyttelton.*) One German, and the other an Englishman?—Yes.

1859. And the German has never any difficulty in keeping order there?—I do not think he has.

1860. Has not the foreigner more difficulty than the other in keeping discipline?—I do not think he has, but he is a very able man.

1861. Has not the Englishman a great advantage?—I should think as a rule certainly an Englishman would have.

1862. (*Lord Clarendon.*) Did you acquire any proficiency in French at Rugby?—I did not do any French while I was there; I did German.

1863. Did you know any German before you went there?—No, none.

1864. What were you able to do when you left Rugby; could you read an average German book with facility and ease to yourself?—Yes, pretty well. We used to read books like Max Müller's Selections, looking out about six words in a page.

1865. Could you read Schiller?—Yes, pretty well.

1866. (*Mr. Vaughan.*) Could you do it well by grammatical rules; could you have parsed it as you would a Greek sentence?—Yes; they were very particular about that.

1867. (*Sir S. Northcote.*) Could you speak it at all?—No, we could not speak it.

1868. (*Lord Lyttelton.*) There was no practice, I suppose?—When M. Vecqueray came they began to speak to him for about an hour.

1869. (*Mr. Twisleton.*) Did the boys like learning German?—Some wanted to learn it very much.

1870. (*Lord Lyttelton.*) What was the feeling about German and French; do you think the boys had more liking for one than the other?—I do not know. French was not learned in the higher forms while I was there; they only began lately.

1871. Has it ever occurred to you since you have left, from what you have seen at the university or elsewhere, that the French ought to have been taught more?—I thought the French ought to have been taught more than it was, but it was taken for granted that you knew it.

1872. Was it the impression of the school that German was of equal importance with French?—Yes, I think so. Of course, in the middle school they always learned French, but it was in the upper school that they did not learn French.

1873. If a boy took to learning French in the upper part of the school at Rugby, with what object

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do you think he did so?—It would depend a great deal upon what he was going to do in after life.

1874. For what sort of career in after life would you say that German would be of importance to him as a student?—I should say that the classical fellows at Rugby rather thought it was unnecessary. There was rather a feeling that it was *infra dig.*

1875. Was it not optional to them whether they should learn German or French?—When I left we always had German as a matter of course. I believe since they have got French parallel with it, and they do both.

1876. Was it not felt that French would be wanted for them in the intercourse of life?—Yes; but it was always supposed that they ought to know it.

1877. With what purpose did they think the German was learnt. Was it merely as an exercise, or was it for the literature?—No; for the travelling I should think, most. I do not think they had any great idea of the literature.

1878. (*Mr. Vaughan.*) There was a part of the school in which they were compelled to learn French?—Yes; the middle and the lower school.

1879. (*Mr. Twisleton.*) When you left, could you yourself with tolerable ease read a French book?—I did it when I went there. I did not learn French there.

1880. When you left were you still able to do so?—Yes.

1881. When you left Rugby, you were able to read easy French and German books?—Yes.

1882. (*Lord Lyttelton.*) Were you required to pronounce accurately?—Yes; that was the object of introducing the conversational class.

1883. The conversation was thought an important point?—Yes.

1884. Do you apprehend the boys who could pronounce French well on arriving at Rugby would keep it up well?—I think they would do that. I think all the other fellows who did not know French and German would take care to exercise them whilst they were there.

1885. (*Mr. Vaughan.*) There was an alternative at Rugby, was there not, between learning modern languages and learning physical science, or was that not so in your day?—Yes, it was the case in my day; but I do not know much about how the other thing was conducted.

1886. Do you happen to know whether there were many who took advantage of the alternative in favour of the physical sciences at the top of the school?—I should not think there were many; I should think about four or five in the sixth.

1887. They were not allowed to learn it in the lower part of the school, were they?—I think they could in the upper school.

1888. But they were not allowed to learn it in the lower school?—Not unless they showed that they really did know something about it; I believe they were then.

1889. (*Lord Lyttelton.*) Do you think there was any feeling in the school about learning modern languages, that it was an interference with the school-work, or superfluous?—I should say, that probably the higher classical fellows did think that they were a bore.

1890. Do you think it would be an unpopular thing among the boys to give them a more solid place in the school teaching?—I think it would; more solid than they get at present.

1891. (*Lord Clarendon.*) Did you pay much attention to history and geography when you were there?—I do not think we did enough by any means.

1892. Are you alluding to modern history, or ancient?—Modern.

1893. Was there any instruction given in modern history and geography?—It was just a chance till we got into the sixth. We had only one day that we learnt history, and the master generally chose ancient history.

1894. (*Mr. Thompson.*) Had you not some regular course of history through which every boy went?—We always had to learn Smith's History of Greece, and a history of Rome.

1895. (*Lord Lyttelton.*) Was Dr. Temple the Head Master the whole time you were there?—Only three years.

1896. Previously it was Dr. Goulburn?—Yes.

1897. How is modern geography taught. Is it taught separately, or combined with anything else?—I think it is generally combined with something else; except that you have occasionally to do a map.

1898. What part of the school do maps?—I think all the school do now.

1899. (*Lord Clarendon.*) What maps. Is it tracing maps only?—Tracing maps, chiefly to show the physical bounds.

1900. You stated you did not think there was enough attention paid to modern history and geography, and you have given a clear account of the manner in which the time is filled up at Rugby; how would you propose that modern history and geography should be introduced. Would you advise that something should be subtracted from the present curriculum, or do you think that these subjects could be superadded?—I think they might have taken a little out of the classics. One hour a week would not have taken much out of the work.

1901. Supposing you were able to subtract anything from the classical work, what would it be, verses?—No; I think I should take out some translation. Just one hour.

1902. There is some attention paid to natural science is there not, at Rugby?—Yes, there is.

1903. Chemistry is included?—Yes.

1904. That was only just beginning, I suppose, when you left?—It was only just started when I left.

1905. Was there any instruction in drawing and music?—You could get it extra.

1906. And that did not count as part of the regular school work?—It did not give marks. I believe drawing does gain marks now at the examination at Christmas.

1907. (*Mr. Thompson.*) You were speaking of two years ago?—Yes.

1908. (*Lord Devon.*) Have you ever seen reason to think that the attendance on the class, either of physical science or of modern languages, has been entered into with a view of getting off part of the school work?—Yes, I think they got off verses.

1909. I only meant to ask this; have you reason to think that the less clever or the less industrious boys have gone into the modern language or the physical science line in order to save themselves from work in other departments?—No, I do not think so.

1910. (*Mr. Thompson.*) You say that you think modern history is deficient, but is it not the case that a considerable portion of modern history has to be prepared for the examinations?—Yes, certainly; you may take it in as an extra.

1911. And at the examinations for scholarships in June?—Yes, there it would come in, because Dr. Temple generally reads modern history with the form, and that is the exception.

1912. You are examined; it tells towards the result, does it not?—Yes.

1913. (*Sir S. Northcote.*) Did boys read modern history at all themselves?—Yes, I should say some of them did.

1914. Was there much private reading of modern literature?—I do not think there is very much.

1915. Did boys read much poetry?—Yes, a good deal of poetry, and Carlyle.

1916. Do you suppose many of the boys had read Shakspeare?—Yes, a great many read Shakspeare, and whilst we were there we occasionally read Shakspeare together.

1917. Carlyle you mentioned; was Carlyle a favourite author?—Yes.

1918. What other modern authors should you say were favourites?—I think they generally were novels.

1919. (*Lord Devon.*) Was any poet particularly

favoured—Tennyson?—Yes, they always took out Tennyson; I do not know how much they read it.

1920. Wordsworth?—I do not think much Wordsworth.

1921. (*Lord Lyttelton.*) Living authors, I suppose, more than others?—Yes.

1922. Did they read Macaulay?—Yes.

1923. (*Mr. Thompson.*) Were they obliged to read any of what is called classical poetry, such as Dryden and Pope?—No, I do not think they took that out, except in reading Homer and Virgil.

1924. (*Mr. Twisleton.*) I suppose Shakspeare?—Yes.

1925. (*Mr. Thompson.*) A boy might leave Rugby without having read a line of Dryden?—Yes.

1926. (*Sir S. Northcote.*) What sort of novels were they, Sir Walter Scott's?—Sir Walter Scott and Kingsley were very popular; Dickens, of course.

1927. (*Mr. Thompson.*) Thackeray, perhaps?—Thackeray was not a favourite so much.

1928. (*Sir S. Northcote.*) Had you a debating society?—Yes, we had it. There would be a pause for a half, and then it would start again.

1929. What sort of subjects were debated there; politics at all?—Yes.

1930. Quite modern politics, the politics of the day?—Yes; we used to have questions on that; the present Government was one.

1931. (*Lord Lyttelton.*) Had you historical questions as well?—Yes; we always had Charles the First.

1932. Was that a regular institution. Was it always held in the same place?—Yes; but then it used to stop for about half a year, and then go on again.

1933. Though it was suspended, was it the same institution. Did you keep its records?—Yes, we kept records.

1934. Of the debates?—Yes, that is to say, of who spoke; not of what they said.

1935. You could tell when it was founded?—Yes; and there was a printed book of rules.

1936. (*Sir S. Northcote.*) Were boys elected into it?—Yes, by ballot.

1937. How were boys elected into it; was it that the boys who were most distinguished in the school were generally elected, or was it a question of popularity?—It was always a great dispute whether we should elect fellows who could speak, fellows to do the society good, or the society to do the fellows good.

1938. (*Lord Lyttelton.*) How many members were there?—Thirty-three.

1939. Was it reckoned a distinction to be elected into it?—I think it was.

1940. Did the school take interest in it?—Yes, I think they did.

1941. (*Sir S. Northcote.*) Were they all in the sixth?—No.

1942. About what proportion of them may have been of the sixth?—About 18 would be.

1943. (*Lord Lyttelton.*) The sixth had no positive prerogative above the others?—I am not sure; I do not think they had.

1944. What time of day did you meet?—We generally met at 2, directly after dinner.

1945. How long would the debates last?—It went on till 4.

1946. Would a speech last as long as 20 minutes or half an hour?—Yes, it might, certainly.

1947. Would the boys take pains and read up in order to prepare for the debates?—Certainly.

1948. Do you think the boys acquired a certain amount of historical and other knowledge, through the society?—I think so, certainly.

1949. (*Sir S. Northcote.*) Had the boys any magazine or periodical of their own writing at the time you were there?—Yes, a book called "The New Rugbean."

1950. (*Mr. Twisleton.*) Was it possible for boys at lessons to miss reading their lessons often without being detected?—I do not think it was, because there is a chance that a master interposing questions would see that a fellow did not know much about it, and he would at once put him on.

1951. In the same way, when lines were learned by heart, when boys had to repeat lines by heart, was it possible for them to shirk learning the lines?—In one form it was generally very easy.

1952. Will you explain why in that form?—Because the master did not adopt the system of hearing them all, and in most forms they would have them all up one after another.

1953. Did a boy know whether he was likely to be set on, and if set on, did he know where he was likely to be set on?—I do not think he could well guess.

1954. (*Mr. Vaughan.*) Was it the case at Rugby that the boys who were distinguished as scholars were also good at the games of the school?—I should think it was. In the case of football it was, certainly, because a sixth fellow was supposed to take a "cap" directly he became a sixth fellow. and we had a sixth match and a fifth form match, which made you very anxious to play football very well for the sake of the sixth.

1955. With regard to the cricket?—Cricket was just a chance I think, generally. They played because they had been there longer than most.

1956. They did not drop out of it as a class?—No.

1957. Now, for instance, in the eleven, which represented the best players of the school would you have a fair sprinkling of men who were quite high in the school?—Certainly; sometimes we could play the school. The football kept that up very well indeed, because the head of the school was, *ex officio*, head of football, so he always had to play.

1958. Was not the hounds a regular part of the games at Rugby?—Yes; hare and hounds.

1959. That was chiefly for running and jumping hedges?—There were two things. There was hare and hounds, and house leaping. Hares and hounds was simply a run out into the country—a fixed run which one knew, and at house leaping, you went out jumping the brooks and the hedges, and there were always one or two jumps the beauty of which was that you must get in.

1960. (*Lord Lyttelton.*) They were both very hard exercise, were they not?—Yes; house leaping came on in ordinary when we had nothing else to do.

1961. What was the length of the run—very long was it not?—Some were very long.

1962. (*Lord Clarendon.*) Ten miles were they?—Yes, even 12.

1963. (*Sir S. Northcote.*) Has not Dr. Temple altered the length of the run?—He makes them have notes, before they run out, from the doctor. It is very seldom such long ones are run. They are most of them about five or six miles.

1964. (*Lord Devon.*) You say boys must have a note from the doctor, does that apply to every boy, or only those who wish to get them?—It applies to all who run for the "Crick."

1965. (*Lord Clarendon.*) I think you said it was about two years since you left?—Yes; I left in June.

1966. There has been time enough therefore for you to reflect on the time you passed at Rugby. Do you look back to it with satisfaction. Do you think that time was as well employed as it could have been in an educational point of view?—I think it was as much so as it could have been.

1967. You could not imagine any better manufactory for turning the raw material to the best account?—No.

1968. And, with the exception of one or two matters that you have alluded to, perhaps not sufficient translation into English, and not time enough given to the modern history and geography, which you think might be usefully substituted for some part of the classics, there is nothing that you would suggest or which occurs to you for the honour of the school and the advantage of those who attend it,

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which could be materially altered?—I do not think there is anything at all.

1969. (*Lord Lyttelton.*) Do you find the position of the Rugby boy generally as good as any other at the university?—I think so.

1970. (*Lord Clarendon.*) In short, as far as you can judge, the system at Rugby is as near—I will not say perfection, but is as good as the system of a public school could be made?—I think so, certainly.

1971. In fact, you look back to the education you received there with gratitude and satisfaction?—Most decidedly.

Victoria Street, Wednesday, 17th December 1862.

PRESENT:

Earl of Clarendon.	Hon. Edward Twisleton.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.
Sir Stafford Northcote, Bart.	

The EARL OF CLARENDON in the Chair.

A. Sidgwick, Esq.

17 Dec. 1862.

Arthur Sidgwick, Esq., called in and examined.

1972. (*Lord Clarendon.*) How many years were you at Rugby?—Six years.

1973. When did you leave it?—In the summer of 1859.

1974. Did you go straight to Trinity College, Cambridge?—Yes, in October term following.

1975. And you are at Trinity now?—Yes.

1976. Would you have the goodness to give us your opinion of the monitorial system at Rugby, both the duties and the powers of the monitors, and the way in which they are exercised?—The duties are generally to look after the morality of the school, to prevent all offences they know of, and to keep order in the houses.

1977. When you say the morality of the school, does that imply something more than the mere order and discipline of the school. I mean, do the monitors take care, as far as they can prevent it, that there is no drinking, gambling, nor bad language?—Yes.

1978. The checking of these would all come within the duties of a monitor?—Yes; all of them.

1979. And do you consider that those duties are strictly performed?—Yes; I think very fairly indeed.

1980. The authority of the monitor in those respects is cheerfully acknowledged?—Yes.

1981. And supported by public opinion in the school?—Yes, certainly.

1982. What effect should you say the exercise of that sort of power had on the monitors themselves. Do you think that it inspires them with a sense of responsibility or makes them arbitrary?—I think in most cases it inspires them with a sense of responsibility. It is looked upon as a matter of course by all who get into the sixth form, that they shall have these powers, and in most cases that they shall exercise them properly.

1983. And a monitor in exercising those duties, does not make himself unpopular?—No.

1984. He would rather lose respect if he did not exercise it properly?—Yes, certainly.

1985. What punishments have the monitors power to inflict?—Impositions and caning.

1986. Which do they resort to most?—To impositions for small offences, but there are plenty of instances of caning.

1987. Is it caning on the hand or on the back?—On the back.

1988. What is the amount of imposition a monitor can set?—I do not fancy there was any limit; I never heard there was any.

1989. Except his own judgment?—His own judgment, and subject to an appeal to the Head Master, or the master of the boarding house.

1990. Is there often an appeal from the monitor to the master?—I have known a few cases; not many.

1991. (*Lord Lyttelton.*) What is the maximum length of an imposition?—An ordinary length is about 300 lines.

1992. It is beyond that sometimes?—Yes; it is occasionally doubled for contumacy.

1993. Is it ever as low as 50 lines?—Yes.

1994. (*Lord Clarendon.*) To write?—Yes.

1995. Is there ever any repetition?—I have never known any.

1996. I suppose in general the master upholds the position of the monitors?—Yes; almost universally.

1997. Appeals are not encouraged?—No.

1998. (*Sir S. Northcote.*) Do you require what is written to be written decently, or do you take anything?—We take anything.

1999. (*Mr. Thompson.*) Has that a good effect on the handwriting of the school?—Very bad, I should think.

2000. Do you think Rugby boys write much worse in consequence of this practice of impositions?—I do not think so.

2001. You mean, perhaps, that the tendency was bad, but that it was counteracted by the efforts of the boys?—Yes; and also that other boys have to do impositions in other schools, if not for the præposters, for the master.

2002. You think, perhaps, that the average handwriting would be better throughout the public schools if the practice of impositions were not so general?—I think it is possible.

2003. (*Lord Clarendon.*) Was there much drinking or immorality of any kind at Rugby?—There were very few cases I knew of.

2004. Were those of drinking?—Yes; there were four or five of drinking that were generally known of while I was there.

2005. Was the practice condemned by public opinion, or was it looked upon with indifference?—It was entirely condemned, I should say.

2006. You would say it was only confined to a very few?—A very few indeed.

2007. And the habit of the school was against anything of the kind?—Yes.

2008. Was there much bullying while you were there?—There was very little in public. I cannot answer for the boarding houses; of course it is possible it might have gone on in the boarding houses to a great extent without its being generally known.

2009. (*Mr. Thompson.*) You were a town boy?—Yes; I was not in a boarding house.

2010. (*Lord Clarendon.*) As you were a town boy, I will ask you as to your relations with the other boys of the school and the boarders. Were you on a perfect equality with them?—Perfectly.

2011. You never had any reason to think yourself at a disadvantage?—No, not in the least.

2012. And you would say the same generally for those who were town boys?—Yes; with the exception of those who were the sons of Rugby tradesmen.

2013. (*Lord Lyttelton.*) How many of them were

there?—There were none when I went there; and when I left there were about 20.

2014. And they were clearly at a social disadvantage, were they?—Yes, I should say so.

2015. (*Mr. Thompson.*) How do you account for the increase in their numbers?—I do not know.

2016. Was any new regulation made giving them easier access to the school?—None whatever.

2017. It was merely accidental?—Yes.

2018. And these boys were not well treated?—Well, they formed a set by themselves; whether from necessity or from choice I cannot say.

2019. They were not bullied?—No.

2020. But rather what we should call "cut"?—They appeared to keep to themselves.

2021. (*Lord Clarendon.*) Were you a town boarder from the accident of your family residing there?—Yes.

2022. Habitually, or did they come to reside there?—They came to reside there on purpose.

2023. I suppose you were subject to being fagged just the same as if you were in a boarding house?—The town boys generally were.

2024. What was the system of fagging there. Who had power to fag?—Any member of the sixth form.

2025. At what distance from the school did you live?—About 600 yards.

2026. There is a prescribed limit, is there not?—I think it is three miles; three or five, I am not sure which.

2027. Where do the town boys have their meals?—At home.

2028. All of them?—Yes.

2029. There was no instance of a town boy boarding in the house, although he might go home to his parents of an evening?—There was no instance of that. There were some instances of town boys, that is to say, of the sons of people living in Rugby, who were sent to the boarding houses, who were permanently at the boarding houses.

2030. And who did not go home at night?—Yes.

2031. Your habit was to go home for your meals?—Yes.

2032. You had no meals whatever, except at home?—No.

2033. (*Mr. Twisleton.*) Do you consider there were some advantages connected with living at home, or do you think the plan of coming to the school and living wholly in a boarding house was better?—I should say on the whole it was far better to be in a boarding house for most boys.

2034. (*Lord Lyttelton.*) On what account?—Because they would mix better; they would generally mix more with the other boys, and they would not be subject to any home influence at their work, which might be deleterious.

2035. (*Mr. Twisleton.*) Might not home influences on their character be favourable?—Yes, that is possible.

2036. (*Lord Lyttelton.*) Do you think the full benefit of the public school system would be better enjoyed in the boarding houses?—I think so.

2037. (*Mr. Twisleton.*) Do you think a studious boy would have more opportunity of reading in a boarding house than he would at home?—I should say on the average he would.

2038. I am supposing a studious boy and a boy of some character; I am not supposing an idle boy, but a studious boy?—Yes, I think perhaps he would on an average.

2039. (*Lord Clarendon.*) You took your share in the games just the same as if you were in a boarding house?—Yes.

2040. You were not in the eleven, were you?—No.

2041. Did the home boarders spend their Sunday entirely at home, or did they go to the chapel with the other boys?—They went to the chapel.

2042. In all other respects your Sunday was passed like that of the other boys?—Yes.

2043. In the afternoons you had a good deal of leisure; did you spend them at home or with the other boys?—Frequently in taking walks with the other boys.

2044. In fact you were to all intents and purposes as if you were at a boarding house as far as mixing with the other boys goes?—Except, of course, in the evenings.

2045. (*Mr. Thompson.*) Do you think you were in as good a position to form friendships with boys in the boarding houses as if you had been yourself in one?—Yes, I think so.

2046. (*Sir S. Northcote.*) Could you judge at all, in your position, whether there was much difference between the position of the boys in the other houses, or had you any means of judging whether the boys in the school house were better off than the others?—No; I should not say they were better off.

2047. (*Lord Clarendon.*) The sermons were almost entirely preached by the Head Master?—Yes.

2048. Do you consider that they were attractive to the boys, that the boys liked them much?—As far as I can judge, I should say they did.

2049. (*Lord Lyttelton.*) Were you there in Dr. Goulburn's time?—Yes.

2050. And Dr. Temple's?—Yes.

2051. Did Dr. Goulburn preach as regularly as Dr. Temple does?—Yes.

2052. (*Mr. Thompson.*) As long, or longer?—As long. Perhaps rather longer.

2053. (*Mr. Twisleton.*) Do the sermons of the Head Master produce a moral impression on the boys?—I cannot say, I am sure.

2054. (*Lord Clarendon.*) Dr. Temple used always to have boys collectively first, and then individually, did he not, in their preparation for confirmation?—I do not know, because in the course of having the boys individually he would only deal with the school-house boys; I cannot say about the school-house boys; he had all the candidates for confirmation collectively.

2055. You would consider that a town boy would have the same advantages in his assistance and advice in preparing for confirmation as the other boys?—Yes, quite.

2056. And they of course attended the Sacrament the same as the school-house boys?—Yes.

2057. (*Mr. Thompson.*) It has been given in evidence that Dr. Temple was in the habit of giving Sunday lectures on the Old Testament to the boys in his own form; did you ever attend any of those?—Yes, always.

2058. Was that custom introduced by Dr. Temple?—No; it was before his time.

2059. Dr. Goulburn gave similar lectures?—Yes.

2060. Possibly it was a tradition from Dr. Arnold's time?—Yes, I should think so.

2061. (*Lord Clarendon.*) Did you have a private tutor when you were there?—Yes.

2062. From what period?—During the whole time I had a private classical tutor.

2063. Not when you got to a certain height in the school?—No.

2064. What did the private tutor do for you, or rather, what did you do with him?—He looked over one composition every week, and we had a lesson of an hour once every two days, three times a week.

2065. Did you go to him alone, or with others?—With others.

2066. You considered you derived great advantage thereby?—Yes, during the time I was in the sixth; not much before then, I should say.

2067. Why not?—Because it was frequently not more than an ordinary lesson.

2068. (*Mr. Twisleton.*) And then, when you were in the sixth, what was the difference?—The reason is, that the sixth pupils are taken by themselves. They were so much fewer; there was so much personal teaching.

2069. (*Mr. Thompson.*) You do not mean *seriatim*?—No; but just those who were in the sixth were taken by their tutor together.

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2070. Were boys belonging to different forms taken at the same time if they were not members of the sixth ?—Yes, below the sixth.

2071. The number was not so manageable ?—It was as great as that of a form.

2072. How many would go to a private tutor taking the sixth ?—About five or six generally.

2073. (*Mr. Vaughan.*) Were some tutors regarded as very superior tutors to others ?—Yes.

2074. How did the boys feel who were planted with an inferior tutor ?—They felt their misfortune, I should say.

2075. Was it felt to be a serious disadvantage ?—Yes, certainly.

2076. But they could not remedy it ?—No.

2077. (*Mr. Twisleton.*) It was submitted to as inevitable ?—Yes.

2078. (*Mr. Vaughan.*) Was it such a disadvantage as would be felt in the competitions through the school, and the progress of a boy in the school ?—I should say so, certainly.

2079. Then I suppose that those who had the misfortune to get the least good tutor would have been not very sorry to have seen the system altered ?—No, perhaps not.

2080. Would they have considered it more fair, do you think, that under such circumstances there should be no tutorial system at all ?—Perhaps so.

2081. (*Mr. Thompson.*) Would it have been a choice of evils, do you think ?—I should say so, between a bad tutor and no tutor.

2082. (*Mr. Vaughan.*) Were the foundationers allotted to as good tutors upon the whole as the other boys ?—They had their choice of tutors.

2083. Had the parent the choice of a tutor ?—Yes.

2084. Was that an absolute choice, and was there no limitation of the number of pupils of each tutor that would exclude the parent often from exercising that choice ?—Yes, there was a number, I believe. I have an idea that a limit was placed after I went there, but I am not sure.

2085. Was it such a number as would virtually have the effect of giving all the masters in a school a fair share of pupils ?—Yes.

2086. And therefore of forcing the least eligible on the parents and boys ?—The least eligible tutors would always have some, but not as many as the more eligible.

2087. There would be a sensible difference according totheir character ?—The real qualities which make one tutor better than another are hardly likely to be generally known to the parents when they make their choice of a boarding house, and therefore of a tutor. Moreover, such choice is frequently directed by previous acquaintance or other accidental circumstances.

2088. (*Lord Devon.*) With regard to those who were not foundationers, how was the tutor selected there ?—It was either the master of the boarding house where the boy was, or he was selected by the parent in the case of those masters of boarding houses who were mathematical or modern language masters.

2089. (*Mr. Thompson.*) Did you, as a town boy, have your choice of tutors ?—Yes.

2090. Was not that a great advantage ?—Yes.

2091. But counterbalanced by disadvantages ?—Yes, I should say so.

2092. (*Lord Devon.*) How many pupils had he in number ?—About 55.

2093. Did that admit of anything like friendly personal communication with each boy, or did he only see them in classes ?—Yes ; because he always looked over their composition one by one.

2094. Was there any intimate relation between the tutor and the pupil more than that required by school work ?—There might be.

2095. Practically was there ?—Yes, practically there was, in a great many cases.

2096. In some cases the tutor was a friend of the pupil ?—Yes.

2097. Do you consider that that is a very satisfactory result of the relation ?—Yes, very satisfactory.

2098. You would say that that is an advantage traceable to the system ?—Yes, distinctly.

2099. (*Mr. Thompson.*) Do you think that the bad choice of a tutor ever within your knowledge has made a serious difference to any Rugby boy in his success at the school, and at the University afterwards ?—Well, I think I can say it has.

2100. (*Lord Clarendon.*) Do you think that the mode in which the tutor would impart his instruction, and the encouragement that he would thereby give to or withhold from the boy, would have an influence on his character ?—Yes.

2101. (*Mr. Vaughan.*) Were the tutors paid anything for the foundation boys ?—Yes ; as much as for the others.

2102. By the trustees ?—No ; by the parents of the boys.

2103. (*Mr. Thompson.*) Was that the only payment that the parents of foundation boys had to make ?—They had to pay a certain sum unless they had resided two years in the neighbourhood of the school before the boy was sent there.

2104. (*Lord Devon.*) Do you know what the total cost was of a foundationer ?—Before they were on the foundation, do you mean ?

2105. I mean those who were living in the town ; yourself for instance ; do you know what the total annual cost was while you were on the foundation ?—It was only the expense of the classical and mathematical tutor if there was one. There were also some small school fees, scarcely amounting to 1*l.* per annum.

2106. What was that ?—If there were two tutors it would be 20 guineas, if there was one it would be 10 guineas.

2107. (*Lord Clarendon.*) About how many town boarders were there ?—There were about 72, I think, when I left.

2108. Did those include the sons of tradesmen ?—Yes.

2109. Did that seem to be about a stationary number, or was there any notion that they were likely to increase ?—No, about stationary, I should think.

2110. What, so far as you know, was the effect upon these 70 boys of home influences ; should you say that those boys occupied in any respect a different position in the school ; that their characters were different, or that the result of home influence was manifested afterwards ?—No, I should think not.

2111. And that home influences, as they could only be of parents who came there for the purposes of education of their children, would be exercised in favour of their being studious ?—Yes, in some cases, but not in others.

2112. I suppose there was more school liberty to a boy on the foundation, by reason of his living at home, than to a boy in a boarding house ?—There was exemption from the boarding house fagging, that was the only difference.

2113. I mean with regard to hours and places. Was there not less restraint on the whole on the ways of a boy who was on the foundation than one who was in a boarding house ?—No, there was no less restraint.

2114. For instance, after locking-up hours, were they universally kept at home ?—Theoretically they were.

2115. But I meant rather to ask the practical effect ?—I think the laws were broken very frequently.

2116. Do you think they were ever broken for bad purposes. I mean to say, did you see any evil that resulted from their being broken, besides that of their being actually broken ?—Yes, in some cases.

2117. (*Mr. Thompson.*) In those cases the fault would probably lie with the parent or friend of the boy ?—Yes.

2118. (*Lord Clarendon.*) There was no school

supervision over the boy?—There was one official who was supposed to look after them—to walk about the town.

2119. A kind of proctor?—Yes.

2120. (*Mr. Vaughan.*) From their being under the superintendence of parents, did it not naturally occur that there was less disposition to look after them even by official persons?—No, I should say not.

2121. (*Lord Clarendon.*) Would your tutor ever read with you any other than the school work?—Yes, sometimes.

2122. If you wished to read any classical author that was not in use at the school at that moment, he would have read it with you?—Yes.

2123. (*Mr. Twisleton.*) Did you in fact have any private reading with your tutor?—Yes.

2124. Can you give an idea of what it was?—Reading wherever he thought your work was deficient; he would supply it by giving you extra composition, or reading a particular Greek play, for example, or anything of that sort.

2125. Did you read with him any Greek play which you did not read in the school?—Yes.

2126. And that was not uncommon?—It was not common, I should say; it was done in a few cases.

2127. Generally speaking, the work in the school was sufficient to take up a boy's time?—Quite, I should say.

2128. (*Lord Clarendon.*) What do you consider were the principal stimulants to work at Rugby; was it the desire to get a higher place in the school?—Yes; I should think competition principally.

2129. And there was a real spirit of emulation in the school?—Yes.

2130. The success and the progress of boys were narrowly watched?—Yes.

2131. And interest was taken in their success?—Yes.

2132. And all the prizes that were awarded were known throughout the school?—Yes.

2133. (*Mr. Twisleton.*) Holidays were given for the success of Rugbeians at either of the Universities?—Yes.

2134. (*Sir S. Northcote.*) Do you think that all boys are open to the stimulus of emulation, or do you think it tells more with some than with others?—It tells more with some than with others.

2135. Do you think there is a certain class of boys in the school, quiet boys well-disposed to work, who are not much acted upon by the motive of emulation?—Yes, certainly.

2136. Do you think the Rugby system is good for them?—Well, I do not know under what system they would be better off.

2137. (*Lord Lyttelton.*) Do you think those who are likely to obtain the highest places are more under the influence of emulation, than those who are not so?—Yes, I should say so.

2138. (*Sir S. Northcote.*) Do you think the effect of emulation is to make the tutors pay more attention to those boys who are likely to distinguish themselves, and who are keen to get on?—No, I should not say so, generally.

2139. (*Mr. Vaughan.*) Do you think that upon the whole the classical education of the foundationers commences, by reason of their being on the foundation, at an earlier period than the classical education of the boys not on the foundation?—Do you mean whether they went to the school earlier?

2140. Whether they received some school instruction earlier?—No, I should not say so.

2141. You do not think, for instance, that by reason of a boy being near a great school, where he could receive gratuitous education, he began to learn his Latin grammar, and to do regular school work earlier than the others?—No.

2142. And next, in point of age, how was it; were the foundationers, as they went up the whole school, as forward as the non-foundationers for their age?—Yes, quite.

2143. And did they succeed equally well in the school work. Do you think they held their own, in point of numbers, against the same number of other boys?—Yes, I think so, on the whole. Perhaps, on the average, they were a little below.

2144. To what should you attribute that?—To accident, I think, principally.

2145. Have they done as well in the University afterwards, on the whole, as the non-foundationers?—Yes, I think so.

2146. Have there not been recently some scholarships established towards the top of the school?—Yes. I do not know whether recently.

2147. There are some at present?—Yes.

2148. Were those open to the competition of foundationers?—Yes.

2149. Did the foundationers often succeed in getting them?—Yes.

2150. Were the foundationers a stronger set of boys, do you think, at football, and games requiring violent exercise, than those in the boarding houses?—No, I do not think so.

2151. (*Mr. Thompson.*) Nor weaker?—Perhaps rather weaker, as on an average they were rather younger.

2152. (*Mr. Twisleton.*) On the whole, do you think that their living at home made them read harder, or less hard than other boys?—Well, on the whole, I should say it made no difference.

2153. You do not think that their being slightly inferior to the other boys in knowledge, and their place in the school, had anything to do with that?—No, I do not think so.

2154. (*Mr. Vaughan.*) Had they, do you think, *cæteris paribus*, a preference for the exhibitions?—No, I believe not. There never occurred a case in which I remember that happening.

2155. (*Mr. Thompson.*) We have spoken of stimulants to work. Those stimulants were very effective at Rugby, whatever they were, I think?—Yes.

2156. A good deal of work was done in the school?—Yes.

2157. Comparing it, so far as your knowledge goes, with other schools?—Yes, certainly.

2158. Do you think it would contrast favourably with some other schools in that respect?—Yes.

2159. Do you think that the Rugby boys have read as much, for instance, of the classical authors, Greek and Latin, when they come up to the University, as boys from other schools?—I should say they had read generally more.

2160. More than is read at most schools?—Yes.

2161. Should you say than at any other school?—More classics, certainly, I should say.

2162. Than at all the schools within your knowledge?—Yes; except perhaps the Eton collegers.

2163. Are you acquainted with any Shrewsbury boys?—Well, except, perhaps, some Shrewsbury boys.

2164. How many plays should you say was a fair proportion for a boy to have read when he came to college; a first-rate Rugby boy?—About 15.

2165. Including Aristophanes, or not?—I was not including it at the time.

2166. He would have read most of Sophocles?—Yes, certainly.

2167. The whole of Æschylus?—No; only two or three of Æschylus.

2168. The easier plays?—Yes. This of course can be but a rough estimate, as no two boys would necessarily have read the same when they leave school.

2169. (*Mr. Thompson.*) Do you think that the time devoted to composition in the school was sufficient?—Quite sufficient.

2170. And not in excess?—I think the time devoted to original Latin prose composition in the sixth is in excess.

2171. Was that because the subjects were unattractive, or why?—Generally there was a dislike to write them.

2172. For want of ideas?—Yes.

2173. You think it is a better exercise for boys at

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college to translate from English into Latin than to have to invent both matter and words?—Yes.

2174. (*Mr. Vaughan.*) Do you think that the encouragement of English verse writing amongst the head boys in the school was sufficient?—There is very little of it at all.

2175. Is it a fact within your knowledge, whether the value of the prizes for English verse at the head school have been diminished or not?—You mean the actual value of them?

2176. Yes?—No, I think not.

2177. (*Mr. Thompson.*) You have got several prizes at the University, have you not?—Two or three.

2178. (*Mr. Twisleton.*) Will you let us know what they are?—One for a Latin essay, and two in two successive years for a Greek ode.

2179. (*Mr. Thompson.*) You have also got prizes in the college?—Yes.

2180. What prizes?—One for Latin elegiacs, and one for Latin declamation, and one for an English essay.

2181. Perhaps you never knew, or do not bear in mind, the success of Rugbeians during the same years at Oxford in the prizes there?—I do not remember any.

2182. Any Latin verse, or English verse?—I do not think there were any prizes obtained by Rugbeians.

2183. The last year?—No.

2184. (*Mr. Vaughan.*) Or within the last three or four years, have they carried off any Latin verse prize?—No; not the last three or four years.

2185. (*Mr. Twisleton.*) How high were you when you left?—I was head.

2186. (*Mr. Vaughan.*) Have they carried off any Newdegate prizes?—One about five years ago.

2187. No Chancellor's Bachelors' English essay?—Not that I know of.

2188. (*Sir S. Northcote.*) You had a special master for composition, had you not?—For the sixth.

2189. Only for the sixth?—Only for the sixth.

2190. Had he a form in the working of the school?—Yes.

2191. Do you think that was an advantageous arrangement?—Very.

2192. In what way did he assist the boys?—In carefully looking over all their exercises with them.

2193. Did he set the subjects?—Yes.

2194. And the exercises were shown up to him as soon as they were done in the first instance?—Yes.

2195. Not to any private tutor, or anyone else?—No.

2196. And then did he examine them with the boys?—Yes.

2197. And give them particular instruction in the art of composition?—Yes.

2198. About how long did that take up in a week for each boy?—About twenty minutes or half an hour.

2199. How many exercises had he to look at?—He had two every week.

2200. Then he gave about ten minutes or a quarter of an hour to each?—Yes.

2201. He would send for the boys to come to him?—Yes.

2202. Were those exercises ever shown to anyone else afterwards?—In the case of great excellence they were shown to the Head Master afterwards.

2203. But not to any of the tutors or others?—Not necessarily.

2204. (*Mr. Vaughan.*) Do you think that if there were any class at Rugby like that of the Eton and Winchester college boys, that that would add still further to the celebrity of Rugby as a school, and to its successes in the university?—It might, by stimulating the best boys even more than they are stimulated at Rugby; but I think it would diminish the average.

2205. Do you think that the recent opening of the scholarships at Winchester, and schools like Winchester and Eton, has the effect of withdrawing boys from Rugby who might otherwise have come there?—I have not known any cases.

2206. Might it not very often happen that a boy would be destined for Rugby by his parents unless he succeeded at Eton and Winchester by force of his abilities and attainments?—Yes, that might be so.

2207. And in that way, are not Eton and Winchester necessarily drawing away some of the best materials from a school like Rugby, while Rugby is not acting upon them in a similar manner?—I should not think that would happen very often.

2208. (*Lord Devon.*) It is sometimes said with regard to some public schools that they may be good for encouraging and bringing forward boys of remarkable natural ability, but that not much is done for those who are deficient in natural ability, however much they may possess industry; do you think that the system at Rugby would be beneficial for both these classes of boys, or not?—Less to the best boys, I should think.

2209. Why; in what respects?—Merely because it was more directed generally to all classes of boys.

2210. Should you say that an insufficient encouragement was given to boys of remarkable ability, or not?—Not so much as might have been, perhaps; not as much, for example, as is given at Eton to the best collegers.

2211. What additional encouragement would you suggest; more prizes, more rapid promotion?—No, I do not think in the present state of the school any additional encouragement could be introduced.

2212. But, if practicable, you think it should be introduced?—Yes.

2213. Could it be introduced without giving something of disadvantage to the others in the other class to which I referred, namely, the steady boys without great natural ability?—I do not know.

2214. Now, take another class of boys, those who may or may not have natural ability, but who have no industry, and are very idle; is enough done to make them work?—Yes, I think so.

2215. And, practically, does it answer; can a boy be idle, in short, at Rugby?—Yes.

2216. Can you suggest any mode by which a boy can be prevented from being idle?—I cannot.

2217. Do the masters look after them as much as practicable?—Quite, I think.

2218. (*Mr. Vaughan.*) I believe there are certain standing rules at Rugby, that at given ages a boy must be in particular parts of the school or he must depart?—Yes.

2219. Is that rule, should you think, acted upon?—I think I have known several cases where it has not been.

2220. Supposing that rule to be faithfully acted upon, does it not necessarily prevent the idleness of boys going beyond a certain extent?—Yes.

2221. Beneficially so to others?—Yes, I should say so to the rest of the school.

2222. Would you mention in what points?—Merely by removing those boys.

2223. Are they generally boys in other points who it would be desirable for the interests of the school should be removed?—In most cases.

2224. (*Mr. Thompson.*) And in exceptional cases they would be allowed to stay, perhaps?—Yes.

2225. There may be cases in which boys of excellent character may be of slow understanding?—Yes.

2226. And those boys, you think, are properly retained?—Yes.

2227. (*Mr. Vaughan.*) When you speak of the rule not being universally applied, should you say it was universally applied with the exception of such cases as have been just pointed out to you?—Yes.

2228. (*Lord Clarendon.*) Did you pay much attention to foreign languages?—Not very much; there was not much chance of so doing.

2229. You had to learn either French or German?—Yes; but it is not very well managed; the lessons, especially in the sixth form, are placed at inconvenient hours, and there is every tendency to make one shirk the work.

2230. In what way ?—The lessons in modern languages are two in the week, and they both come immediately after a classical lesson. I think it is desirable that every lesson to which attention is to be paid should have at least an hour before it vacant.

2231. (*Mr. Twisleton.*) For preparation ?—Yes.

2232. (*Lord Clarendon.*) Do the boys pass from the classical room to the foreign languages ?—Yes ; at least the classical master retires and the modern language master appears on the scene.

2233. (*Mr. Thompson.*) In the same room and the same atmosphere ?—Yes.

2234. (*Mr. Vaughan.*) Does that act to the disadvantage of both lessons, or to the disadvantage only of the modern language lessons ?—Principally to the disadvantage of the modern languages. That arrangement is only in the sixth.

2235. (*Lord Clarendon.*) There is a better arrangement in the other parts of the school ?—Yes.

2236. When you were in the lower parts of the school, did you get more modern languages ?—Yes, rather more.

2237. It was not a subject which was taken up heartily by the boys ?—No.

2238. I think it was by the masters, was it not ; Dr. Temple gave value to it ?—I think it has been improved lately. There has been some stimulus lately.

2239. (*Lord Lyttelton.*) Do not the boys feel the importance of it with reference to their future life ? —I am afraid not.

2240. (*Mr. Twisleton.*) When you left Rugby could you read any common French work ?—No, not without copious use of the dictionary.

2241. And could you read any German ?—I knew rather more German, but not much.

2242. (*Lord Lyttelton.*) You had left off French, and taken to German ?—Yes.

2243. That was the custom ?—That has been altered now.

2244. (*Mr. Vaughan.*) Did you not know French better when you left the school than you did when you left it off ?—No, I do not think so.

2245. In fact, you did not keep it up ?—No, not at all.

2246. Then you must have fallen off ?—Yes.

2247. (*Lord Clarendon.*) It was of no value to you in your school work ?—None whatever.

2248. (*Sir S. Northcote.*) Do you think that was more felt by the boys who were working hard for classical distinctions than the other boys. Were there a certain number who learnt modern languages, and paid more attention to them than to classics ?—There were one or two who paid attention to modern languages, but in those cases generally to the exclusion of the classics.

2249. A boy who was aiming to get classical prizes would deem it a waste of time to give much attention to modern languages ?—Yes.

2250. (*Mr. Vaughan.*) Should you say that the boy who worked in classics worked usually also in modern languages more than the boy who was idle in classics ?—Perhaps so.

2251. (*Mr. Thompson.*) Was there no feeling on the part of the good scholars that German might be of use to them in their own line ?—I think not.

2252. In classics ?—I do not think so.

2253. You hold that opinion now, do you not ?—Yes.

2254. Had you sufficient acquaintance with German to make any use of it in your classical studies ?—No.

2255. (*Mr. Twisleton.*) Are you keeping up German now ?—No.

2256. (*Mr. Vaughan.*) Do you think that any boys in the school use German commentaries written in German ?—No.

2257. Or German dictionaries written in German ? —No.

2258. (*Mr. Twisleton.*) I find of the boys who left Rugby during the year, in the last summer, 39 only went to one or other of the universities, and 101 to neither. Now, among this 101 who did not go to any university, would there not be some who would have desired very strongly to have learnt French or German ?—Yes ; I think there might be in that case.

2259. That class of boys would be more likely to study those languages ?—Yes.

2260. (*Lord Lyttelton.*) Bearing on what has been just stated as to the large number who do not go to the universities, do you think the general sense of the boys is that the studies at the universities determine very much the *status* of the school ?—Yes, I should think so, with those who think about it at all.

2261. (*Mr. Vaughan.*) Do you believe that all those boys who do not go to the university know during their career that they are not going there ?—Yes, I think so.

2262. Do you think the consciousness of not being intended for the universities acts on the majority of those boys to withdraw a strong stimulus to work generally ?—Yes, I should think it did. It is rather hard to put oneself in their position, but I should rather think it did.

2263. (*Lord Lyttelton.*) Do you suppose many go with the intention of going to the university, and whose destinations are changed while at school ?—Yes, I think there are some, certainly.

2264. (*Mr. Twisleton.*) But in the last year they would be likely to know whether they were going to the university or not ?—Yes.

2265. Are there many boys who go, intending to offer themselves for Woolwich or for competitive examinations ?—Yes.

2266. And have those boys usually considered that they can best receive instruction direct from Rugby or from some private tutor ?—A good many go to some private tutor.

2267. It would be looked upon as hardly wise in a boy to begin simply from the Rugby training ?—I should think so.

2268. Do you think the Rugby training could be at all modified, so as to enable those boys to get what they want ?—It is, in some cases. They are excused some of their classical work.

2269. Do many boys avail themselves of that ?—Yes, I think a fair proportion.

2270. Do you think they do so in order to escape harder work and to take easier work, or that they do it fairly for the purpose they have in view ?—I think they do it *bonâ fide* generally.

2271. Have you ever cases of first-rate classical scholars not going to the university ?—One or two ; but very rare.

2272. (*Lord Lyttelton.*) Do you think there is a difference between common examinations and the Woolwich examinations ; could boys go direct from Rugby in many cases prepared for the others, but not prepared for Woolwich ?—I do not think they could.

2273. Not safely ?—No.

2274. (*Mr. Thompson.*) You said yourself that you left Rugby at Midsummer and came up to Cambridge in the following Michaelmas term, that is in October ? —Yes.

2275. Did you spend the intervening time with any private tutor ?—No ; doing nothing.

2276. It is not usual to spend the interval with a tutor?—Not that I know of.

2277. You consider the mathematics you get there are sufficient to start you at Cambridge ?—If one is intending to read mathematics at Cambridge, it perhaps might be wise to take a private tutor between.

2278. (*Lord Lyttelton.*) For matriculation ?—No, not for matriculation, except in cases of great ignorance of or incapacity for mathematics.

2279. (*Mr. Thompson.*) For the mathematics that a classical man, who wishes to obtain a medal, would get up ?—I should think there is enough taught at Rugby for that if continued at Cambridge.

2280. (*Lord Clarendon.*) How far in mathematics

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did you go at Rugby?—I went as far as conic sections.

2281. Inclusive?—Yes.

2282. (*Mr. Thompson.*) Did you read any part of mechanics?—No.

2283. (*Lord Clarendon.*) Were the boys in general well grounded in arithmetic at Rugby?—I should think so.

2284. Mathematics do count in the places in the school work?—Yes, they do.

2285. Was there any natural science taught while you were there?—Yes.

2286. How long had that been established?—It was there when I went there.

2287. Did you attend?—No, I did not.

2288. Was it voluntary?—The alternative was to learn modern languages.

2289. (*Mr. Thompson.*) Was there any disposition to look with, I will not say contempt, but with indifference, on mathematical reading?—Yes, certainly.

2290. The point of honour was in no way involved in a boy's succeeding in mathematics as it was in classics?—No.

2291. In fact, classical excellence was the point aimed at?—Yes.

2292. Would you say that was the only thing that gave a boy any *éclat* in the eyes of his fellows?—The main thing.

2293. If a boy showed any aptitude for mathematics would that be appreciated?—To a certain extent.

2294. Would he be thought what boys call a "swell" in consequence?—To a certain extent he would, but to a much less extent than in classics.

2295. (*Lord Lyttelton.*) Was there any distinction between those who took up physical science and the rest. Do you suppose that those took it who had real talent for it, or was it thought an easier thing to do?—When I was there, it was certainly thought an easier thing; but I believe it is changed now. There was a change of master, and I believe that made a change in that respect.

2296. It is better taught, you think?—Yes.

2297. (*Mr. Vaughan.*) Do you happen to know whether, at the present moment, by far the greatest portion of students in physical science are not in the sixth form?—I do not know.

2298. (*Mr. Twisleton.*) Do you know why the boys do not look with the same respect on eminence in mathematics as in classics?—Because the rising in the school, and the obtaining of prizes, scholarships, and exhibitions, is mainly caused by classics.

2299. You think that was the only reason. It was not from any idea on their part of the advantage of one over the other?—No.

2300. (*Mr. Vaughan.*) Do you think it was the case that the Rugby men as a mass went to Oxford rather than to Cambridge, and that this may in part account for it?—No; because I do not think they did do so.

2301. (*Mr. Thompson.*) You would perhaps say the cause might be that they were able to appreciate classical excellence better than mathematical excellence?—Perhaps so.

2302. (*Lord Lyttelton.*) The mathematical prizes were substantial prizes, were they not?—Yes; but there were not many of them.

2303. Were they all books, or were there any money prizes?—They were all books.

2304. They were not valued nearly so much as the classical prizes?—I should think they were valued as much, but there were so few of them.

2305. I mean in the estimation of the school they did not confer such distinction?—No.

2306. (*Mr. Vaughan.*) Did the boys work harder at arithmetic and mathematics, who were not going to the university, but were going into practical life straight?—I do not think so.

2307. (*Lord Clarendon.*) Was there much time for private reading at Rugby?—Not very much.

2308. Therefore there was not a great deal?—There was a good deal in this way, that boys neglected their school work. I mean by the theory there was not much time for private reading.

2309. (*Mr. Thompson.*) Boys *made* the time, in fact?—Yes.

2310. (*Lord Clarendon.*) Private reading in general literature?—Yes.

2311. What sort of books; principally novels?—Principally novels, I should think.

2312. (*Sir S. Northcote.*) Much poetry?—History and poetry also.

2313. Can you mention any particular book of history?—They were the ordinary books, Macaulay's History of England, for example.

2314. Had a boy read Gibbon, for instance?—Some boys would.

2315. There would be several doing that?—Yes.

2316. (*Mr. Thompson.*) Hume and Smollett?—Some few, perhaps.

2317. (*Lord Lyttelton.*) Prescott, I suppose?—Yes.

2318. Shakspeare?—Yes, a few would.

2319. (*Sir S. Northcote.*) Would they have read Tennyson?—Yes.

2320. Byron?—Yes.

2321. Wordsworth at all?—I do not remember a case of Wordsworth.

2322. Not any of Pope or Dryden?—Not many, but some few might.

2323. Scott?—Yes.

2324. (*Mr. Thompson.*) You sometimes had essays to write on literary subjects, had you not?—Yes; English essays.

2325. And those essays required a certain research amongst English classical authors?—Yes.

2326. (*Sir S. Northcote.*) Did boys buy many books that were worth having?—Not much, I think.

2327. (*Mr. Vaughan.*) What was the style of book that was given in prizes in your time?—After Dr. Temple came there, every boy had his choice, and the sum was credited to him at the booksellers.

2328. He was compelled to take it out in books?—Yes. There was a list drawn out for all those below the sixth. There were about 250, from which they might choose.

2329. (*Lord Clarendon.*) Could he add any money of his own to the sum spent for him, in order to get a handsomer edition?—Yes.

2330. (*Sir S. Northcote.*) Was that ever done?—Yes.

2331. What sort of books did they usually choose?—They chose standard works, such as Gibbon, and Hume, and Macaulay's Essays.

2332. (*Mr. Vaughan.*) Ever Greek and Latin books?—Very seldom; but sometimes.

2333. For Greek and Latin prizes?—Yes.

2334. (*Sir S. Northcote.*) There was no system of giving leaving books, was there, among the boys?—No.

2335. (*Lord Clarendon.*) Was there a debating society?—Yes, there were two. It died out, and was started again twice, while I was there.

2336. Were you a member of it?—Of the second one I was.

2337. Were the debates carried on with spirit; was it popular?—Yes, at first; but it gradually fell into contempt and disuse.

2338. What from do you think?—From the interest flagging.

3339. (*Lord Devon.*) Boys who took an interest in it at first went away, I suppose?—Yes.

2340. (*Mr. Thompson.*) That is the case in societies of the same kind at the universities?—Yes.

2341. (*Sir S. Northcote.*) Was it a mere debating society, or were newspapers taken in, and something of the character of a club given to it?—It was merely a debating society.

2342. Did boys read many newspapers?—Yes.

2343. Where did they get them?—They were all taken in at the boarding houses.

2344. (*Lord Devon.*) Did the second debating

society thrive better?—No; about the same as the first.

2345. Did that die too?—Yes, and there has been one since, which has also died.

2346. (*Sir S. Northcote.*) Did boys read up much for the debates?—Yes, I think so.

2347. (*Lord Clarendon.*) How many hours a day should you say, taking one day with another, was the average hours of work at Rugby?—Do you mean compulsory work or actual work?

2348. Say actual work with a studious boy?—A studious boy would work generally the whole morning, and generally the whole evening, and on whole school days in the afternoon too from about three or four to six.

2349. You would say seven or eight hours a day would be taken up by his work?—Yes.

2350. (*Mr. Vaughan.*) Out of school?—Altogether; I am counting in school and out of school.

2351. (*Sir S. Northcote.*) Can you add up the number of hours to yourself; can you say the number of hours in the week?—I should say about 40.

2352. (*Mr. Vaughan.*) Including composition and including school times too?—Yes; perhaps a studious boy might work more than that.

2353. (*Mr. Thompson.*) You exclude Sunday?—Yes.

2354. That would be about six and a half hours a day?—Yes.

2355. (*Lord Clarendon.*) How much time in general should you say is given to play?—Generally the whole afternoon of a half-holiday, I should say.

2356. How many half-holidays are there in the week?—There are always three, and in about two weeks out of three there are four.

2357. And the whole afternoon, you would call that five hours?—Yes.

2358. Would you say 20 hours a week were given to play?—I should say quite that.

2359. During the cricket season, how many hours was it necessary to play at cricket to keep yourself well up?—I am afraid I cannot say. I was not a cricketer.

2360. With the exception of what you were alluding to just now, respecting too much original composition, and the change that you think should be made in that respect in favour of the translation from English into Latin, is there any other change which it occurs to you would be for the benefit of the school?—I think more attention might be paid to Greek prose composition.

2361. Do you mean original composition?—No, translation.

2362. (*Mr. Thompson.*) Translation from English into Greek prose?—Yes.

2363. (*Lord Lyttelton.*) Do you think there is enough translation from Greek and Latin into English?—I think so.

2364. Would you have more or less repetition at Rugby?—I do not think it need be altered.

2365. In fact these are the only two changes which you think would be advantageous, the translating more into both Latin and Greek from English?—Yes, and altering the modern languages.

2366. Did that occur to you at the time when you were at Rugby, that you were doing too much original composition, or have you found since you left Rugby a want of facility in translating which you might have acquired there?—It occurred to me at the time.

2367. That then was some waste of time?—Yes.

2368. (*Mr. Twisleton.*) Was your obtaining a prize for Latin prose not likely to be the result of your composing very much?—I do not think so.

2369. You think if you had had the translating into Latin prose you would have been just as likely to obtain a prize?—I think so.

2370. (*Sir S. Northcote.*) Do you think boys take more interest in original compositions than in translations?—The majority, I should say, certainly not.

2371. (*Mr. Thompson.*) Not even in verse?—No.

2372. (*Mr. Twisleton.*) It is a much better plan for learning a language, is it not, to have frequent translations into the prose of the language?—Yes.

2373. (*Sir S. Northcote.*) Which strikes you as the more difficult, translating English verse into Latin verse, or writing original Latin verse?—Writing original Latin verse.

2374. (*Mr. Twisleton.*) Then in regard to Latin prose, which is the most difficult, writing original Latin prose, or translating English into Latin prose?—It is much more difficult to write satisfactory Latin prose.

2375. (*Mr. Vaughan.*) In the case of original composition, are not two distinct efforts of the mind necessary: invention, to produce and arrange ideas; and afterwards or concurrently the expression of these in language?—Yes.

2376. Suppose, therefore, that the work is properly done in both cases, there is an additional effort of mind required in original composition, and that makes it more difficult?—Yes.

2377. (*Mr. Twisleton.*) And with regard to the average, as a matter of fact, and the way in which Latin prose is written usually, which is preferred?—I daresay they could do the original quicker, and therefore would prefer it.

2378. Do you think that with boys who have not much imagination and much original power, the fact of being compelled to learn the language in writing original composition prevents their learning it as effectually as they would if they simply had the effort of translation to overcome?—I think it is quite possible.

2379. (*Sir S. Northcote.*) Is there not a double operation in the translation of English verse into Latin verse, that you have first thoroughly to appreciate the English author, and then you have to adapt his ideas to the style of thinking of a Latin author?—In most cases the appreciation of the English is a very speedy operation.

2380. (*Mr. Vaughan.*) What was the kind of subject, we will say in the upper parts of the school, which you had to write upon at Rugby for an original essay?—Historical, literary, and sometimes metaphysical subjects.

2381. (*Sir S. Northcote.*) Have you any ideas given for that?—No.

2382. You would merely have the subject given?—Yes.

2383. (*Mr. Vaughan.*) Did it ever strike you that the subjects were rather above the boys?—Yes; I thought so.

2384. Do you think the boys could have supplied ideas, could have combined their ideas, and arranged them better, if they had had humbler topics, and more within their experience to write upon?—I do not know, I am sure; they might have done.

2385. (*Mr. Thompson.*) Trite topics do not generally excite much enthusiasm in school boys?—No.

2386. (*Mr. Twisleton.*) I do not understand you that you would dispense altogether with the original Latin composition?—No.

2387. It is merely as a matter of degree you think it better there should be more translation from English into Latin?—Yes; there being one a week regularly in the sixth.

2388. Have you considered what proportion would be desirable. Once in three weeks?—Certainly; not oftener than that.

2389. You think if for two weeks there were translations from English into Latin, and in the third week original compositions in Latin, the boys would not write Latin less well, but they might, perhaps, even write it better?—Yes.

2390. (*Sir S. Northcote.*) I have observed that a great many boys from different schools have given the same answer with respect to original composition, and expressed a wish that there should be more translation. Do you think that arises from the fact that translations are of more value in scholarship examinations at the universities than original compositions, or from a sense on the part of the boys that the

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one is really more valuable than the other?—I think partly from the reason that it is more valuable in scholarships, and partly from the recollections of the utter miseries of original composition.

2391. The actual paying value of the power of translation is very considerable, is it not, at the universities?—It is, I should think.

2392. (*Lord Clarendon.*) The masters were on very good terms with each other, and with the boys, I believe?—Yes.

2393. There was a friendly relation between them?—Yes.

2394. As if the whole thing was a joint stock company, and success the object of all?—I should say so.

2395. Looking back at the system established at Rugby, from your experience would you think that the system was one well calculated to get all that could be got into the boys?—I think so.

2396. (*Lord Lyttelton.*) Did the upper boys communicate constantly and freely with the Head Master out of school?—Whenever they wished.

2397. Did he go among them out of school in the games, or at other times?—Yes.

2398. Did he ask them to his house in the evening?—Yes.

2399. You think that the personal influence of the Head Master was perceptible?—Yes; when I speak of the Head Master I mean Dr. Temple.

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ANALYSIS OF THE EVIDENCE.

[*** The Names of the Witnesses are in Alphabetical Order. The Figures refer to the Numbers of the Questions in the Minutes of Evidence.]

ARNOLD, Rev. C. T., page 275.

Has been an Assistant Master at Rugby since 1841, 21 years, and is a teacher of classics in the lower Fifth Form, having also for one year, as a matter of convenience, taught modern languages, both French and German; 1160–1164. Asked whether he can suggest any improvements beyond what has been stated by Dr. Temple, as the mouthpiece of all the Masters, the witness thinks improvement is to be sought less in great changes than in details, and by having more Masters; the School is shorthanded; examination on this point pursued; 1165–1177. Has 50 private pupils, Foundationers and non-Foundationers; 1180. A Foundationer, as a Foundationer, would not be thought meanly of by a non-Foundationer; a boy might be looked down upon from some personal disqualification or the station of his father, but this feeling prevails more between the Foundationers themselves than between the Foundationers and non-Foundationers; the feeling between the two classes which prevailed 20 years ago is very much altered, owing probably to the fact of many Foundationers having been at the school eminent for ability and in a good social position; 1181–1183. Thinks it would be better to perfect the present system at Rugby than introduce any radical changes into it; 1184. Has stated in a letter that he has seen a good deal of German tuition and greatly prefers the English; has seen the schools at Frankfort and at Heidelberg, and other German schools are the same; they have no games, the boys walk out, they have a professor of gymnastics, they learn to swim, but he has no hesitation in saying that public school life is far more healthy and vigorous, and tends to the formation of a far more manly character here than abroad; the teaching in Germany is extremely abstract; there are boys in Germany who, if examined about the subjunctive mood and Greek particles, display an astounding amount of knowledge, but if put to construe a passage cannot do it with half the life an English boy would display; their composition is not so good as in English schools he never saw any of their Latin verse; 1185–1200. Opinions as to the age and order of learning Greek, Latin, French, and German; 1201–1208. Pronunciation of the two latter languages: boys who learn modern languages in the nursery have a very great advantage; does not know of boys who began to learn French here and who could pronounce it before they left; but he has known boys who, having learned French and German entirely at Rugby, were able, after a residence of a few weeks in France and Germany, to read and speak the languages fluently; 1209–1213. Dr. Arnold introduced the modern language department into Rugby; French was taught before his time, but he made it compulsory, as part of the form work; 1214–1216. Is satisfied with the way in which modern language and modern literature are cultivated in connexion with this school; would not suggest any further improvement; 1217, 1218. In the German schools considerable attention is paid to foreign languages, particularly English and French; they are quite a part of their *curriculum*; 1219–1221. The relation of the private tutor to his pupil is generally one of a confidential character; if the boy got into a scrape he would consult his tutor; the relation is closer if the tutor is also his boarding master; 1222-1228.

ANSTEY, Rev. CHARLES ALLEYNE, M.A. The Rev. HENRY JAMES BUCKOLL, M.A., examined at the same time, page 273.

The practice of the Head Master in consulting the Assistant Masters did not exist in Dr. Wooll's time; on occasions of disturbance Dr. Wooll would call a meeting of the Masters and take their opinion, but there were no periodical meetings; he did not usually consult them relating to alterations in the school system; 1105–1110. Very soon after Dr. Arnold came he invited the Masters occasionally to dinner, when they talked over the state of the school; besides which they had meetings every three weeks, and a quarter of an hour every morning before the second lesson; Dr. Tait and Dr. Goulburn continued the same system; they all used to meet on the "third "week half-holiday;" the meetings dropped off a good deal in Dr. Goulburn's time; at these meetings everything connected with the management or alteration of the School was brought forward, and each master was asked his opinion; the consequence was a very harmonious working of the school; 1111–1120. At one of these meetings recently, Dr. Temple communicated with the other Masters, and his letter, now before the Commissioners, is in fact a joint production, Dr. Temple being spokesman of all the Masters; 1121–1123. Approves of the position, powers, and responsibilities of the Sixth Form, which is rather a distinctive feature of the School; of course there are evils connected with it, as the power may be abused, but there is an appeal from the authority of the Sixth Form to the Head Master, which keeps it in tolerable check; has known the power to be abused, but not in the present Master's time; the authority of the Sixth Form has been in force ever since he first knew the School, with the modifications which the different forms required; in Dr. Wooll's time the Fifth, there being no "twenty" at the time, was the only form exempt from personal fagging, now the "twenty" and two Fifths are exempt; when the rebellion broke out in Dr. Wooll's time, it was entirely on a point of discipline connected with the Sixth Form; that rebellion injured the School materially; in Dr. Wooll's time the authority of the Sixth Form was of great advantage in lessening bullying by the big boys; allowing the Sixth Form to settle little matters, often of a school-boy character, without the interferenee of the Master, was reasonable and advantageous; it is incorrect to say that in Dr. Wooll's time the boys did not say their prayers at night; they did so, and were protected by the Sixth Form; in former times fowl-stealing was a common occurrence, but the Sixth Form found it out; the power of the Sixth Form, as it is now, existed about the time of Dr. Arnold; he legalized punishment by the Sixth which had before only been tolerated; the authority of the Sixth Form is of great importance in keeping up the intellectual character of the School; 1124–1135, and 1143, 1144. A modification has been introduced into the power of the Sixth Form, to prevent abuse of it; the right of appeal has been introduced; when Dr. Tait was ill for a whole half, the matter was brought under the consideration of the Assistant Masters; the Sixth Form contended that there was no appeal from their power; the Masters had several meetings, and decided that there must be an appeal; any boy can now appeal to the Master before any punishment is inflicted by the Sixth; he can now arrest the Sixth boy's arm in the act of punishing, and appeal to the Sixth in full number or to the Head Master; 1136–1142. The boys breakfast, dine, and sup, in the hall: the Master occasionally dines with them; it is a rare thing to hear complaints as to the diet; 1145–1149. Except in a few cases, the Foundationers are not in the houses; in teaching and in the games, not the slightest difference is recognized by the Masters between the Foundationers and the non-Foundationers; all the boys are on a perfect equality; some of the town boys of humble parentage do not join with the others, but it is their own doing; when their conduct and habits are good and respectable they are not avoided by the rest of the boys; there have been more than a dozen tradesmen's sons in the school; more on this subject; 1150–1156. The question of erecting a secondary or inferior school at Rugby has been considered; but so many difficulties were found in the way that the project was abandoned; 1157. Sunday intercourse between the Masters of the boarding houses and the boys; religious lectures on Sunday evenings, 1158.

BUCKOLL, the Rev. HENRY JAMES, M.A. (*See* Evidence of Anstey, the Rev. C.A., M.A., page 273.)

EVANS, the Rev. CHARLES, M.A., page 277.

His answer to the printed questions, to the effect that many of the Rugby boys leave school at 17 or 18 years of age very imperfectly educated in classics, applies to at least half the boys; the last year or two at Rugby is, in their case, intellectually unprofitable; thinks the system of "bifurcation," or distinct departments, might make this period more serviceable to the boys; in new schools this would be more practicable than in old ones, but even at Rugby does not consider the difficulties insurmountable, and thinks the experiment worth a trial; he would begin with the formation of a Woolwich class, into which no boy should be admitted who had not reached the Fifth Form, and then only at the desire of the boy and sanctioned by the parents; he would have the Sixth Form in this new class rank exactly on a level with the classical Sixth Form; the boys having acquired a solid groundwork in Latin

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EVANS, the Rev. CHARLES—*cont.*

and Greek might then be permitted to drop a portion of their classical work, say versification and Greek, and devote the time thus gained to mathematics principally, to physical science, history, and modern languages, care being taken, of course, to guard against superficial smattering; this would meet what seems to be the requirement of the age, and what parents desire but do not know how to achieve; he would keep up sufficient Latin to ensure a gentlemanlike and familiar acquaintance with a few good Latin authors, say Horace and Virgil, or Horace and parts of Cicero, committing a great portion of them to memory; beginning his scheme *de novo*, and not grafting it on an old institution, he would give the same education to all boys up to 14 or 15, consisting of classics, the elements of mathematics, and French; 1229–1263. A boy recommended to go into this subsidiary class would not feel a sense of shame or inferiority, or degradation, if the scheme were well started; witness would drop Greek, unless for particular reasons it were desirable for a boy to continue it, and then he should have the opportunity; suppose a boy intended to go to Cambridge, and he had a decided turn for mathematics, but none for classics, witness would try to make the new department so good that it would be worth the while of such a boy to enter it; the classics that he would get there would be sufficient to qualify him for passing the "little go;" admitting the difficulties which stand in the way, he still thinks that under a wise master they might be overcome; 1264–1272. The boys of whom he had spoken get through the mechanical part of their work exceedingly well, but as soon as they were called on to comprehend the finer parts of scholarship they slacken; believes he could pick out 200 boys at this moment, who would be better for the new department; 1273–1282. Objects to suggested substitutes for his scheme; 1283–1301. Analogy between the proposed scheme and the Cambridge system; 1302–1305. With plenty of convenience, and a master mind in the school, his scheme could be carried out; 1305. Thinks it would not be necessary to divert some of the exhibitions to a fresh destination if his scheme were adopted, as he finds boys willing to enter such a department as affording a better training for practical life at an early age; 1306–1309.

HEFFORD, MR. GEORGE VALENTINE, page 241. (*See* Evidence of DR. TEMPLE, page 241.)

MAYOR, the REV. R. B., a Mathematical Master at Rugby (JOHN WILSON, ESQ., examined with him); page 280.

(*Mr. Mayor*:—Has been a mathematical Master at Rugby 17 years; 1310, 1311. Speaks of the part he takes in teaching; 1312–1315. Considering the number of subjects taught at Rugby, the boys could not devote longer time to mathematics; the time is 3 or 3½ hours a week; 1316–1318. (*Mr. Wilson*:—Is a mathematical Master as well as teacher of physical science; took his degrees in 1854; 1319, 1320. Some of the boys become well acquainted with the elementary mathematics; they do not get to its application in a difficult subject; they reach elementary hydrostatics and popular astronomy; the highest mathematical degree taken in his time by a Rugby man was fourth wrangler, that was three years ago; 1319–1325. (*Mr. Mayor*:—The capacities of boys vary very much in mathematics; the proportion of pupils who are capable of understanding the differential calculus varies much at different times; at present there are only two; has had three or four times as many; as a rule the strongest in classics are the strongest in mathematics; the Rugby boys do very little in mixed mathematics, but boys who do well in one case generally do well in the other; has noticed that a few boys who were rather elegant composers than sound scholars had been incapable in mathematics, but the boy who sees through hard constructions generally does well in mathematics; 1326–1330. A boy in the lower part of the school is altogether in the hands of the writing Master; on passing out of that he is with the mathematical Master two hours a week at least; school details; is not satisfied with the arithmetic of the school; there is not time to do it well; the boys generally come to school badly prepared; 1333–1342. An average boy leaving the school at 18 will have gone through arithmetic, algebra to the end of progression, and the first four books of Euclid, without extra tuition, 1343, 1344. Extent of private mathematical tuition; three hours a week and preparation, besides from work; with this extra tuition boys cannot get so high as conic sections, and keep up a knowledge of lower subjects, 1345–1348. Latterly the boys who go to Oxford from Rugby do not take double honours; 1349. Thinks it quite practicable for boys in the upper parts of the School to be put into a separate kind of school; sees no insurmountable obstacle to this, even in an old established School like Rugby; there would be difficulties, of course; idle and incapable boys would wish to enter this modern school to get rid of Latin composition and Greek; to counteract this, he would make a rigid rule, that the boys in that division who would not work should leave; he would begin the new school with the highest and most eminent boys, if they showed a decided turn for mathematics, or if from some other reasons classics were of less importance to them than mathematics or modern languages; 1350–1354. (*Mr. Wilson*:—Has considered this question a great deal, from seeing so very many boys at Rugby on whom a classical education produced but a very small effect; it is matter of opinion, of course, what amount they have gained; but he thinks that if a modern school were established here, so great is the pressure for the army, that half the boys would be in the modern school in a couple of years; has at this moment 26 pupils, ten of whom are for Woolwich, and all of them will be obliged to leave Rugby, because they cannot go hence to Woolwich; with the second school they could all remain at Rugby; 1355, 1356.

MAYOR, the Rev. R.B.—*cont.*

SIDGWICK, ARTHUR, ESQ., page 296.

Was six years at Rugby; left it in the summer of 1859, and in October term following went to Trinity College, Cambridge, where he is still; 1972–1975. The duties of the monitors at Rugby are generally to look after the morality of the School, to prevent offences, and to keep order in the houses; the monitors prevent, as far as they can, drinking, gambling, and bad language; the duties are fairly performed, and the authority of the monitor is cheerfully acknowledged and also supported by public opinion; 1976–1981. Thinks the monitorial power inspires the Sixth Form with a sense of responsibility, and that in most cases they use it properly; by exercising his power a monitor does not make himself unpopular; 1982–1984. Monitorial punishments: impositions and caning on the back; 1985–1987. No limit to the length of the impositions, except on appeal to the Master of the boarding house or the Head Master; has known a few instances of appeal; appeals are not encouraged; the Master generally upholds the authority of the monitors; the ordinary length of an imposition is 300 lines of writing out; it is sometimes double in case of contumacy; at others it is as low as 50; 1985–1997. Any kind of writing is taken; this has a tendency to deteriorate the handwriting; still he does not think it has actually had that effect at Rugby; 1998–2002. There were a few cases of drinking when he was at Rugby; the practice was opposed to the public opinion of the School; 2003–2007. There was little bullying at Rugby in public; was a town boy, and therefore ignorant of what took place in the boarding houses; 2008, 2009. As a town boy, was on perfect equality with the boarders; so were all the town boys, with the exception of the sons of the Rugby tradesmen, about 20 in number when he left; they were clearly at a social disadvantage; they formed a set by themselves; they were not bullied. (*Mr. Thompson*:—Were they cut?) They appeared to keep to themselves; 2010–2020. His family resided at Rugby; went there on purpose that he might have the advantage of the School; 2021, 2022. The town boys were subject to fagging, as well as the boarders; any member of the Sixth Form had power to fag; 2023, 2024. Town boys took all their meals at home; none of them were day boarders; some of them were permanently in the boarding houses, 2025–2032. Home influences may be of a favourable or a deteriorating kind, but, on the whole, thinks a boy likely to get more advantage from being permanently in the boarding houses than from being merely a day pupil; 2033–2038. Took his share in the games as if he had been in the boarding house; was not one of the "eleven;" 2039, 2040. Home boarders went to chapel on Sundays with the rest, and passed the day like the rest of the boys, except that they were at home in the evening; the afternoon frequently spent in walking; was in as good a position to form friendships with boys in the boarding houses as if he had been in one himself; the sermons by the Head Master were attractive to the boys; was there in Dr. Goulburn's time and in Dr. Temple's; 2041–2053, and 2057–2060. Dr. Temple used to prepare the boys for confirmation, town boys and boarders; both attended the sacrament; 2054–2056. Private classical tuition, details of it; some tutors very superior, and the boys felt the advantage; others inferior, and the boys unfortunately placed under them would probably not be sorry to see the tutorial system altered or abolished altogether; 2061–2081 and 2099, 2100. Tutors, how chosen; the Foundationers could have as good tutors as the other boys; the parent had the choice; more details, 2082–2093. Intimate friendly relations often established between the tutor and pupil of great benefit to the pupil; 2094–2098. Tutors for Foundation boys paid by the parents, as much as for the boarders; the parents had also to pay another sum unless they had resided two years in the neighbourhood; the total expense of a Foundationer was 10 guineas to the classical tutor, 10 guineas to the mathematical tutor (if any), and small fees amounting to about 1*l.* a year; 2101–2106. There were about 72 town boys, including the sons of tradesmen; saw little manifestation of home influences among them to distinguish them from the rest of the boys; 2107–2111. Foundationers living at home were of course exempt from the house fagging; after locking-up hours they were supposed to be kept at home, but the rule was frequently broken, and mischief resulted, the fault being probably more that of the parent or friend than the boy; there was a school official, a kind of proctor, to walk about the town and look after them; 2112–2120. The tutor would often read other than school work; read Greek plays with his tutor; generally, the school work was sufficient to take up a boy's time; 2121-2127. Emulation, interest in the progress and success of the scholars, and prizes the principal stimulants to work at Rugby; holidays given for the success of Rugby boys at the Universities; 2128–2138. Does not think the Foundationers begin classics earlier than other boys; they

SIDGWICK, ARTHUR, Esq.—*cont.*

are about as forward, age for age, as the non-Foundationers, and, number against number, hold their own, and do as well in the Universities as the rest of the School; 2139–2145. The Foundationers compete for the scholarships at the top of the School, and often successfully; 2146–2149. The Foundationers, on an average, rather weaker, because rather younger, than the boarders, 2150–2151. Their living at home made no discernible difference in their reading or scholarship; 2152–2154. The stimulants to work are very effective at Rugby; 2155–2158. Generally speaking, the Rugby boys have read more Latin and Greek when they come up to the University than boys from other schools, more than boys from any other school, except perhaps the Eton collegers, and except perhaps some Shrewsbury boys; details of Rugby classical reading; 2159–2168. The time devoted to Latin prose composition at Rugby is quite sufficient, perhaps in excess; prefers translation to original composition; 2169–2173. English verse prizes; 2174–2176. Obtained college prizes for Latin elegiacs, Latin declamation, and an English essay, and University prizes for a Latin essay and two Greek odes; 2177–2180. Does not remember any other Rugbeian obtaining prizes during the same year, or any prize of late, except a Newdegate prize, five years ago; 2181–2187. Special Master for composition; details; 2188–2203. If there were a class at Rugby like that of the Eton and Winchester College boys, it might be an additional stimulus to the best boys, but it would probably diminish the average; has not known any case in which the recent opening of the scholarships at Eton and Winchester has prevented boys from coming to Rugby; but such a thing is likely to happen; 2204–2207. The Rugby system is less beneficial to the best boys than to others; less encouragement given than to the best collegers at Eton; a boy can be idle at Rugby, though well looked after by the Masters; 2208–2217. It is a standing rule at Rugby that at given ages a boy must be in particular parts of the School, or leave; but this is sometimes departed from; the rule, if strictly acted upon, would, to a certain extent, prevent idleness by removing the idler; but in the case of boys of excellent character, though slow of understanding, the rule is properly held in abeyance; 2218-2227. Paid little attention to modern languages; the boys had to learn either German or French, but the thing was not well managed, especially in the Sixth Form, for the lessons followed close on the classics, without an interval; the arrangements in the other parts of the school were better; modern languages not taken up heartily by the boys, but some stimulus has been given to them lately; when he left Rugby could not read a common French work without a copious use of the dictionary; he knew more of German; a boy aiming at classical prizes would deem it a waste of time to give much attention to modern languages; the boy who worked in classics worked also in modern languages more than the boy who was idle in classics; is not keeping up either his French or his German; 2228–2257. The general feeling of the boys is that the studies at the Universities determine very much the status of the School; the consciousness of not being intended for the Universities acts on the majority of boys as a withdrawal of a strong stimulus to work; some boys go to Rugby with the intention of proceeding to the University, whose destinies are changed while at School; in the last year they would be likely to know whether they were going to the University or not; many go intending to offer themselves for Woolwich or for competitive examinations; the Rugby training is modified to enable such boys to get what they want; they are excused some of their classical work; a fair proportion of boys avail themselves of this, *bonâ fide* generally, and not in order to escape the harder work; cases of first-rate classical scholars not going to the University are rare, 2260–2276. Left Rugby at Midsummer and went to Cambridge at Michaelmas; spent the interval in doing nothing; if one intended to read mathematics at Cambridge it might be wise to take a private tutor during that time, but not for the matriculation except in cases of great ignorance or incapacity in mathematics; for the mathematics that a classical man wishing to obtain a medal would get up, enough is taught at Rugby if continued at Cambridge, 2274–2279. Went as far in mathematics as conic sections; did not read mechanics; Rugby boys are well grounded in arithmetic; mathematics count in School work, 2280–2284. Natural science taught at Rugby; it is compulsory with the alternative, however, of modern languages, 2285–2288. Mathematics used to be regarded with some indifference; an aptitude for mathematics would be appreciated, but classical eminence was the chief point aimed at, 2259–2294. Reasons for preference of classics to mathematics; rising in school, and obtaining prizes, scholarships, and exhibitions, are mainly owing to classics; the mathematical prizes were books, but there were few of them, 2298–2306. Physical science touched on, 2295–2297. Private reading in general literature, novels, history, poetry, 2307–2323. The English essays on literary subjects require a certain research amongst English classical authors, 2324–2326. Prizes in Dr. Temple's time; boys selected their own from a list; standard works, such as *Gibbon* and *Hume*, and *Macaulay's* Essays, rarely Greek or Latin, 2327–2333. No system of "leaving" books at Rugby, 2334. Debating societies; the first died out, a second was started with the same fate, so with a third; boys at first read up for the debates, which were carried on with spirit; 2335–2346. About 40 hours a week given to work; 20 to play, 2347–2359. Asked for further suggestions as to

SIDGWICK ARTHUR, Esq.—*cont.*

improvement of the School, thinks more attention might be paid to Greek prose composition, in the shape, not of original composition but of translation from English; reasons for preferring translation; the subject pursued at length, 2360–2379. Subjects of original essays: historical, literary, and metaphysical, 2380–2385. Would not dispense altogether with original Latin composition; would have translations two weeks and original composition in the third; 2386–2389. Thinks the general feeling in favour of more translation and less original composition arises partly from the fact that translation is more valuable in scholarships, and partly from the recollection of the utter miseries of original composition; 2390–2391. The Masters at Rugby were on good terms with each other and with the boys; there was a friendly relation between them, as if the whole thing was a joint stock company, and success the object of all, 2392–2395. The upper boys communicated constantly and freely with the Head Master out of School; the Head Master was with the boys in their games and asked them to his house in the evening; his personal influence was perceptible; he spoke of Dr. Temple; 2396–2399. Looking back at the system established at Rugby, he thinks it calculated to get into the boys all they can receive; 2395.

SMITH, the REV. BOWDLER (G. VECQUERAY, ESQ., examined with him), page 283.

Is Foreign Language Master at Rugby, and Assistant Classical Master in a very slight degree; his classical work consisting in superintending the private tuition of the junior boys in his own house as house Master; has been at Rugby since February 1852; 1415, 1416. (*Mr. Vecqueray*:—Has been French and German Master at Rugby since 1859; 1417–1419. (*Mr. Smith*:—Was at Rugby, and was on the continent four or five years as a boy, both in France and Germany; the boys have two lessons of an hour each in modern languages every week, independent of preparation and private tuition; is private tutor, but Mr. Vecqueray takes the conversation classes; 1420–1432. (*Mr. Vecqueray*:—These classes established in his time; in fact, they were the chief object of his nomination as additional modern language Master; the class is generally attended by eight of the more proficient boys, to whom it is a real object to obtain a wider familiarity with French and German; admission to the conversation class is a matter of privilege, to be obtained by high position in the School, or by good extra work; the manner of conducting the class depends on the proficiency of the boys; this half there are eight boys really well up in French; there are exercises besides those done in the School, as well as reading a French author without translating, when he merely stops the reading, here and there, to ask questions either as to an unusual word, or a difficult construction, the questions and answers both being entirely in French; the class meet for an hour twice a week, independently of schoolwork; 1433–1445. (*Mr. Smith*:—The time is taken from the games. (*Mr. Vecqueray*:—That explains the smallness of the number; if the time were taken from other schoolwork, the number would soon become eight times eight; in this conversation class, the pronunciation is specially attended to; the boys are not so well up in German as in French; some of the better scholars can construe correct German sentences; they would not be able to turn a historical book, say Lord Stanhope's Life of Pitt, into reasonably good German, but they would into French; not many would be able, on going abroad, to speak French fluently, unless they had been in his conversation class; 1446–1465. The boys are perfectly manageable; there is no difficulty about discipline, not the least; 1466, 1467. French taught in the Lower School, German in the higher; the boys become well grounded in grammar and knowledge of the language, and, if they desire it, would be able to read a French newspaper; they leave with a tolerably good accent, however bad it may have been on their arrival. With regard to pronunciation, it is important that a boy should begin a foreign language at an early age; 1468–1479. (*Mr. Smith*:—Some parents are anxious that their children should acquire modern languages; the majority begrudge the time taken from the classics; 1480, 1481. Asked if they could suggest anything by which the study of modern languages could be promoted, both witnesses suggest, though they do not see how to get it, an extra hour a week for modern languages; 1482. Both are of opinion that the prizes are ample; 1483, 1484. As to teaching modern languages philologically; 1485, 1486. A boy clever in learning one language is not always equally clever at another; 1487–1489. Thinks foreign languages are taught in England better than English and French in Prussia, or English and German in France; 1490–1493. The same marks being given for modern languages as for classics, taking time into consideration, acts as an encouragement to the study of modern languages; 1494–1496. Examinations; 1497, *et seq.*

TEMPLE, the REV. FREDERICK, D.D., page 241.

Has been Head Master of Rugby School since the beginning of 1858, succeeding Dr. Goulburn; 1–3. With regard to the property and revenues of the School cannot speak with authority; questions had been answered already by Mr. Harris, the Solicitor to the Trustees, and Mr. Hefford, his clerk, is in attendance to give further information on that subject; 3–4.

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TEMPLE, the Rev. FREDERICK—*cont.*

(*Mr. George Valentine Hefford* is accordingly examined: Is clerk to Mr. Harris, Solicitor to the Trustees, and was Assistant to the late clerk for 20 years; a surveyor is appointed to watch over the estates in Middlesex, and see that the lessees duly perform the covenants of their leases; he is paid by the Trustees 20*l.* a year, but has fees for special investigations and reports allowed by the Trustees; the rents of the Middlesex estates are paid to receivers appointed under 17 George III. c. 71, who give security to the Trustees to the amount of 4,000*l.* in the joint and several bond of themselves and surety; 5–9. The rents of the Warwickshire estates are received by himself, as clerk to Mr. Harris, who gives a like security; 10–12. The Surveyor inspects all works in progress and sees that proper materials are used and that the work is well done, also examines all bills before payment by the clerk; the system is found to work well; 13. The fines taken on leases of a portion of the Middlesex estates, under the 54 George III. c. 131, were applied, under the same statute, to the erection of the School chapel, in payment of 911*l.* 11*s.* 9*d.* owing for the purchase of houses adjoining the School, and for the building of almshouses; none have been taken since 1821; 14–17. There will be an increase of 800*l.* a year in the annual income of the Middlesex estates, consequent on the falling in of the leases granted in 1821; still there will be a depreciation of the property in 1881, and the Trustees have ordered the formation of a reserve fund to reinstate the buildings; the annual income of the property in 1853 may be assumed at 5,577*l.*, plus that 800*l.*; 18–40. Application of the receipts; partly explains the capitation fees, payable to the Head Masters and Assistant Masters, under 17 George I. c. 71, and two orders of the Court of Chancery made in 1808 and 1823, and promises further explanation next day, 41–60. In Answers it is stated that under the 7 George IV. c. 28, the Trustees are empowered to establish endowments or stipends in the nature of fellowships for life or a less period, of from 100*l.* to 300*l.* each, for the benefit of ushers who may have served ten years, and Head Masters who may have been removed or retired; and it is also stated that two Fellows receive 200*l.* a year each, but the Trustees have passed a resolution that no appointments to fellowships will be made in future, except in special cases; that resolution cannot bind the Trustees, who, under the Act of Parliament, have power to appoint any number of Fellows they like. (*Dr. Temple*—always understood this resolution as a notice by the Trustees of what they meant to do, not as binding them, or as settling a legal right. (*Mr. Hefford*:—The present fellowships are held by Mr. Bonamy Price, and the Rev. W. Bird, who have 200*l.* a year each, and Mr. Highton (Principal of Cheltenham College), Rev. P. W. Powlet, and Mr. Anstey (the Second Master), who have 100*l.* a year each; the Trustees appointed to these fellowships for length of service; Mr. Anstey's is the only instance of a fellowship being conferred on one in the receipt of an income from the school; he was there as long back as the time of Dr. Wooll; in passing that resolution, the Trustees were of opinion that the reasons stated in the Act of Parliament (want of inducement to ushers to come to the school and remain) no longer existed, and that therefore appointments to fellowships should be limited to special cases; the fellowships are not exactly a superannuation allowance, but in the event of an usher, in the midst of his work, becoming permanently incapacitated, from illness or other causes, the Trustees might wish to make the appointment; 61–78, and 523. Subject re-opened and table put in; 503–513. Disbursement for income tax on two of the fellowships; 514–522. (*Dr. Temple*:—No duties are attached to the fellowships not held by existing ushers. (*Mr. Hefford*:—The duties now performed by Mr. Anstey have no relation to his fellowship. (*Mr. Temple.*—Considers the continuance of these fellowships practically valuable to the interests of the school only in very extreme cases, such as when a superannuated allowance became necessary; prefers not giving an opinion upon hypothetical cases; would judge of each case when it arose; the subject pursued; 79–91. (*Mr. Hefford*:—In the Act of Parliament empowering the Trustees to send eight exhibitioners for seven years no qualifications are specified; it is left to the discretion of the Masters; 92, 93. Before the order of the Court of Chancery, empowering the Trustees to pay 3*l.* 13*s.* 6*d.* for the instruction of the Foundationers in mathematics and modern languages, the Trustees paid the fees for 20 years without authority; the payment began in Dr. Arnold's time, 99–107. A French Master was appointed in 1780, a M. Mather, and a French Master was appointed from time to time afterwards, but instruction in modern languages was not given before Dr. Arnold's time; it was in his time, and concurrently with the provision for mathematics, that a fee was first paid for the Foundationers for modern languages; the foundationers had previously received gratuitous instruction in French, but Dr. Arnold added the instruction in modern languages as part of the general school work; it is expressly stated in the Act of George III. what branches of learning the Foundationers shall be instructed in gratuitously, and neither modern languages nor mathematics is among them; 108–120. By the same order of the Court of Chancery, a salary of 20*l.* was provided for the drawing Master; this was for the instruction of the Foundationers; but the Head Master would augment this salary by fees for the instruction of the non-Foundationers; 121–124. By an

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order of the Charity Commissioners, dated 1859, the Masters are empowered to erect a Natural Science School, to pay 3*l.* 13*s.* 6*d.* for the instruction of each foundationer in mathematics, modern languages, and the natural sciences, in lieu of the 3*l.* 13*s.* 6*d.* previously allowed for mathematics and modern languages only; before that time there was a Natural Science Master, and he was paid by fees from all the boys alike; but at this time a change was made, and the instruction was provided for the Foundationers gratuitously; at the same time provision was made for increased instruction in mathematics in the appointment of a mathematical Master on the Foundation at 120 a year; 125–132. (*Dr. Temple*:—The Government of the School is vested in 12 Trustees; but the Head Master, with their sanction, exercises power over the whole School; the working of the system depends wholly on a thoroughly good understanding between the Trustees and the Head Master; believes the Trustees did not enter into a written understanding with Dr. Arnold as to the discretion he was to have; 133–135. An answer stating, however, that the Trustees occasionally, but chiefly on the Master's recommendation, make rules, &c., witness is asked to explain the "chiefly;" they never in his time made such rules without his recommendation. (*Mr. Hefford*:—This refers to a former time; remembers an instance; Dr. Arnold suggested that a place of solitary confinement should be provided as a punishment, and the Trustees did not approve of it; such rules were generally reduced to writing, but there were so few of them that he did not know where to put his hand on any; there was one altering the number of subjects to be examined from at the exhibitions; that was made on the recommendation of the Head Master, and it appeared in the form of a minute of a meeting; 136–140, and 188, 189. (*Dr. Temple*:—Would not make any important change in the School without communicating with the Trustees; upon his recommendation the Trustees would probably adopt the change and record it in writing; practically his discretion in the management of the School has never been interfered with; 141–145. His power in removing Masters; the practice; 146–151. The Head Master has the school-house, containing accommodation for 70 boarders, and a large garden and close, free of rent, rates, taxes, and repairs; the value is not stated in the returns of income. (*Mr. Hefford*:—The house and land would be between 400*l.* and 500*l.* a year; 152–153. (*Dr. Temple*:—Each Assistant Master is expected to devote himself exclusively to the duties assigned to him by the Head Master, and is responsible to him for the discipline and good behaviour of his form; the Head Master relies on the reports of the Under Masters, but it is his practice occasionally to examine the forms of the Under Masters; 154, 155. No difference in the status of a mathematical and a classical Master; the same deference is shown to the latter; he has the same power of discipline; has boarding-house; 156–159. Drawing Master, 160, 161. Writing Master teaches writing and arithmetic; he and his assistant teach 137 boys; this they can do efficiently according to the time allotted to the subject; the present Master is an exceedingly good man; he has been the Master 46 or 47 years, and never failed in his duty; in the event of a change would get a University man, and so make the writing Master an additional mathematical Master; the present Master is engaged in teaching about six hours a day; 162–172. Writing Master receives 5*l.* 5*s.* as librarian; 173–177. The Chaplain, with a salary of 50*l.* a year, is the Head Master; the salary handed over to the chapel; the history of this state of things is this: Dr. Arnold, on becoming Head Master, was desirous of preaching to the boys, and to avoid incurring the possible imputation that he undertook the office of Chaplain on account of the salary, he asked the Trustees to be allowed to act as Chaplain, giving the 50*l.* to the chapel for whatever purposes he thought best, and it is still paid over to the chapel improvement fund; 178–186. The Trustees never, to his knowledge, wished to interfere with the appointment of the Under Masters, 187. (*Mr. Hefford*:—The Trustees used to appoint three Exhibitioners every year for seven years; and by an arrangement of the Charity Commissioners in 1859, they can now appoint five for four years, making a difference between 20 exhibitions and 21; by the 59 Geo. III. c. 71, the Trustees are required to send eight Exhibitioners, all above that is permissive only; order of the Charity Commissioners on the subject; 190–195. No power exists of altering or amending orders, except by going to the Charity Commissioners, and, with their sanction, to the Court of Chancery; 196–198. (*Dr. Temple*:—The School has no Visitor; but the duty of Visitor is efficiently performed by the Trustees; the Bishop of the diocese has no visitorial power over the School; 199–202. (*Mr. Hefford*:—When a second Master was appointed, his salary was 80*l.*; Mr. Chartres was appointed when Dr. James came from Eton and introduced the Eton system; 203. (*Dr. Temple*:—Dr. Arnold's scheme, having mathematics and modern languages taught as part of the regular school work by the classical Masters in their forms, afterwards modified by Dr. Tait, whose modification is now matter of history only; 204–207. (*Mr. Hefford*:—A sum of 15½ guineas for the non-Foundationers, fixed by the Trustees in 1828 at the same time as the 3½ guineas for the Foundationers' instruction in mathematics and modern languages, sanctioned by the Court of Chancery in 1851; it would not be competent for any person but the Trustees to alter or increase it; 208–214.

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(*Dr. Temple*:—Thinks Dr. Arnold's system a bad one, because it mischievously restricted the choice of Masters if a man was obliged to teach classics, mathematics, and French and German; his opinion would be the same, supposing the classical Master were required to teach French only; it would sometimes deprive the school of the best man in classics; 215–220. The subject pursued; 221–224. Duties of senior composition Master; and junior; 229–231, 239, 240, and 254. Reserve fund explained; 242–244. A classical private tutor, at a fee of 10 guineas, is practically necessary in all the forms between the Lower School and the Sixth; the private tuition effects the promotion from form to form, and where a boy has reached the highest the assistance becomes practically unnecessary; most of them, however, probably nine-tenths, continue to pay the tuition fee; the private tutor would not be the boarding Master, if the boarding Master were a mathematical or modern language Master; a Foundationer who applied for would have a private tutor gratis; the subject pursued at great length; 245–282. The senior and the three mathematical Masters are limited to 50 mathematical pupils each; that is not too large a number; the Master has to give each set two hours' instruction a week, and this is as much as they ought to undertake, over and above their school work; the regular instruction the boys get in school is included in the ordinary school charges; this is extra work for special boys, whose parents wish them to learn more of mathematics; 283–286. Foreign language Masters: both teach French and German; one an Englishman, the other a Prussian; they find no difficulty in maintaining order and discipline; are on precisely the same footing as the mathematical Masters, both in and out of the School, and one of them has a boarding house; the pronunciation in French and German of both Masters is good; 287–310. Every non-Foundationer pays 30*s.* to the writing Master; if he does not require instruction in writing or arithmetic, he gets extra lessons in mathematics; small deduction for the reserve fund; 311, 312. Profits of the boarding houses; averages them at 14*l.* a boy, or 17*l.* 10*s.* at the Head Master's, where no rent is paid; 313–315. The incomes of the 19 Lower Masters average 700*l.* a year, exclusive of the profit of the boarding houses; probably the total income of the seven senior Masters is about 1,600*l.* a year each; 313–321. The present Masters are enough to teach the School reasonably well, but there can be no doubt that a few more would be a great improvement; it is, however, questionable whether the salaries should be further lowered, as though first-rate men can be obtained, they cannot be had so easily as they could three years ago; and it would be a great mistake to lower the standard of Assistant Masters, in order to make the average size of a form 29, instead of 33; three years ago he asked a man to come, and he came; this year he asked four men to come, and they declined on the ground that the money was not enough; has not been able to hold out to a man a prospect of his coming in time into 1,600*l.* a year, because he cannot tell that when the turn should come, the School would be full; all he has been able to say has been, "You will get so "much a year, and there are so many boarding houses, to one "of which you can look forward;" 322–325. As there is not room for more boys in the School, if boarding houses were to be increased the number of boarders in each house must be diminished, and this would take away one of the great inducements to able men to accept Masterships; cannot give an average of the number of years a man would have to wait for a boarding house; has known a man wait 10 years without getting one, and has known another get one in two years; the subject of Masters' income pursued; the mathematical and modern language Masters get houses just as the classical; 326–338. Number of boys in form and as private pupils; 339–341. No appeal to the Trustees against the Head Master in his time; one in Dr. Goulburn's; 342, 343. Assistant Masters are all from our own Universities, except one modern language Master, who is a foreigner; in selecting Masters, no preference is given to a Rugby man; 344–346. The Foundationers wear no particular dress; 347, 348. Requiring a two years' residence has somewhat checked the influx of strangers, but those who do come stay longer; they now frequently come before their boys are old enough for school, so that when they are old enough they become Foundationers at once; 349–351. (*Mr. Hefford*:—The position of the Foundationers is much more advantageous than it was originally; the education is infinitely superior, and more varied; 352, 353. Has known Rugby 26 years, during which it has increased from a population of under 4,000, to 7,818; in 1831, it was 2,500 only; the increase has arisen by the immigration of new inhabitants, in some measure owing to the railways, but mainly to the popularity of Rugby as a place of education; the town is so altered, that a person set down in it without being told where he was, would not recognize the place; the value of the property in it, during the last 30 years, has probably increased 25 per cent.; 354–368. The population that supplies the Foundationers is chiefly a fluctuating population; people come to the place to get the benefit of the education for their children, and then leave; if a person 300 years ago left a school for the benefit of the inhabitants of the town in which he lived, those inhabitants did not bear the same relation to the locality that the present inhabitants of Rugby do; there are six resident boys in the School who are not Foundationers;

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they are in the course of qualification to become Foundationers, every one of them; they become qualified *ipso facto* by living there two years; does not know the proportion between the *bonâ fide* residents, and those who come for the purpose of the education; 369–380. Any tradesman of Rugby can send his son to the School; 381. (*Dr. Temple*:—Foundationers admitted by the Head Master without application to the Trustees; 385. Has three times as many applications for the admission of non-Foundationers as he can take into the School; 391, 392. The 14,000*l.* raised under the 54 Geo. III. was spent in the erection of a chapel, and increasing the number and stipends of the Exhibitioners; 386–390. School bills are sent in to the parents twice a year; 65*l.* is the half-yearly average; has known the yearly bills amount to less than 100*l.*; 393–401. Dancing, drawing, drill, rifle corps, mentioned; 402–407. Assignment of "studies" and bedrooms depends solely on the discretion of the Masters of the boarding houses; it is rare to have as few as two boys in a bedroom; brothers are generally placed together; 411–415. Prefers the Rugby system of studying in the studies, to the Eton plan of studying in the separate bedrooms; also prefers large bedrooms, by which he means rooms containing more than two; private prayers are said in the studies; or in the bedrooms, before going to bed; 428–443. Diet; the food is good, sufficient, and well cooked; his own boys eat nearly 1 lb. of meat a day; complaints rare; when made, inquiry was at once instituted, and remedy applied, if any required; resort to pastrycooks neither customary nor recognized; 416–421. Washing and bathing, sponge baths, bathing in the Avon; 444–450.

Further examined, with Mr. Hefford, page 254.

(*Mr. Hefford*—explains the capitation fee paid to the Head Master for a Foundationer by the Trustees; 3*l.* paid under 17 Geo. III., 2*l.* by the 1808 order of the Court of Chancery, and 1*l.* 6*s.* by the 1823 order of Chancery, and another fee of like amount, namely, 6*l.* 6*s.*, divided among the Assistant Masters; 451–465. By an order of the Trustees, in 1828, private tuition is made optional, and the price fixed at 10 guineas for the Upper School and six for the Lower; such order has not been altered, but 10 guineas is now paid for the Lower School as well as the higher; 465–477. (*Dr. Temple*:—Does not know when 10 guineas were first taken instead of six; it was before he became Head Master; there are very few in the Lower School who have private tutors; 478–480. (*Mr. Hefford*:—Under 17 Geo. III. c. 71, the Writing Master's remuneration is 40*l.*; but in 1826 the Trustees increased it to 50*l.*; 481–483. The witness is examined with regard to the exhibitions charged in the account put in at 960*l.*, and explains the change which has been made with regard to them; 484–488. At the time of the Founder's death, the value of the Warwickshire property was more than twice that at London; now the London is 46 times that of Warwickshire; 489–492. At present there is not a Brownsover boy in the School; all the Foundationers are from Rugby; 493–496. Hands in a table showing the population of Rugby at different periods from 1563 to 1861; 497–500. The rateable value of the property has trebled in 30 years; 502. Rugby was originally a chantry attached to Clifton, but that was anterior to the time of the Founder; 501. Portions of the Head Master's land have been added in recent years to the School close; perhaps other ground in the neighbourhood might be obtained for the Master's use, but that is doubtful, and at all events the price would be high; 524–542.

Dr. TEMPLE further examined alone, page 257.

The arrangement not to take boarders under 12, but to admit resident boys earlier, if competent to commence learning Latin, does not affect the prosperity of the School; 543. Would have no objection to make final and compulsory the resolution of the Trustees to discontinue appointing to fellowships, except in special cases; 544–547. The accounts contain all the school-payments made by the Head Master, except a few prizes which are entered in the School lists; 548–555. If a boy is so backward that he cannot rise above the Lower School by the time he is 16, or reach the Sixth Form by the time he is 18, it is presumed that the Rugby system is not adapted for his education, and that it is better that he should be sent where he can get more individual instruction and special preparation; hence the rule that a boy cannot remain in the Lower School after 16, nor below the Sixth Form after 18; 556–558. The rule is not strictly adhered to, but it is never broken without special permission; 559–562. A few boys are placed in the Fifth Form on their arrival; none in the Sixth; 563–567. A boy is required to leave at the end of the half year following his nineteenth birth-day; 566–568. The Trustees are always consulted by the Head Master before the introduction of any new study into the School; 569–573. Every Assistant Master has a large discretion in determining what books he would use in teaching his form; he cannot, however, use any grammar he likes; at the beginning of the half year he sends a report to the Head Master of what he is going to do in his form, and then the Head Master interferes, if he thinks proper; the Head Master is responsible for everything, but he consults the other Masters once a month; 574–586. Dr. Temple explains by reference to a table the constitution and working of the "parallel divi-"sions;" 587–608. The classical Masters teach divinity and history; in these subjects they are bound by a cycle which extends over three years, and which is so arranged that the great

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bulk of the School is working at the same periods at once; explains this; 609–619, 624–627, and 638–639. Holiday tasks; 620–623. Determination of the number of sets in mathematics by the mathematical and modern language Masters; 628–637. Physical science; modern languages, how far compulsory; French learned first, then German; under the present arrangement a boy may go through Rugby without learning French or German at all; there are very few who do not study modern languages; modern language conversation classes not compulsory; school details and entrance examination to determine the boy's position in classics, modern languages, and mathematics; 640–675. Mode of regulating promotions; the supremacy of the classics maintained by the greater number of lessons given in classics; the same number of marks given for each lesson; the proportion of marks may be stated at 78 in classics, including divinity and history, 12 for mathematics, and 10 for modern languages; more School details; 676–709. The examinations are searching; the whole School have the same papers in the June examination, not in the December; the two examiners from Oxford and Cambridge are informed before-hand what subjects they are to examine in at Christmas; so are the Vice-Chancellors who appoint these examiners; the same examiners examine in mathematics, modern languages, and natural science, getting assistance in any division if they require it; 710–737. Further details as to the examinations; 738–780. Extras, details concerning them; in classical extras the boy always has the assistance of his private tutor, in mathematical if he chooses; 781–808. Exhibitions; 809–813. Work of private tutor. Private tutor reports to the parents monthly concerning his pupil; when the pupil does not board with the tutor, the boarding house Master reports as well, adding to the tutor's report what he thinks of the boy's general conduct; 814–828. The boy chooses his boarding house, and the head of the house is his tutor; the boy cannot change; the boys have most confidential communications with their tutors; if he lodged in the house of a mathematical Master he might go to that Master, but as a rule he goes to his tutor; thinks the tutorial system necessary, and that it is also beneficial both intellectually and morally; had he to go to a new school to organize it he would introduce the tutorial system, but not in a very small school, because there every Master knows every boy, whereas in a large school this is quite impossible, and with the tutorial system every boy is attached to some one; the subject pursued; 829–857. The average number of boys under a Master is now 33, the average number of pupils under a classical tutor 45; does not consider the numbers too great for either Master or boys; 852–854. When boys, under circumstances, are allowed to drop their Latin verses in order to take up some other study, they fall off in their classics and lose their interest in scholarship; 855–858. The libraries in the boarding houses are much used; the boys subscribe 10*s.* a year; they select their own books but have to take them to the Master of the house for approval; 859–865. Prizes given for drawing, with marks enough to make the difference of a place or two at the end of the half year; this works very fairly; gives the marks himself with the drawing Master; 866, 867. Pains have been taken by successive generations of Masters to foster, in the public opinion of the School, a strong sense of truth, and a strong sense of the duty of keeping up the good name of the School; the Sixth Form boys are considered by their school-fellows as the natural guardians of the good name of the School; 868, 869. All the boys attend service in the chapel on Sundays, Good Friday, Ascension Day, All Saints, the 20th October, which is Lawrence Sheriff, the Founder's day, and Passion week; on other occasions there are prayers in the great School; prayers in the houses every night; also on Sunday mornings, unless there is early service in the chapel; on week day mornings there are prayers in the great school; on the question of having the morning prayers in the chapel has consulted many old Rugbeians, and the result is that all who are sons of clergymen are in favour of using the chapel, all the rest against it; for himself he would not make the change without being sure of its utility, for it would be a mistake to outrun the religious feelings of the boys themselves; the prayers are read in the chapel by the Masters in rotation, minus the Litany; 870–882, and 884. Preparation for confirmation devolves on the tutors and the boarding house Masters, if clergymen; 883, and 892–895. The attendance at Holy Communion is large immediately after confirmation, subsequently it diminishes as boys leave School; there is a reverential feeling among the boys; 885–891. Sunday lessons; 898, 899. Punishments: solitary confinement for an hour or two, and caning on the hand (not exceeding half a dozen blows), writing out Latin and Greek, learning by heart, flogging; writing out may tend to damage the handwriting a little; flogging very rarely inflicted; the Sixth Form exempt from flogging, it is not used even in the Fifth, a big boy is not flogged; the average of floggings might be four a year; it would be inflicted for telling a lie, common swearing, or obscene language; it sometimes happens that parents are requested to remove their sons; perhaps once a year a boy is expelled; little boys would be flogged privately, but boys who are flogged for grave moral offences are generally punished in the presence of four of the Sixth Form; the subject pursued;

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900–940. The Sixth Form also report offences to the Head Master, if such as they cannot correct themselves, or think it better to leave to the Head Master; this happens three or four times a year; an offence committed in a boarding house would be reported to the boarding house Master; if committed in the school close, to the Head Master; 941–945. A Sixth Form boy may set lines to an offender not in the Sixth Form, or cane him over the shoulders, but not kick him, or strike him with the fist; 946–951. The real check to an excess of punishment is the power of appeal, either to the whole Sixth Form or to the Head Master; an appeal is made every now and then; the Sixth Form may inflict punishment on the spot, if not stopped by appeal; if the appeal is claimed, he holds his hand; it is possible that a Sixth Form boy of 18, might cane a boy of 17; 952–959. In the word "cane," witness includes an ash plant, or a small stick; the Sixth Form carry canes habitually only when they are præpostors, and are "calling over"; 960–963. The Sixth Form have bounds, but they are more extended than the bounds of the other boys; they have likewise a few trifling exemptions; 964–968. The management of the school close is in the hands of "the big side levee," consisting of all the boys in the Upper School; they make regulations for the games, and have a right to tax the whole School, subject to the approval of the Head Master, and subject also to the condition that they themselves pay twice as much taxation as the rest of the boys; 969. Fagging, as it exists at Rugby, is on the whole healthful; the Sixth Form fag the boys below the Upper School, so that the "Twenty," the Fifth, and the Lower Fifth can neither fag nor be fagged; the fags do not wait on their fag masters at meals; at supper, they fetch their master's bread and cheese, and toast the bread. (*Lord Devon:*—I presume from this that they do not do what used to be done in my time at school, clean shoes? (*Dr. Temple:*—No; 970–976. The Sixth Form have also the power to compel all boys to take part in the games who are not exempted by authority; what is called fagging at cricket has very much disappeared, but a Sixth Form has power to call to a boy under his jurisdiction, "Come and fag out," and keep them fagging an hour and a half; but this is rarely exercised; there is no fagging at rackets; the Sixth Form can compel the attendance of the smaller boys at foot-ball; 977–992. Instances of gross abuse of the power of fagging would be sure to come to the knowledge of the Masters if they were frequent. Explains how; if a Sixth Form boy saw another Sixth Form abuse his power he would bring the case before the Sixth Form generally; the Sixth Form is too small a body to hold its power by force; 993–999. Very little bullying at Rugby; public opinion would resist bullying, and resist it indignantly; 1000–1002. A strong feeling exists in the School of the absolute duty of telling the truth, not only among themselves, but to the Masters; 1001–1003. There are only two Terms at Rugby, although at other Schools, such as Eton and Harrow, there are three; prefers the Rugby practice, and does not think the lengthened School periods are attended with any improper strain on either Masters or boys; 1004–1012. Time for work and time for play at Rugby; 1013–1018. The School and close contain 13 acres; 1019, 1020. The volunteers are under rules made by themselves; opinions on this and collateral subjects; 1021–1026. It more frequently occurs than the world imagines that boys remarkable for intellectual power are also remarkable for athletic superiority; 1027. Rugby, at present, has 14 Masters to 463 boys, giving 33 boys to a form; thinks 33 rather too many, because, with an average of 33, there must inevitably be in some of the forms 38, or something like that, and that is really too many; an average of 26 would be preferable; 1028–1030. Is in favour of raising the School fees from 15½ guineas to 20; believes this would not be complained of by parents, and the gain in teaching would be great; more boys are refused every year than admitted; that extra charge would give four new classical Masters; 1031–1036. States and explains his opinion as to the value of mathematics and physical science as instruments of mental culture, and as compared with literature, which he considers superior in this respect; the subject amplified; 1037–1048. Supposing the School fees raised to 20 guineas, he would recommend that money should be borrowed in order to enlarge the School; and in the event of the Trustees agreeing to his suggestion, has no doubt that means could be found of buying either land or houses for the enlargement; moreover, a part of the School property down behind the Chapel might be used for new schools; 1049–1051. Cannot suggest any improvement in the existing system of education at Rugby, but thinks the system may be improved in its operation; 1052–1054, and 1056–1060. Opinion as to the advantage of the public school system, both to the diligent and to the idle boy; 1055. Though the present teachers of French and German at Rugby can at the same time form the minds of their pupils, he regards the modern language masterships as the most difficult to fill up; 1061, 1062. Expresses an opinion adverse to a further extension at Rugby of what in its development is denominated "bifurcation;" on coming to Rugby his inclination was strongly the other way; "bifurcation" is being tried at Cheltenham and Marlborough; 1063–1068. During the last four or five years a great many scholarships have been opened at the Universities for classical and mathematical attainments; good scholars of Rugby are beginning to derive great benefit

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from their success in the competitions; it is an exception for a boy to leave Rugby with an Exhibition and not obtain an open scholarship at one of the Universities; Rugby gave six Exhibitions last year, varying from 40*l.* to 80*l.*, and five of the winners obtained scholarships also; in that way none of the five have less than 120*l.* a year, and some have 150*l.*; 1069–1070. Explains some apparent discrepancies in the returns of school work, especially with regard to the absence, in the higher forms, of English composition, &c.; and gives answers on various points of school detail; 1071–1104.

VECQUERAY, G., Esq. (The Rev. P. BOWDEN SMITH examined with him), page 283.
When he first went to Rugby, the quality of the meals was not good; the food did not seem to be nicely looked after; Dr. Temple reformed that, and there is nothing of that kind to be complained of now; the beer was very good indeed; the diet was bread and butter for breakfast and tea, with either tea or coffee, meat for dinner, with pudding every other day, and bread and cheese and beer for supper; meat only once a day, unless the boys had been out for a very long run, and then meat would be sent in for tea; the boys used to procure meat for breakfast; 1642–1653. Mode of spending Sunday; chapel three times, Bible lectures and religious instruction, meals, much walking, and preparation on Sunday of Greek Testament for Monday morning; (Greek Testament also on Thursday) sermon in the afternoon by Dr. Temple or one of the Masters; Dr. Temple's sermons popular; boys also wrote letters home on Sunday; 1654–1688. The boys were very carefully prepared for Confirmation by Dr. Temple by means of lectures and private examinations; there seemed to be a proper feeling on the subject among the boys; one frequently heard the remark, "So and so is doing what one would not expect from "a fellow going to be confirmed;" 1684–1693. The Sunday after Confirmation the boys take the Sacrament, but there is no compulsion; 1694–1702. Thinks private prayer more likely to be offered in dormitories than in single rooms; a fellow would not like to be noticed as not saying his prayers; silence is required for prayer; 1703–1705. Prefers dormitories to small sleeping rooms, because there would always be a Sixth Form boy in such dormitory; 1706–1709. Effect of this on the Sixth Form boy in his private reading; 1710–1718. Thinks there was no bedroom bullying at Rugby; 1719–1725. Private tuition necessary as soon as a boy has reached the middle of the School, if he wants to have any position in the form at all; the boarder has a private tutor from his entrance; the fee is 10 guineas, paid as an extra by the parents; the subject pursued in detail; 1726–1754. From his experience at Cambridge thinks that the head boys of Rugby have read more when they come to the University than the head boys of Eton and Harrow, but not more than the head boys of Shrewsbury; 1755. Details of the classics generally read by a boy going to Trinity or Balliol from the front ranks of Rugby; 1756–1785. Thinks there is too much original composition in Latin and Greek at Rugby; and too little of translation into Latin and Greek; details on this subject; 1786–1806. Assisting each other in composition is not thought ill of in school; preparation of lessons; 1807–1817. The principal stimulants to work at Rugby are a desire to rise in the school, the hope of a prize, and the fear of punishment; 1818. The home influence operates well; the parents take interest in the progress of their sons; the school takes great interest in the public competitions and prizes; 1819–1822. Thinks the boys are not overworked; 1823. They work more than 30 hours a week; 1835–1839. Operation of the parallel forms; 1824–1834. Considerable intercourse between the Head Master and the other masters and the boys; the Head Master and other masters would see the games, and four or five of the masters join; one of the masters was the best hand at foot-ball in the School; 1840–1850. About two hours a week given to modern languages in School, besides exercises and preparing lessons; much attention paid to the lessons, which moreover count in the marks; one of the teachers is a German, but he has no difficulty in keeping order; did no French at Rugby, he knew it when he went; but learned German; knew nothing of the language before, but when he left could read Schiller pretty well; learned it grammatically, with a correct pronunciation, but could not speak it; details as to the learning of modern languages at Rugby, and opinions on various points of the subject; 1851–1884. The classical fellows at Rugby thought modern languages *infra dig.*, and a bore; 1874 and 1889. Thinks it would be unpopular among the boys to give modern languages a more solid place in school teaching than they now occupy; 1890. Physical science as an alternative of modern languages; 1885–1888, and 1902–1905. History and geography not enough attended to at Rugby; thinks an hour a week might be spared to those subjects from classics; 1891–1901 and 1910–1913. Private reading of modern literature: Carlyle, Shakespeare, Tennyson, Macaulay were read, also the novels of Scott, Kingsley, and Dickens, not those of Thackeray; 1914–1927. There was a debating society at Rugby, to which members were elected by ballot; the members discussed the politics of the day, such as the present government, and past politics, such as Charles I.; the boys read up for the debates, and so acquired an amount of historical and other knowledge;

VECQUERAY, G., Esq.—*cont.*
1928–1948. "*The New Rugbeian*" magazine; 1949. Boys distinguished as scholars are also good at games; 1954–1957. Hare and hounds used to involve a run into the country of a dozen miles; most of the runs at present are about five or six miles; 1958–1965. Looking back to his time at Harrow, thinks it was employed educationally as well as it could have been; cannot imagine any better manufactory for turning the raw material to the best account; with the exception of his suggestions as to translations and history and geography, he does not wish to see the Rugby system materially altered; he finds the position of the Rugby boy generally as good as any other at the University; thinks the Rugby system as good as a public school system can be made; and looks to the education he received there with satisfaction and gratitude; 1966–1971. RUGBY.

WARNER, HENRY LEE, Esq., page 286.
Went to Rugby School in 1854 and left in 1860, since which has been at St. John's College, Cambridge; 1502, 1503. There are a number of residents of Rugby and within a radius of five miles whose sons are at the School, as many as 90 boys; they are upon a footing of perfect equality with the other boys when they get into the Middle or Upper School; some are the sons of tradesmen of the town; no difference is observed with regard to them when they rise; but very few do rise, for they enter the School knowing no Latin or Greek, and are either taken away very soon or else remain in the lowest Forms; 1504–1511. Duties and power of monitors described: they have to call over at dinner, at locking up, and at prayers, to see that the boys are in bed at a quarter past 10, to keep silence for about five minutes between 10 and a quarter past for private prayers, also to say public prayers in hall at half-past nine should the Master not come down, and besides this, they have to prevent any excessive noise in the house; then, out of the house they have to interfere on seeing any boys enter a public-house or do anything else that is wrong, to prevent smoking, bullying, or anything of the kind, and generally to look after the fellows; they could send the boys up, set them lines to learn or write, or give them a licking with a cane, subject to appeal; 1512–1520, 1530, and 1538–1541. The caning is a serious punishment; in School it is generally inflicted on the spur of the moment, but a Master is present; on other occasions they would have the offender up to their study, or before the Sixth of the house, or before the Sixth of the School if it were a very public offence, and even in some cases before the whole house; this would be in a very grave case indeed, where all the house was interested in seeing the punishment, *e.g.*, in an aggravated case of bullying; 1521–1523 and 1531–1535. There was very little bullying at Rugby in his time; personal violence would be aggravated bullying; 1524–1526. Silence is not kept at dinner; the boys are allowed to talk during dinner, in their bed rooms also after they are all in bed; 1527. The monitorial system as established at Rugby works satisfactorily and has the support of public opinion; very few fags object to it; 1528, 1529. More details of the monitorial system; thinks that discipline is far better in the hands of the Sixth Form than it would be in the hands of the Masters themselves; remembers no flagrant instance of monitorial abuse; 1542–1572. There was little drinking at Rugby in his time; when he went, public opinion was neither against nor in favour of the practice of drinking; when he left it was rather against it; public-houses were little used, visiting them was rather discountenanced, and a monitor would stop it; 1573–1579. After a great match of foot-ball or cricket, a player would get beer at a public-house, and could take a little fellow in with him; cases of drunkenness would occur chiefly on whole holidays, when, with consent of parents, the boys could go to Warwick or Kenilworth, and stay out all night, sleeping at a friend's; 1580–1589. Cards not allowed at Rugby; in his second half some fellows were discovered playing; there was little gambling; 1590–1592. The Sixth Form would consider themselves bound to interfere in case of any gross immorality; the tone of the School high; there was a very strong feeling against lying, even to the Masters; "cribbing" was the only thing that seemed to require rectifying; 1593–1597. The Sixth Form punished for smoking; the School generally did not regard smoking as an offence, they thought it silly; if a Sixth Form were discovered smoking by another Sixth, a "Sixth levy" would be called, and the offending Sixth might be obliged to leave; 1593–1604. Dormitories; not the practice at Rugby to have single rooms for the boys; 1605–1611. The boys in the Sixth Form, about 40 in number, alone have the power of fagging; does not think the power is often abused; fags would sometimes have to fetch hot water in the morning, and to make the toast for breakfast and tea daily; 1612–1616. There was also what was called "night fagging," in which the fags had to wait half an hour, while the Sixth and Fifth were supping together, to fetch bread or beer, or anything of that sort; 1616–1618. The "study" fag had to dust the room, and put the books on the shelves; rather liked the fagging, because it gave him an opportunity of talking to the swells in the School; kindly relations generally established between the Master and his fag; the Master protects his fag, and sometimes looks over his lessons; never knew an instance of spiteful fagging; 1619–1629. The fags had nothing to do with keeping the cricket ground in order; junior boys were liable to be fagged out at cricket, but that is almost done away;

RUGBY.

WARNER, HENRY LEE, Esq.—*cont.*
were compelled to play at foot-ball; 1630–1636. In the cricket season fifteen hours a week would be devoted to cricket; 1637–1641.

WILSON, J. M., Esq., page 280. (*See* evidence of the Rev. R. B. MAYOR, page 280.)
Further examined.
Came to Rugby three years ago as mathematical Master; had studied no physical science experimentally till six months before; 1357–1361. Stays in his school about four hours a day, three days in the week, working with his mathematical pupils; during a portion of that time the chemical pupils are in the laboratory adjoining, working at the analyses which he gives them, he being at hand to answer questions in case they find a difficulty; 1362, 1363. Facts and opinions with regard to the character of his pupils; 1364–1371. Some of them are of the highest ability; and on the whole they are above the average of the School; 1372, 1373. Only one physical science set in the Sixth Form, consequently some of his pupils are just entered, and some have been studying two or three years; meets the difficulty by sending the advanced pupils into the laboratory while he delivers lectures to the new comers; 1374–1384. Prizes for proficiency in physical science; fellowships and scholarships at Universities, some at Christchurch and Magdalen, Oxford, and

WILSON, J. M., Esq.—*cont.*
possibly some at Caius at Cambridge; they do not act as an efficient encouragement to the study; 1385–1402. The study of natural science is not prosecuted at Rugby as he would wish to see it, but he does not think it can be combined to a much greater extent than at present with a classical education; if all are to study classics, he does not think much more can be done in natural science; classics would probably suffer if he took his classes three times a week instead of twice; 1403, 1404. Thinks the alternative between modern languages and physical science ridiculous; the boys who wish for a modern education wish to do both; what he would suggest is, that classics should be left as free and open as possible; there are boys who gain nothing whatever from the classics, and when they have reached the Fifth Form they might, with the sanction of their tutors, drop some of their classical work, others might drop modern languages, but it should be left very free if natural science is to be much studied; there is one other method of teaching natural science; there might be periodical lectures, say once in three weeks, and the chemistry class should be purely optional, not an alternative at all; a good lecturer might make the subject very attractive; 1405–1412. Altogether, however, he thinks the state of instruction and proficiency in physical science at Rugby is as satisfactory as anything else in the School, as satisfactory perhaps as the study of classics; 1413, 1414.

MINUTES OF EVIDENCE.

SHREWSBURY.

Name of Witness.	Date of Examination.	Page.
	1862.	
Rev. B. H. Kennedy, D.D., Head Master of Shrewsbury School; Rev. John Yardley, Vicar of St. Chad's, Shrewsbury; Rev. E. C. L. Wightman, Vicar of St. Alkmund's; Rev. T. B. Lloyd, Perpetual Curate of St. Mary's, Trustees of Dr. Millington's Charity; T. W. Trouncer, Esq., Mayor of Shrewsbury; and J. J. Peele, Esq., Town Clerk, and Bailiff of the Free Grammar School.	May 22	313–315
Rev. B. H. Kennedy further examined -	„	315–325
T. W. Trouncer, Esq., Mayor; Aldermen Hughes and Haycock; Councillors Brayne, Edwards, Southam, Bloxam, Norton, and Parry, Members of the Corporation of Shrewsbury; and Mr. J. J. Peele, Town Clerk.	May 23	325–329
Rev. B. H. Kennedy further examined-	May 23	329–339
The Mayor of Shrewsbury, John Bather, Esq., Rev. Edward Warter, John Loxdale, Esq., W. B. Lloyd, Esq., T. H. H. Edwardes, Esq., Robert Burton, Esq., Rev. R. L. Burton, Governors and Trustees of the Free Grammar School, and J. J. Peele, Esq., Bailiff and Treasurer.	„	339–343
J. J. Peele, Esq., separately examined -	„	343–346
Mr. Edward Calvert, Assistant Master at Shrewsbury School.	„	346–348
Rev. G. W. Fisher, Mathematical Assistant Master.	„	348, 349
Mr. T. A. Bentley, Assistant Master in Modern Languages.	„	349, 350
C. E. Graves, Esq. - - -	Dec. 19	351–357

Shrewsbury, Thursday, 22nd May 1862.

PRESENT:

Earl of Clarendon.	H. Halford Vaughan, Esq.
Lord Lyttelton.	The Rev. W. H. Thompson.

The Earl of Clarendon in the Chair.

The Rev. Benj. H. Kennedy, D.D., Head Master of Shrewsbury School; the Rev. John Yardley, Vicar of St. Chad's, Shrewsbury, the Rev. E. C. L. Wightman, Vicar of St. Alkmund's; the Rev. Thomas B. Lloyd, Perpetual Curate of St. Mary's; T. W. Trouncer, Esq., Mayor of Shrewsbury; and J. J. Peele, Esq., Town Clerk and Bailiff of the Free Grammar School, called in.

1. (*Lord Clarendon to Dr. Kennedy.*) We have received a memorial signed by four out of five of the Trustees of Dr. Millington's charity, and also by the Mayor of Shrewsbury and the Town Clerk and Bailiff. Do you speak for the Trustees on this occasion?—(*Dr. Kennedy.*) The Trustees are kind enough to desire that I should do so.

2. (*Lord Clarendon.*) The Commissioners are glad to see you and these gentlemen to consult with you as to the memorial you have submitted to us, and to receive any information from you as to the conversion of these four Millington scholarships. Perhaps in the first place I had better ask you whether there has been any communication with Magdalen College on the subject. Are they aware of your wish?—(*Dr. Kennedy.*) Certainly, they are aware. I mentioned to Mr. Bright, the tutor, for the information of the college, that it was our intention to lay such a memorial before the Commissioners, and they are quite aware of our general feeling on the subject. We think the school has an equitable claim to the benefit of a moiety of the estate, one half having been alienated entirely from the school for the sole benefit of Magdalen College. We contend that it was the intention of the testator, Dr. Millington, who was born in the town, and was educated at the school as well as at Magdalen College, that the school and the college should equally share the benefit of the estate. We contend that there is a peculiar hardship in this case, because the benefaction was for scholarships or exhibitions for the school; and the conversion of those into fellowships, or rather the creation of fellowships instead of new scholarships or exhibitions, was an afterthought, and only decreed by the Court of Chancery, at the instance of the Trustees, in the latter part of the last century. One of the two fellowships was founded so late as 1817, and the other only a few years ago, in 1856, and we are certain that the four Shrewsbury Trustees would never have concurred in the petition to Chancery to create fellowships instead of scholarships or exhibitions, if they had believed that those fellowships would be alienated to the sole benefit of Magdalen College, while the school was to be left with only a moiety of the benefit arising from the half-share. At present the estate which was intended for the equal benefit of two public institutions has three-fourths of it appropriated to the benefit of one of those public institutions.

3. In what manner did Magdalen College receive the information of your intention?—They did not answer the letter, nor perhaps was it necessary that they should do so. I mentioned it in a letter I was writing to Mr. Bright in answer to one from him. I have intimated to the master and the tutor of the college all along that it was the intention of Dr. Millington's four Trustees in Shrewsbury to moot the question whenever they had an opportunity of doing so. They have been made quite aware of it.

4. You consider you have given them sufficient notice of your intention?—I think so; I am sure I have substantially given them notice.

5. How long ago was that?—I communicated our intention to them a few days before the memorial was transmitted to the Commissioners.

6. That is some weeks ago?—Yes.

7. They had time to prepare any counter-statement?—Yes.

8. Do you conceive there will be any opposition on the part of the college?—I conceive there will, from the answer we received the year before last, when they stated that they had, under a pressure they could not resist, yielded to the arrangement when it was proposed by the Cambridge Commission. Our reply was that we should be willing to acquiesce in the surrender of the fellowships to Magdalen College, if the college would acquiesce in the surrender of the scholarships to Shrewsbury school independently of the college. But that was officially declined.

9. (*Lord Lyttelton.*) The master of Magdalen College is the other Trustee, is he not?—He is the fifth Trustee.

SHREWSBURY.

Rev. B. H. Kennedy, Rev. J. Yardley, Rev. E. C. L. Wightman, Rev. T. B. Lloyd, T. W. Trouncer, Esq., J. J. Peele, Esq.

22 May 1862.

10. He is in no way concurring or joining in the memorial?—No; we did not apply to him for that purpose.

11. The other four Trustees have done so?—Yes.

12. (*Lord Clarendon.*) You are aware that we have no power to give effect to your wishes?—We are quite aware that at present the Commissioners have no such power.

13. In what way would you suggest that we should assist you in giving effect to this proposal; in what way do you consider that we should proceed?—We had no definite notion of the way in which the Commissioners would be able to assist us; but we thought that the recommendations of the Commissioners of Public Schools might result in an Act of Parliament similar to that which was passed with reference to the two Universities, giving power to the Commissioners to carry out what they should recommend.

14. Or to some similar body?—Yes.

15. That in our report we should give our opinion upon this subject?—Yes.

16. Did the Cambridge University Commissioners express any opinion in reply to your application?—They said they had not the power to give effect to it.

17. But did they express any opinion as to the equity of your claim?—No, they did not express any opinion.

18. Are you clear of the accuracy of that statement that the Cambridge Commissioners said they had no power to open the scholarships?—Mr. Bunbury, the secretary, stated so in his correspondence with me. He said they had no power to open the scholarships, and they did not give any opinion upon the equity of our case. They said the disappropriation of the fellowships was in accordance with the general principles they had laid down; they had power to do that, and not power to do the other, and so on.

19. (*Lord Lyttelton.*) The four old scholarships are still existing, are they not?—Yes, they are. The state of the case is this—the Millington estate is let on lease at 250*l.* a year, and therefore we may assume it to be let not at rack rent; there is also an accumulated fund of 10,300*l.* consols. Thus the estate is very nearly divisible into two parts; and the claim we venture to lay before the Commissioners today is this: let the college take the estate and give us the money for the benefit of Shrewsbury school in such a way as the Commissioners may think proper to recommend Parliament to sanction. The equity of the case would thus be satisfied and a great public good conferred.

20. I see by this paper there are four scholarships existing of the value of 63*l.* each per annum?—Yes.

21. Those are four scholarships for the benefit of this school?—They are.

22. Scholarships to Magdalen College?—Yes.

23. And the important question relates to the surplus fund beyond that?—No, I think not. We claim first that those four scholarships should be open; that is we suggest as a matter of equity that hereafter, those scholarships instead of being appropriated to Magdalen College, should, for the benefit of Shrewsbury school, become exhibitions open to any college in either University, *i.e.* that they should be open as widely as possible.

24. In consequence of those two fellowships being now alienated from the school?—They have alienated the two fellowships and consolidated them into one, and they require of us now (and it has not been resisted on our part) to pay the entire sum of 252*l.* per annum into the hands of the bursar of the college, that is, of the master, and that has been done. We did not think it wise to attempt any resistance; we preferred making the equity of our claim, as it appeared to us, as widely known as possible, especially making it known to the Commissioners of Public Schools, in the hope that the case would recommend itself to them.

25. Then there would be one open fellowship on the one hand, and four open scholarships on the other?—That is so; one open fellowship, which was two appropriated fellowships, and equivalent to four scholarships in point of value.

26. (*Mr. Vaughan.*) Is the only destination prescribed for the scholarships that for the benefit of Shrewsbury school?—Shrewsbury school and Magdalen College.

27. I see in the table, page 21, "The relations of the "said Dr. Millington"?—That, I think, must be Mr. James Millington's. That is another foundation.

28. What I am alluding to are the scholarships of 63*l.* each per annum?—We have never heard of any relations of Dr. Millington in reference to those.

29. According to this table, those scholarships of 63*l.* each per annum are to be given in the first instance to the relations of Dr. Millington, who shall have been educated at Shrewsbury school?—I think that is not correct.

30. This table then is not absolutely to be depended upon except with reference to the exhibitions for the school, the funds for which you have in your own hands?—I think there must be an error as to the relations of Dr. John Millington.

31. (*To the Rev. T. B. Lloyd.*) You feel confident the scholarships are not given for the benefit of Dr. Millington's relations who shall have been educated at Shrewsbury?—I am very confident of that.

(*Dr. Kennedy.*) There is about 300*l.* in the banker's hands; in consols 10,300*l.*, so that there should be 10,600*l.* in money existing now.

32. (*Lord Lyttelton.*) The will of Dr. Millington has no relation to the fellowships at all?—No relation to the fellowships at all. The fellowships were an after-thought entirely, established through the application to Chancery. It was thought four scholarships were as many as were desirable, and as the number of fellowships in Magdalen College was small, it was, towards the end of the last century, suggested and acted upon that a petition should be presented to Chancery to have fellowships instead of scholarships.

33. (*Lord Clarendon.*) I suppose it is considered as a disadvantage that the boys should be bound to go to Magdalen College?—I wish to say with regard to Magdalen College, that you cannot have a more respectable, well-conducted college. We have the greatest possible respect for the master and for the members of the college; but it is one of the smallest colleges in the University, and of course it must be for the benefit of Shrewsbury school to have the choice as open as possible.

34. (*Mr. Vaughan.*) Upon what principle do the electors make their election?—The scholars are elected at Magdalen College; I believe the college has that right. We have always wished that they should elect immediately from the school.

35. Then it has been necessary they should go to Magdalen College, in the first instance, in order to qualify themselves as candidates?—That has been so.

36. In making their election what has been the standard by which they have made the selection?—That I am unable to state; I should say they have dealt fairly by the school.

37. They have done it by examination?—Yes, they have done it by examination. I do not think they have rejected a candidate; indeed, if I thought a boy from Shrewsbury was not likely to pass a fair examination I should strongly recommend him not to go up.

38. (*Lord Clarendon.*) They have always been filled up?—They have always been filled up since I have been Head Master.

39. (*Mr. Vaughan.*) You have no detailed information as to how the examinations have been conducted?—No.

40. Have you had any means of forming a judgment whether the boys elected were the best of those you sent up?—Yes, I think so.

41. (*Lord Clarendon.*) The boys are sent in the hope of their giving satisfaction?—Yes; the college have made no complaints; they have been well satisfied with those we have sent, and they have filled up the scholarships to their satisfaction.

42. They have always been filled up ?—Yes.

43. Did a greater number than four ever go up ?—Hardly ever, the number in the school being so small.

44. (*Mr. Vaughan.*) But on whom does that depend; does it depend on the option of the boys themselves whether they will go to Magdalen College, or are they recommended to offer themselves by the authorities here ?—It depends on the option of the boys; they or their parents sometimes ask my advice, and if they think proper to consult with me and I have an opinion I give it to them.

45. As to their fitness ?—Yes; I think no boy has ever proposed himself who was not fit.

46. (*Lord Lyttelton.*) In fact you send only four ?—Yes.

47. (*Mr. Thompson.*) There are a few exhibitions, tenable at any college, at Shrewsbury ?—No, except a small exhibition of Dr. Taylor's, we have none.

48. Do you think if you had some exhibitions tenable at any college it would be a benefit to the school ?—I think it would be a benefit to the school if we had four scholarships of 63*l.* per annum each, open to any college.

49. (*Mr. Vaughan.*) May I ask whether the benefit you contemplate would consist in having the choice of the place of their education at either university ?—Giving us the choice of the place of further education. Of course every parent who wished to send his son to a public school, with a view to scholarships or exhibitions, would be more likely to send his son to the school where the further place of education was open to his choice.

50. (*Lord Lyttelton.*) I believe there are some exhibitions in this list which are open to either university ?—There are some.

51. Are they open to all the boys ?—In default of certain preferential candidates. In point of fact I believe that five out of the six present exhibitioners were not preferential candidates. But it might happen otherwise; it might happen there would come up a number of boys claiming the exhibition as a matter of preference; all this is a matter of chance. In the scheme I have sent in I have suggested that it would be a great benefit to the school if the scholarships and exhibitions were all open.

SHREWSBUR

Rev.
B. H. Kennec
Rev. J. Yardl
Rev.
E. C. L. Wigl
man.
Rev. T. B. Lloy
T. W. Trounc
Esq.
J. J. Peele, Es

22 May 1862

The Trustees and Mr. Peele withdrew

The Rev. Benjamin Hall Kennedy, D.D., examined.

Rev.
B. H. Kennec

52. (*Lord Clarendon.*) You are Head Master of Shrewsbury school ?—I am.

53. How many years have you been so ?—Twenty-six years at Midsummer.

54. "The property held by or in trust for that "school consists of the school buildings, master's "houses, and tithes, a freehold house at Grinshill, "two chief rents, and money invested in the public "funds." As to the money invested in the public funds, from whence was that derived ?—The Trustees have 9,000*l.* in the public funds which forms part of the school estate, 3,000*l.* of which is now set apart by them for the purchase of those houses which constitute my junior house, the garden attached to it, and the house which the Commissioners have seen, appropriated to studies.

55. (*Lord Lyttelton.*) How long has that part of the property been in that form as money in the funds ?—I am unable to state, but longer than my head-mastership.

56. (*Lord Clarendon.*) "Shrewsbury school was "founded by letters patent of King Edward VI. "A.D. 1551, addressed to the bailiffs and burgesses "of Shrewsbury, giving them certain tithes to found "a school, entitled 'Libera Schola Grammaticalis "Regis Edwardi Sexti,' empowering them to elect "masters and to make statutes, with the advice (cum "advisamento) of the Bishop of Coventry and Lich-"field." How far is that acted upon as to taking the advice of the bishop; is he always consulted, or does he merely give his approval ?—I think there has been no new statute made. There was a scheme sanctioned by Chancery ten years ago, and the bishop appeared by counsel, and gave his consent officially to that scheme. I know of no instance in which the bishop has been called in to advise.

57. "The sole relation in which this school stands "to any other corporate body is comprised in the "two provisions of the Act 38 Geo. 3." ?—The Commissioners will find as they go on, there has been a change in the constitution of the Trustees; the bailiffs and burgesses have ceased to have any share in the government of the school.

58. "(1.) That the mayor of Shrewsbury for the "time being is chairman of the Governors and "Trustees. (2.) That when a vacancy occurs in that "body the other Governors and Trustees nominate "three qualified persons to fill it, of whom the cor-"poration elects one." How does the corporation proceed in making that election; is it by vote ?—Yes; there was an election last week; I understand one member of the corporation was desirous of sending the list back to the Trustees to nominate other persons, but Mr. Peele, the town clerk, informed them that if they did so, the Trustees would have the power of selection in their own hands; whereupon they elected Mr. Salt. After the Municipal Corporation Act it was considered that the corporation of Shrewsbury retained its power, otherwise I believe at that time the control over schools was taken out of corporations. It is a little inconvenient to have the affairs of the school made the subject of debate in a corporate body. I am not aware that any benefit arises from the power remaining in the corporation to elect one of three persons.

59. (*Mr. Thompson.*) The Governors and Trustees should be a distinct body ?—I do not mean to advance any opinion on this case, but merely to speak generally of a corporate body.

60. They should be a resident body ?—The locality should be recognized; but it would be undesirable that such a body should be the sole or the dominant power.

61. (*Lord Clarendon.*) You are alluding to the nature of a corporate body, not to the present corporation ?—I am alluding to corporate bodies generally, not to the present corporation.

62. (*Lord Lyttelton.*) "Respecting the title, "*Libera Schola*, I append an argument which has "appeared in several public prints, tending to show "that *Libera* means exempt by royal grant from "other superiority." Has that argument ever been controverted in any public or practical way since it appeared ?—There was an attempt made to controvert it by a barrister of the name of Grady, but I think it was rather an inefficient one.

63. That was merely in the way of controversy; nothing practical turned upon it ?—No; nor was it intended to have any practical effect, except so far as it takes away the power of raising a grievance which some people are fond of exercising.

64. (*Mr. Thompson.*) There is no contest going on in any Court relating to that question ?—No; it was purely as an antiquarian question I brought it forward.

65. It has not been raised in any practical shape ?—No.

66. (*Lord Clarendon.*) There is one question I wish to ask you upon this paragraph 2, (Part II.) "On the one hand the bailiffs and burgesses having "the vantage ground of King Edward's charter, but "also tempted by the rich offer of Chirbury, con-"sented to surrender their right of electing the mas-"ters to St. John's College, Cambridge, of which "Ashton was a member; but they stipulated with "success for the condition that the college should be "bound to elect burgesses of the town." Was that an arrangement come to at that time ?—I take for granted it was so. On the face of that proceeding it bears such evident marks of being a compro-

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mise, like the Act of the last century, that I rather assume that such must have been the case. I wish rather to draw attention to this fact, that there has certainly been, from that time to this, a little uneasy feeling among some persons at Shrewsbury, who take a strong interest in the school, and at the same time have local attachments, with regard to their connexion with St. John's College. They endeavoured in the course of the last century to overthrow that compromise, but were not able to do so. The Court of Chancery first, and the House of Lords afterwards, set aside an election made here under the old charter, which has no doubt left some little uneasiness of feeling, even at this distance of time.

67. (*Lord Lyttelton.*) You say: "At the close "of that century, the evil of the burgesses' claim to "the masterships being patent and acknowledged, a "new compromise was made, resulting in the Act of "38 Geo. 3." The main features of this Act, you divide under three heads, and the third is, "The gift "of the right of gratuitous instruction to all sons of "burgesses." There are two points upon that, one with regard to what immediately follows: what is to become of that class, the old burgesses: will they become ultimately extinct: You say, "The "effect of this last provision has been greatly modi- "fied by the Municipal Reform Act of 1835, which "has produced, and must yet produce, a perpetual "diminution of the old burgesses?"—I have not sufficient data to say at what rate that class is diminishing. It can only be continued in a town like ours, by descent or by servitude, *i.e.* by serving an apprenticeship under certain conditions. There is a power, I am told, of becoming a burgess otherwise than by descent or servitude, but I am given to understand that practically it is hardly ever achieved.

68. Do you know what the actual number of existing burgesses, who have the right of gratuitous instruction to their sons, is?—I do not know; Mr. Peele could probably answer that question.

69. You know the number is diminishing?—Yes, no doubt it is; I have myself known many families who have left the town, and others who have died out.

70. Apart from any particular circumstances which might render a compromise desirable or otherwise, do you conceive that the burgess right which at present exists, is conducive to the interests of the school, *i.e.* the right of the burgesses to the gratuitous instruction of their sons?—My own impression is that it would be impolitic to disturb it.

71. I mean supposing, apart from particular circumstances, you had to constitute a *quasi* foundation of this kind, would you do it in that form?—If the question be put in that form, of course I should not wish that such a constitution should be made.

72. (*Mr. Vaughan.*) But is not the number very considerable at the present moment of boys who have gratuitous instruction in the school upon their right as the sons of burgesses?—In the school or in the town?

73. Of boys who have a gratuitous education in the school as the sons of burgesses?—At present the number is about 25.

74. About a third of the whole number of the school?—The whole number is 131.

75. That is about a sixth part?—Somewhere thereabouts.

76. (*Lord Clarendon.*) There are 25 boys who have the right of gratuitous instruction?—Yes; the number was 65 when I became Head Master. It has been less; it has been 13 or 14; of late it has rather increased, but not from an increase in the number of burgesses.

77. Do you attribute the diminution to the falling off in the number of burgesses?—Yes.

78. (*Mr. Vaughan.*) I wish to ask a question as to the "scheme." What is the relation of the "scheme" to the Act of Parliament?—I presume as far as the new scheme differs from the Act of Parliament it supersedes the latter.

79. How is it that a scheme framed by the Court of Chancery can supersede an Act of Parliament?—I can only say that the Lord Chancellor (Lord Cottenham) gave that power to the Trustees; it was a proceeding under Sir Samuel Romilly's Act.

80. Are there not provisions in the new scheme which override provisions in the Act of Parliament?—There are provisions in the scheme which override provisions in the Act of Parliament, certainly.

81. Was there any intervening Act of Parliament which gave a power to the Court of Chancery in that way to override a particular statute?—No; Lord Cottenham in that respect differed from the Vice-chancellor (Sir Lancelot Shadwell) who refused to sanction the scheme in the first instance, and dismissed the petition of the Trustees. I had to act with St. John's College. I felt it, after consideration, to be my duty to act with the college in that. I followed their lead in resisting the petition. In the first instance we were successful; Vice-chancellor Shadwell dismissed the petition. Then the Trustees appealed, and Lord Cottenham set aside the Vice-chancellor's decision, and sent the case to the master in Chancery to frame a new scheme.

82. Then in fact the Lord Chancellor decided that the Court of Chancery had the power to frame a scheme, some provisions of which should override the Act of Parliament?—He did. My counsel on that occasion (the present Vice-chancellor Sir W. P. Wood), told me, "I think you will be unsuccessful on "the appeal, for Lord Cottenham's feeling is to ex- "tend the power of the Court of Chancery as far as "possible." It was, in one sense, unfortunate for me that he took that view; I had to pay the costs of my unsuccessful opposition.

83. Do you know yourself the particular points in which the scheme has overridden the Act of Parliament?—I do not think I could lay my finger upon them without looking it through.

84. Could you if I point them out?—Yes; the exhibitions for instance.

85. Do you happen to know whether there is any conflict between the scheme and the Act of Parliament as to the surplus revenues of the school estate?—The plea on which the petition was brought forward was that of an existing surplus, and the Trustees asked the advice of the Court of Chancery how they should dispose of that surplus.

86. I find the Act of Parliament provides that the surplus (after the application of the revenues to certain purposes which are mentioned) shall be expended in the creation of new exhibitions?—That was urged on the part of the college; they contended that the Act of Parliament sufficiently provided for the disposal of the surplus, and so Sir Lancelot Shadwell held.

87. Do you know, as a matter of fact, whether between the passing of the Act of Parliament and the framing of the scheme any such surplus had been so applied?—Certainly.

88. It had been so applied?—Yes.

89. Do you know how many exhibitions have been created in that way?—I cannot say; probably Mr. Peele can. He would, no doubt, by reference be able to inform you. I know of one that was an exhibition created in honour of Dr. Butler at the time he left, it was 100*l.* a year, more valuable than the rest, and that, by the scheme, was cut down to a level with the other exhibitions. That was altogether originated in honour of Dr. Butler's name, and was higher than the others on that account.

90. (*Mr. Thompson.*) Was that confined to St. John's College?—No, it was open to any college in either university. Those that were created after the Act were not to be limited, and that was one.

91. They have not done so of late years?—There are two out of the six not so limited. One is called the Butler exhibition, which was 100*l.* per annum, and that has been reduced to 50*l.* per annum as well as the others. One object of the scheme was to improve the livings, a very desirable object, certainly; but it has sometimes occurred in the school that boys of very great merit have left the school without an exhibition of any kind. It has not occurred so much of late years, since the scheme was esta-

blished. It often occurred before that time because they could not be given.

92. (*Mr. Vaughan.*) Was it not the case before the scheme was framed, that, under the Act of Parliament, supposing there was in fact no one fulfilling the conditions which limited the exhibition to particular persons, no other boy in the school would be elected to such an exhibition?—Supposing there was no one coming within any of the different categories an election could not be made.

93. But it would have gone towards forming a fund for the creation of new exhibitions?—It would.

94. But would those new exhibitions have been in the discretion of the Trustees applicable to the scholars of the school generally?—No.

95. They would not have been?—No.

96. They would have been subject to the same conditions as the old exhibitions?—Yes.

97. Then under the Act of Parliament there would have been no strictly open exhibition in the school?—None on the foundation. Since that time the Careswell Trustees have opened their exhibitions, and the good effects of that have already been shown. Lord Powis is one of those Trustees.

98. What are they Trustees of?—An estate left by Mr. Careswell for certain Shropshire schools.

99. Is the scheme acted upon in all particulars now?—Yes, generally.

100. For instance, the scheme prescribes that the scholars of the school shall be examined?—There have been no such examinations.

101. That examination has not been held?—It has not.

102. May I ask the reason why it has not been held?—It has not been called for by the Trustees and I have not called for it.

103. You have not thought it expedient to call for it?—I have been satisfied without it.

104. (*Lord Lyttelton.*) The bishop has not called for it?—The bishop has not called for it; no one has called for it. It did not lie on me as a duty to call for it.

105. (*Mr. Vaughan.*) Supposing that examination had taken place would it not have had this ult,res that candidates out of Shrewsbury school who were not the sons of burgesses might have been elected in the order of merit?—If there were no son of a burgess competent to go to college, in the opinion of the examiner, others would be chosen.

106. Candidates not being the sons of burgesses might have been elected in default of those who were?—And in default of those coming within the other categories, *i.e.*, there being none from Chirbury and so on. I have never known an instance of a claimant born in Chirbury parish. Boys born in the county often appear.

107. In default of candidates coming within those three conditions, boys would have been elected to exhibitions in the order of merit?—I presume so; it would have rested with the Trustees which of the boys should be elected, if it were so.

108. As a matter of fact, has there been commonly a default of persons who have fulfilled those conditions?—There has been commonly a default.

109. May I ask what has been the number of exhibitions which have been vacant each year, and would have been vacant if there had been such an examination?—They vary very much; I should think that since the scheme in all probability there has been an average of two exhibitions every year, which have been given to boys according to merit determined by the school examination.

110. Which, supposing the examination prescribed by the scheme had taken place, would have been given according to their merit in that examination?—Yes.

111. On what principle are they now given?—Entirely on my responsibility; but the boys perfectly well know that they are open to challenge.

112. The scheme prescribes that an examination shall be held, and the order of merit stated, and that the boys shall be elected according to that order of merit; how is it possible to do that if there be no examination; how would it be possible for those boys elected to prove to the college that they are the most meritorious candidates that could have been sent up?—There is an accurate examination of the sixth form, and the boys are placed in the order of merit in that examination.

113. Supposing another boy were to say, "I feel "myself entitled to the exhibition as being the "superior scholar," may I ask what course you would pursue?—I should at once request the Trustees to institute an examination.

114. But as it is, the practical decision rests with you?—It has been done in this way: the boys have come to ask my advice, or have agreed among themselves, and I have stated to the Trustees, "Such and "such boys are candidates." I have given the names when the time for the election came, and said, "Such "and such boys are candidates; they alone have "presented themselves for the exhibition, and in my "opinion they are qualified."

115. The boys consult with you in fact before they offer themselves as candidates?—They may do so or they may not. They may offer themselves without any consultation at all. They may simply tell me they mean to be candidates.

116. And in that case you would say whether you considered them qualified or not?—Any boy who offered himself for anything he had a right to claim would be accepted by me as a candidate.

117. And supposing several boys were to offer themselves more in number than the exhibitions to be filled up, how would the selection be made?—Certainly, in that case an examination would necessarily be made. I would not in that case take upon myself to decide upon the merits of the candidates.

118. (*Lord Lyttelton.*) Referring to answer 13, Part III., I should wish to know what it was that took place in 1840. You say, "Only once so far "back as 1840 has any contest for an exhibition "taken place at the school"?—It was the second election for the Butler exhibition, and as far as I recollect two boys presented themselves as candidates; one was a few places below the other in the lower sixth form, and I declined to adjudicate upon their merits, and begged that there might be an examination, and an examiner was accordingly appointed, and an examination was held.

119. How was the examiner appointed?—I rather think I appointed him myself; he was a Cambridge man I know.

120. Apart from the intention of the scheme you say the ordinary course is that no more than a sufficient number of boys to fill the exhibitions offer themselves as candidates for these exhibitions; do you select these boys according to the order of merit in the school examination?—I can hardly use the term "select." The boys know each other's strength. Take, for instance, the boy who got the exhibition last October twelvemonth. There was no boy in the school who would have thought of offering himself to compete with that boy.

121. But the scheme was framed, I presume, with reference to these very exhibitions; the scheme, therefore, intended that they should go by examination?—Certainly, and virtually it is so now; indeed, actually, because it is by looking to the school examinations that they test each other's strength and know each others strength.

122. (*Lord Clarendon.*) Has any boy offered himself whose strength was proved to be superior to the one who was appointed to the exhibition?—It may have happened. A few years ago there were, I thought, four candidates for three exhibitions, and I intended to request the Trustees to appoint an examiner; but before the time came the boys talked the matter over among themselves, and one of them withdrew his name. Three candidates alone presented themselves, and in that case all I had to do was to notify to the Trustees that there were three candidates for their three exhibitions.

123. (*Lord Lyttelton.*) Are you aware of an exactly similar system being in force in any other school?—It is not at all enforced in this school.

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124. I mean adopted?—It has been a matter of surprise to me, and the only pleasurable light in which I have regarded it is that it seems to show the confidence which the boys place in the result of the school examination.

125. (*Lord Clarendon.*) The fact is that the school examination is an examination for the exhibitions as well?—It brings out those boys who are fittest to take the exhibitions.

126. (*Mr. Vaughan.*) Is the result of the school examination known in the school always?—Certainly.

127. And is it an invariable rule in fact that the boy who stands highest in the school examination is selected for an exhibition?—They offer themselves; they are not in any way selected by me.

128. Has it ever happened that a boy has proved himself superior to all in an examination at the school and not offered himself as a candidate for the exhibitions of which we are speaking?—It may very well happen that the boy so supposed does not go up that year.

129. Does it happen that the boys offering themselves as candidates for exhibitions have not been the first set in the school examination?—Certainly, if they happen to wish to go up at that time, and others not to wish it.

130. (*Lord Lyttelton.*) I think you referred to half-yearly examinations?—Yes.

131. (*Mr. Thompson.*) Is there any difficulty in adjudicating upon the claims of the different classes of boys preferentially?—As between a burgess's son and any other Shrewsbury boy, the claim of the former would be considered preferential. Of course if there were a burgess's son a candidate for an exhibition he must be qualified. That happened within the last few weeks with regard to a Careswell exhibition. The boy was examined by an examiner sent by the Dean of Christ Church, and he proved himself competent, and he took it by his preferential claim.

132. (*Mr. Vaughan.*) Am I to understand that the scheme provides not for awarding any other exhibitions than those six which stand first in the list?—It provides for those only.

133. The others are not provided for?—They are not.

134. (*Mr. Thompson.*) Supposing it happened that a Shropshire boy was superior in the school examination to a burgess's son, would the burgess's son in all cases have the preference?—In all cases if he were competent. In some cases I have refused to certify competency. It is rather an invidious thing to do. I did so soon after I came here in a case in which one of the present Trustees, who highly distinguished himself at the University, obtained the exhibition. He was a burgess's son, but he had not the burgess claim because he was not born within the liberties of the borough, and therefore could only claim as a Shropshire-born boy. Another boy was put forward as a candidate who would have had a preferential claim; I think he was in the lower fifth form; and I refused to certify competency in his case. I believe the course I took was generally approved; of course there were some who did not take the same view.

135. (*Lord Lyttelton.*) There is no provision in the scheme that they must be in the sixth form?—I am not sure whether in the Act of Parliament there is not a condition of having been two years in the "head form." It is a vague term. I am not sure whether that is not so.

136. (*Mr. Vaughan.*) I see there is a provision in the scheme for the opening of all exhibitions other than those six which have been mentioned, to all colleges and halls in Oxford and Cambridge?—That is, all that shall hereafter be founded by the Trustees.

137. It says, "That all exhibitions other than the "two that were founded in the year 1656, and the "four which were founded afterwards, but before "the passing of the Act of Parliament for the better "government and regulation of the said school, "which exhibitions respectively have been hereto-"fore limited to St. John's College, Cambridge, shall "be opened to any college or hall in either of the "Universities of Oxford or Cambridge"?—That only refers to the funds at the disposal of the Governors and Trustees, not to any of these funds which, like Dr. Millington's, are under trust.

138. Has that clause in the scheme had the effect of opening any?—They have not founded any new exhibitions, nor apparently are likely to do so. They have cut down the exhibitions and scholarships to six at 50*l.* per annum each. The Trustees intended to create a building fund, I do not think they had any idea of founding new exhibitions.

139. In fact there are at present no exhibitions, so far as you are aware, upon which that particular clause can operate?—No exhibitions at present; there are two which are open to any college in either university.

140. (*Mr. Thompson.*) Of small value?—No, they are all equalised.

141. (*Mr. Vaughan.*) Do you happen to know where they come in this list?—They are the two held by Moseley and Batten. They are at Balliol. Oswald Smyth's is also open. Careswell's and Millington's are quite distinct from the others.

142. Is Taylor's exhibition open?—That is for either university. Unfortunately that is in a peculiar position, the fund is lost but the interest continues to be paid.

143. Does your eye fall upon any in this list that have been liberated by that clause?—None that have been liberated by that particular clause.

144. Then the clause has been inoperative?—I rather think it only agrees with the Act in that respect; that is my impression.

145. (*Lord Clarendon.*) What is the exhibition of which the fund is lost and the interest remains?—It is Dr. Taylor's exhibition. There was a defalcation for which, I believe the late Canon Newling of Lichfield was responsible—I think he was surety for the party, or that he was responsible for it; and his widow has been allowed ever since to pay the interest of the money without being called upon to replace the principal.

146. What will become of that when the widow dies?—That is a question. I found it had been the case in Dr. Butler's time. The Mayor of Shrewsbury and the Head Master of the school are the trustees of the fund, and I do not know what we ought to do in the matter.

147. Is Mrs. Newling the widow alive still?—The widow is alive and still pays the interest.

148. After her death no one will be responsible for that interest, I suppose?—I fear not; Mr. Peele is aware of it.

149. What does the interest amount to?—Only 23*l.* a year.

150. (*Mr. Vaughan.*) I suppose in consequence of an examination not having taken place the sum of 15 guineas which is provided for the examiners by the scheme has never been paid?—It has not.

151. Has the provision in the scheme with regard to the playground and the library been acted upon?—I have continued to pay the rent of the playground.

152. How do you interpret that clause. Is it not compulsory on the Trustees?—I do not know whether it is compulsory or not. Nothing has been done with regard to the playground. As to the library, there has been some little money laid out in cleaning the pictures and washing the room, but nothing with regard to providing books or instruments. With regard to prizes the Trustees have it in their power to give 50*l.* a year in prizes; they have given 25*l.* I have not been dissatisfied, it is as much, I believe, as they can afford.

153. (*Mr. Thompson.*) Do you pay the stipends of the assistant masters?—Of the new masters I have appointed, I do; but I do not complain in the least of that; I have been here 26 years, and am not so strong as I was, and if I appoint new masters to give me a little relief, it is a matter for my own consideration. But if that be considered, certainly the fee of 15 guineas each boy would be totally absorbed in the salaries paid.

154. (*Lord Clarendon.*) Each boy not a free burgess boy pays 15 guineas?—Yes.

155. And a free burgess boy pays nothing?—No. In certain cases I make it a question with the masters whether they will think it proper to remit the fees, and they are always very happy to do so. I would never, if I could help it, permit a boy to leave the school under those circumstances. I think it right to say that because it is not my sole act; I should be taking the credit which belongs to others, if I did not say it is the joint act of all the masters.

156. To remit the fees for a non-burgess boy?—Yes; such cases will occur. Take for instance the case of a clergyman who has died here and left a widow, whose entire income since the husband's death is not more than 100*l.* a year. When the husband was alive his living enabled him to pay for his son, since his death the widow has had only that small annuity and we have been happy to remit the fees. Those are circumstances which will occur. We talk it over among ourselves and agree to do it, it is the act of all, not the act of one.

157. (*Mr. Vaughan.*) Am I right in supposing that the sources of income of the under master would not make his salary more than about 500*l.* or 600*l.* a year?—I should think that is about correct.

158. I have made it out 562*l.*?—I should think it was very nearly about that; he has 2*l.* 12*s.* 6*d.* capitation fee upon about a hundred boys.

159. And he has boarders?—I think he has six.

160. With regard to the Senior Assistant Master, his income would be a capitation fee of 1*l.* 5*s.*, and a salary of 100*l.* per annum, about 225*l.*?—About that, I think.

161. The mathematical master, his income would altogether be 340*l.*?—Yes, because he has been disposed to give occasional lessons.

162. May I ask to whom those lessons are given: Is it to boys in the school or in the town?—If any parent has wished his son to take extra private lessons either in mathematics or classics, or composition, or anything of that sort, I have not objected. It has been an innovation upon me by parents; they have pressed me to do so.

163. That is lessons given to boys of the school?—Yes; but it is essential, and it is carried out, that no assistance be given to them in preparing their lessons for the school.

164. The same thing, you say, applies to one or two masters?—Yes; I think Mr. Fisher, the mathematical master, has had the lion's share of private teaching; and Mr. Calvert, who is henceforth to act as tutor in the school, has had a fair share of private lessons; Mr. Carr has been in the school too short a time.

165. (*A Commissioner.*) The first assistant master's income is not more than 225*l.*?—The Rev. Henry Greenwood is the first assistant master, and he has a salary from the Trustees.

166. The second assistant master, I make out that his income is about 200*l.* per annum, *i.e.* 100*l.* capitation fees and 100*l.* salary?—Yes, it would be about that.

167. The third assistant master, called here the mathematical master, I make out that his income is about 340*l.*?—In consequence of taking private pupils.

168. (*Mr. Vaughan.*) The French master, I find, takes boarders also?—Yes, Mr. Bentley, not being a foreigner, but having been educated abroad chiefly, and having a great aptitude for languages—a very able, active man indeed—came to us at the age of twenty-one and has always been incorporated with us in the school.

169. And his income is about 340*l.* per annum?—I daresay it is; he is a married man.

170. A layman?—Yes.

171. And the income of the writing master is 125*l.*?—Yes, probably, but he supplies the school with stationery, upon which he has a profit.

172. At what point of academical standing and attainments are you able to procure masters at these salaries?—It depends upon circumstances, sometimes there are plenty to be had, and sometimes it is very difficult to get a good master.

173. Do you take them very young, immediately after their degree?—Yes; there is Mr. Carr of Christ's College who was in the classical tripos of this year; he has just joined us.

174. Are you able to work the school satisfactorily with the means those salaries put at your disposal?—Yes, I think I am, certainly; I should of course be very glad to increase them. We have been very differently constituted, and consequently have not been able to obtain men of such first-rate university distinction, (and, therefore, I presume, of such first-rate ability,) as Harrow and Rugby, where they can offer houses and the profits of houses; we have not been able to do that, but we have been at no loss for good masters. To take the case of Mr. Calvert, for instance, a most able person; he did not take the place in mathematics, which would enable him to go out in honours, otherwise he would probably have come out very high in classics, and have obtained a fellowship at Cambridge. He missed that, and in consequence came to us. He has gained the position of an excellent scholar and an efficient master.

175. Do you think you have been as efficiently co-operated with in procuring distinctions for Shrewsbury school by the masters you have been able to procure as you might otherwise have been?—Yes; the gentlemen who come here do not look upon it as anything more than a fellowship at the university; they have about the emoluments of a moderate fellowship at the university; they have their rooms and dinner commons, and are looked upon by me as friends.

176. Has that led to a very frequent change of masters?—It has not; not of late years.

177. (*Lord Clarendon.*) Upon the whole you have no serious difficulty in procuring masters?—No.

178. (*Mr. Thompson.*) Are the greater number of masters married?—No; they take a mastership as a bachelor appointment, with a bachelor income, exactly as they would take a fellowship at the university. Mr. Calvert's is a curious instance. He had a wish to marry, and a college friend of mine wrote to ask if I had any man I could recommend for a colonial school in Trinidad; I offered it to Mr. Calvert, he took it and went to Trinidad, but his wife died in a year; he came back, and the gentleman (an old pupil of my own) who had filled his place was going to take a tutorship in his college, and he said, "I know you would like to have Mr. "Calvert back; I shall not stop longer than this "half-year, I will vacate my mastership now;" and Mr. Calvert came back and resumed his place.

179. (*Lord Lyttelton.*) I understood you to say Mr. Bentley was a married man?—Yes.

180. From what you said I inferred that the French mastership and the second mastership are the most valuable ones here, those Masters being able to be married men?—Yes, that is so certainly.

181. Mr. Bentley makes nearly 400*l.* a year?—Yes.

182. (*Mr. Thompson.*) Is it not a rule that if fellows of a college are appointed to a first or second mastership they vacate their fellowship?—At St. John's College it vacates a fellowship.

183. Only at St. John's?—If St. John's were to elect a fellow of Trinity College to be Head Master I should fancy he would not vacate his fellowship.

184. Is it not so in the Act: "That every person "so admitted in manner and form aforesaid to the "place of head master or second master of the said "school, shall, within 12 calendar months after his "being so admitted to such place, vacate any fellow-"ship which he or they may hold or possess in either "of the said universities"?—There it is so. They wished to have married men.

185. Mr. Rigg, the second master, has lost his fellowship by the operation of the Act?—Yes.

186. (*Lord Clarendon.*) The position of the French master, his *status* in the school, is quite the same as that of the other masters?—Yes, we have so valued him from the time he came. I saw his value very soon, and we have always treated him as one of ourselves.

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187. Does he wear the same dress?—No he is not a university man and therefore he does not do that. The Bishop of Lichfield offered to ordain him if he wished it, but he himself did not wish it.

188. And in manifestations of respect he is in the same position?—Yes, certainly.

189. And he takes the same position?—Yes, he acts as secretary for the school discipline; he has 50*l.* a year more for taking that duty.

190. Does he teach anything else than French?—French is the only modern language publicly taught in school, but he teaches German to private pupils.

191. Is he an Englishman?—Yes.

192. Where was he educated?—He was educated at Paris, and at Baden-Baden.

193. He speaks good French?—I do not pretend to be a judge of French pronunciation, but I should say he is a very good French scholar for an Englishman, and a still better German scholar.

194. (*Lord Lyttelton.*) The payments made to the Head Master and the under masters are all stated, are they not?—They are all stated.

195. Have all the assistant masters, to find their own houses; do they do the best they can for themselves as to that?—Mr. Bentley finds his own house. The new master, Mr. Carr, has lodgings; the others have rooms provided for them. The reason I did not distinguish these cases before, is that all these things are matters of arrangement.

196. Do the others lodge within the school premises?—The Commissioners have seen those apartments. Mr. Greenwood, the first assistant master, is in one, and Mr. Fisher, the mathematical master, in the other; Mr. Calvert lives in my junior house, and takes the discipline of that. Mr. Bentley has a house of his own. Mr. Carr is the only one who is obliged to take lodgings.

197. Do the four senior masters dine in your house?—Mr. Greenwood and Mr. Fisher dine in my senior hall; Mr. Carr comes to dine with Mr. Calvert in my junior hall.

198. (*A Commissioner.*) What are the salaries paid by the Governors and Trustees; I see "Capitation "fees and grants marked * are paid by the Head "Master; the other salaries by the Governors and "Trustees"?—Certain salaries are paid by the Governors and Trustees, not all the salaries.

199. (*Lord Lyttelton.*) Those are paid by the Governors and Trustees because they choose to do so?—They are required to do so by the scheme.

200. Do they pay any more than they are required to pay by the scheme?—No.

201. (*Lord Clarendon.*) "One (master) is now "appointed as tutor for all boys below the sixth "form, and to direct the studies of the non-collegiate "boys." What are the duties of the tutor?—It is a newly constituted office, and we have really all this under consideration at the present moment. It will hardly be brought into operation until next half-year.

202. What do you contemplate?—What is contemplated is, that he should communicate with the other masters, and be fully aware from them of the character and powers of the different boys in each form, so that whenever any master thinks it desirable to recommend that any boy in his form should be overlooked out of school, to see he does his own exercises; or that, being deficient in a particular department, he ought to be made to work more; he should be put upon a list to be instructed out of school by Mr. Calvert, who will in that way act with the master, who should be required to attend at certain times for that purpose. It will be in fact, the complement of the school work. It will stand in the place of the private tutorial system of other schools.

203. Does it bring the boys more under *surveillance*?—To a certain extent. We have never found at Shrewsbury that a boy who is able and desires to do himself justice in the school needs any assistance out of it, but we quite admit there will be boys in this as well as in all other schools to whom such assistance may be desirable.

204. (*Mr. Vaughan.*) You had considerable experience in another school before you came to Shrewsbury?—Yes; at Harrow.

205. And in that school the tutorial system prevails?—Yes.

206. But from your experience at Harrow, you were not disposed, when you came here, to introduce it at Shrewsbury?—No, I should not introduce it here; there were many reasons which would have prevented me. What I found at Harrow was that the real active work done was done by the private tutor rather than by the master in the school; and it was inevitable such should be the case, at least below the sixth form. The active work was done by the private tutor; and as private tutor I could not get my pupils to read for their private lessons, except some of the higher ones, who were reading for scholarships, or other examinations. The boys, in general, did not want their private tutors to do anything else than construe their lessons and correct their exercises for them. That was the general rule in those days.

207. (*Lord Clarendon.*) You are speaking of Harrow?—Of my six years' experience of Harrow.

208. (*Mr. Vaughan.*) Apart from the question of expense, from your experience of the working of the system at Harrow, should you have been disposed to introduce here the system to which you refer of the private tutor assisting the boy in preparing his lessons for school?—No, certainly not.

209. With regard to exercises?—The system which existed there was for the private tutor to look over the boys exercise, which was afterwards to be sent in to the master in school, and (unless indeed, it had more than minor faults), to correct it himself.

210. Will you point out the ill effects which prevailed in the tutor's correcting the exercises?—I think it made the form master feel he was a mere cypher; at least I felt so; that I was looking at the exercises of other masters and not at the exercises of the boys. I also felt great delicacy in dealing with a boy's exercise, because if I saw blunders in it I knew I was correcting the blunders of a colleague and not of a boy.

211. Supposing another provision to be made by which the master should see both the original and the corrected exercise, do you think anything would be gained by that?—I have understood that that has been done of late years at Eton. I should say that that certainly is an improvement.

212. But do you think it gains anything positively?—I should still think it was a cumbrous mode.

213. (*Lord Clarendon.*) You say the same gentleman is to "direct the studies of the non-collegiate "boys"?—That is an attempt I have made of late years to satisfy that sort of call which exists, and not unnaturally exists, among the community, for an education which shall meet the wants of those classes who do not intend to send their sons to the universities. I call it a "non-collegiate" class because I have never allowed the word "commercial" to enter in among us.

214. Those boys you have reason to know do not intend to go to the universities?—We have; their parents are the persons who decide.

215. (*Lord Lyttelton.*) Will you describe what that non-collegiate class is?—The arrangements I consider to be very incomplete, certainly. If we had a sufficient number of boys, *i.e.* of paying boys, of course we ought to have a master named specially for that class. That we have not been able to achieve; the number is only 18 or 20. They are incorporated with the school generally; they take their status in the school according to Latin; they stand in the form and do all the Latin lessons of the form in which they are placed; but when the Greek comes an arrangement has been made between the different masters so to order their lessons as that these boys when their own form is doing Greek shall go to the master of another form to do something else which is different, *i.e.* not Greek. So their exercises are no longer Greek or Latin verses, or any classical composition whatever.

216. Do they omit Greek altogether ?—They omit Greek altogether.

217. And all kinds of Latin composition ?—All kinds of original Latin composition.

218. At what age are they allowed to begin ; would you take a boy upon those terms from his first admission to the school ?—Yes.

219. On his first admission, if his parents wished it, and said he was not intended for the university, you would take him on those terms, *i.e.*, that he should do all the ordinary work except Greek and classical composition ?—Yes.

220. And in place of that you substitute modern languages ?—Yes; also history, English composition, and some little more of mathematics. Of course if we had it completely in the curriculum of work we might use a more sounding term and call it a "physical science" class, but it would be mere quackery to use that term now.

221. (*Lord Clarendon.*) You say there are about 18 or 20 non-collegiate boys now in the school ?—Yes.

222. Are all the rest intended for the university ?—No ; but their parents are willing or prefer they should follow the usual course.

223. Although they are not going to the university ?—Yes.

224. How long has the non-collegiate system been in existence ?—About five years.

225. Long enough for you to be able to judge of the result ?—I think it works tolerably well ; I have no ground for dissatisfaction with it except that the numbers have not been large enough to give it a fair trial. I think we can hardly say there has been a great success, but on the other hand I cannot say it has been a great failure. I think the boys have a fair education.

226. And the boys in the professions which they devote themselves to will be tolerably prepared?—Yes.

227. (*Lord Lyttelton.*) Do the boys share the privileges of the other boys ?—Yes. There is one boy, the son of a solicitor in the town. His father sent him with a view to his going into his own office, as a non-collegiate boy, but he showed so much talent that he rose to the top of that class, and also got so good a place in Latin, that at the end of last half-year he came and said, very wisely, "I am sorry I became a "non-collegiate boy ; I should like to learn Greek ;" and he is now learning Greek to be able to come into the sixth form.

228. In what part of the school is he ?—He is now at the head of the fifth form ; he is reading Homer (the Odyssey) with Mr. Calvert, and I have no doubt that after Christmas, all being well, I shall be able to take him into the sixth form.

229. (*Mr. Vaughan.*) Had he learnt Greek before ?—No, he knew no Greek at all. I have not seen the boy lately, but I am sure Mr. Calvert could give you some valuable information about him.

230. (*Lord Lyttelton.*) Then I understand that a non-collegiate boy would be able, if his parents wished it, to join the other classes in the school ?—Yes, he would if his wish plainly appeared ; but it is easier to transfer a boy from a collegiate to the non-collegiate class than the reverse. But this is quite an exceptional case.

231. Have you had any reason to suppose that boys of the non-collegiate class are looked upon by their school-fellows in any different way from the rest ?—Certainly not ; there are one or two of them who are remarkably intelligent boys. I think a few put themselves on merely from idleness. They are the idle boys of the school.

232. (*Mr. Thompson.*) Are any in the sixth form ?—No, they cannot be in the sixth form.

233. They cannot exercise any monitorial authority ?—No ; but such boys have the chance of exercising other authority, as captain of the cricket or foot ball.

234. They cannot be præpostors ?—No.

235. (*Lord Lyttelton.*) You say it has worked tolerably well upon the whole, in what respect has it not worked quite well ?—I do not know that it has not ; I do not know that we have anything to complain of. It is, perhaps, rather an inconvenient way of conducting things to hand boys over from master to master. It is something like the Scotch class system.

236. You do not think it has injured the school in any way ?—No, certainly not; a class of boys will always exist in every public school, viz., the active boys, with whom play is the great end and object, but who, nevertheless, do not wish to fly in the face of the master, and therefore wish to give him general satisfaction. They are a very valuable class of boys when their principles are good, *i.e.* if they have a good moral character and are respectful to their masters, and wish to set an example to the other boys. They are a very peculiar and a very good element in a public school.

237. (*Mr. Vaughan.*) How do you find teaching Latin without Latin composition act upon the power of acquiring Latin, *i.e.*, the power of understanding authors ; do you find it retards them ?—I have not been in the habit of teaching those boys ; I am not able to answer that ; Mr. Calvert I have no doubt would tell.

238. (*Lord Lyttelton.*) The tutor gives special assistance to boys below the sixth form if they require it ?—It is so intended ; I cannot say it has come into action. It is quite recent ; Mr. Carr could only join us after the classical tripos of this year.

239. It is a thing which has not been tried ?—It is being tried only this quarter.

240. (*Lord Clarendon.*) A few years ago there was no special master for mathematics, was there ?—No ; there was no special master for mathematics until about three years after I came.

241. Were mathematics not taught ?—Yes ; they were always taught, but there was no special master for them, and they were not essential.

242. Did not they stand a boy in good stead in his examinations ?—Yes ; they always formed a part of the Head Master's examination, but I think they did not form a part of the examination of the other classes, I rather think not ; I think a boy learnt mathematics only as he learnt any other accomplishment.

243. It was not part of the curriculum ?—No.

244. (*Mr. Thompson.*) Now it is strictly so ?—Yes ; so is French.

245. It does not seem to trench upon the boy's progress in the school ?—No.

246. There is a different organization of the French department ?—Yes ; so far it is not part of the curriculum ; it is simply that every boy must learn French ; it does not enter into our examinations for rising in the school, because if it did, we should be frittering away our power.

247. (*Lord Lyttelton.*) You incorporated French on your coming into the office of Head Master, before the new scheme required it ?—Yes ; I did it voluntarily.

248. Is French compulsory upon every boy in the school ?—All but the præpostors. I wish them to concentrate themselves upon their class work, and therefore I do not require it.

249. What number of præpostors is there ?—Twelve is the nominal number. We never deprive a præpostor of that rank even when he is beaten in examination. We require a difference of 20 marks to change the place of a præpostor, 50 marks, that of the head boy.

250. Is there any minimum age for a præpostor ?—No ; none at all.

251. Does it often happen that a boy may be a præpostor for twelve months before leaving school ?—Sometimes much longer. Holmes, of St. John's, was a præpostor, I should think, for three or four years. I myself was a præpostor for three years.

252. With respect to French not being compulsory on the præpostors, do you not find that to be prejudicial to their keeping up their knowledge of French ?—I suppose it would be to a certain extent. It

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is very rarely such a case occurs. It might very well happen to a boy who rises rapidly in the school; but I should recommend a boy who was so circumstanced (I think there is one such boy) to keep up his French.

253. (*Mr. Thompson.*) I think you say other boys read German with you?—They have done so occasionally, when the sixth form was very strong.

254. Have you introduced any books in standard French literature?—I do not think so; I should think we have nothing to boast of at all, with regard to French literature. Mr. Bentley will be able to answer the question. I have no ground to say so. I have had boys sometimes who have made a little start with me in German, and they have been very glad to have a few lessons and have afterwards carried it on. Some have become very good German scholars.

255. (*Lord Lyttelton.*) You have not found that attention to French, in the other forms, has interfered with their classical studies?—No; they have only two lessons a week of about an hour each.

256. (*Lord Clarendon.*) It is said in the same answer, "the number of classical masters has necessarily varied with that of boys; there has been on "the average one such master for 30 boys." You consider a classical master is quite able to teach 30 boys?—Yes, I think a classical master who does his duty is quite able to do so.

257. Supposing there were funds to appoint a larger number of masters, should you like to reduce the number of boys?—I should like to do it if it be possible. I can teach 20 myself. Sometimes one finds the exertion a little oppressive, especially as one gets older. I think from 20 to 25 is a better average.

258. (*Lord Lyttelton.*) In your scheme, which is a sort of model for a school, you allow eight masters for 230 boys, which would be about 30 to each master?—Yes. Different modes of teaching must be adopted in different forms.

259. Have you any observation to make as to the government of the school?—With reference to the government of the school, St. John's College has the appointment of the Head Master, and is not represented in the Board of Trustees; and I would suggest that it would be very advantageous to the school if it were so represented, *i.e.*, if the college had the right of appointing two or three of the Trustees.

260. As part of the governing body?—Yes; if the governing body, instead of being entirely self-elected, were partly self-elected and partly nominated, so that the college and the town should both be represented. It is a feeling I have long entertained, and one which, I think, may reasonably be entertained, that a representation of those two bodies, St. John's College and the town, would be a very valuable element in the governing body.

261. Do you conceive the governing body to be virtually self-elected?—They are certainly self-elected. I have no doubt they elect most conscientiously.

262. You would have three of the body nominated by the corporation?—Yes, but in the nomination of those three I take it for granted they would select them from the chief members of their own body, the aldermen for instance. I merely throw that out. I think if there were three Trustees to represent the college and three to represent the town, it would conduce to a better feeling between the several bodies. At present the college has great patronage here without any representation.

263. With regard to the direction of the studies of the school, it is quite clear, that by the Act, it is absolutely in the Head Master?—Yes, except so far as the scheme has modified that.

264. As to the under masters, have you any definite system with regard to consulting them as to the studies of the school?—No; they sup with me every Saturday evening, and we talk over the affairs of the school.

265. (*Lord Clarendon.*) To go back to the previous question, in what manner would you propose that St. John's College should be represented; would you alter the mode by which the Trustees are now elected?—I was merely supposing a certain state of things. Supposing the Trustees to be 12 or 13 in number as now, that St. John's College had the nomination of three, that the town had the nomination of a certain number (I will not say how many) and that the rest were to be elected by the old body, *i.e.*, self-elected; I think that that element of the college trustees and the town trustees giving their votes equally with the rest would be a valuable element in the governing body.

266. (*Mr. Thompson.*) Do you think three would be a sufficient representation for St. John's College?—I merely suggest that number. It would not give them a domination, and I should think that undesirable, in fact it would be opposed with such bitterness that it would be impracticable.

267. It would not be a very popular measure to the town?—No, probably not.

268. (*Lord Clarendon.*) Would it not be better for the Master of St. John's to be a member of the body himself than to be represented?—He could not very well attend their meetings; it is merely upon that ground I say "No," upon any other ground I should certainly say "Yes."

269. (*Mr. Thompson.*) Have they several regular meetings?—They have four quarterly meetings, the others are at discretion.

270. (*Mr. Vaughan.*) You as Head Master, I suppose, are cognizant of all the books which are used in all the forms, and the kinds of composition that are done, so that you know what books are used, what authors are read, and what compositions the boys are doing?—Yes, I must have that knowledge because the boys come regularly under my supervision from time to time.

271. Do you consider that the organization of the work in such a manner as to help the progress of the boys is assisted by the fact that it does not depend upon each master of a form what books he shall use, but upon some authority superintending the whole?—I should think the latter was upon the whole desirable, that the work of education should be guided by one mind mainly, but that it would be a very unwise one that did not take the advice of the other masters.

272. I do not ask you in the first instance who it should be who should settle it; whether it should be the Head Master alone or consulting with the body of masters. I ask should it be somewhere settled how the work of each form should be arranged, and what the books should be; so that it may not be left to each master, teaching his own form, to determine what kind of work should be done or what kind of exercises should be used?—I think you state the view I should take.

273. (*Lord Clarendon.*) You say the masters have generally been university men?—All of them except the modern language masters; generally, too, they have been clergymen.

274. In looking out for a new master do you endeavour to get a clergyman?—I hardly ever do get a clergyman to begin with, but the Bishop of Lichfield is good enough to take the mastership as a title for orders. They are very glad to take orders generally.

275. (*Lord Lyttelton.*) Has the bishop always done that?—He has always taken the mastership as a title.

276. (*Lord Clarendon.*) Is there any reason why you prefer a clergyman; or why the masters should go into orders, as regards the school?—We have, as you are aware, the whole of the service in chapel every Sunday afternoon, and a portion of the prayers in chapel every morning (except on Sundays, when the early morning service is in the great school), and therefore it is, to say the least, very convenient to have more than one clergyman; it may happen that one is not quite well, and another may take it for him; possibly other reasons may exist.

277. You say that the head or second master could be removed; should that be by the bishop or the Trustees?—No; it is a freehold office, from which the Trustees cannot remove without cause shown, any more than from any other office; it is so provided by the Act of Parliament.

278. (*Lord Lyttelton.*) You say, "I suppose that "the head or second master could be removed for "good cause with the approbation of the Bishop of "Lichfield"?—I was not at that time referring to the terms of the Act of Parliament.

279. There is no doubt about it?—No.

280. The bishop is bound to hear the cause alleged and decide upon it in a judicial way?—He is.

281. (*Lord Clarendon.*) You say, "Pensions are "mentioned in the Act but not in the scheme." What pensions are these: are they for superannuated masters?—For retiring masters on the foundation.

282. (*Mr. Thompson.*) You say they have never been given?—Yes, there was one given at my instance: twelve years ago one of our masters had the misfortune very suddenly to lose his reason, he had been an assistant master a considerable number of years, his circumstances were found to be not flourishing, he had to be sent to an asylum, some friends of his had interested themselves and concurred with me in doing everything to arrange his affairs, and in getting everybody else to do something; we asked the Trustees for aid, and they voted a pension of 50*l.* a year; he did not live long, he died from congestion of the brain shortly afterwards. I think pensions are mentioned in the Act.

283. You say, "Sons of burgesses, whether "boarders or day scholars, would be exempt from "tuition fee, all others are liable to pay it; but the "masters occasionally remit it voluntarily, especially "in favour of the sons of local clergy with small "means." That is just such a case as you have alluded to?—Yes; the gentleman in question was not a local clergyman, but a clergyman who, I have heard, was allowed to be absent from his living; but in general it would be so, no doubt.

284. (*Lord Lyttelton.*) It was the act of yourself and the other masters?—Yes, and I wish it to be understood that it is not my sole act and deed, every master foregoes something, and therefore every master has a right to be consulted in the matter.

285. (*Lord Clarendon.*) No. 18 relates to the school bills?—That relates to the bills which are afterwards given.

286. You say, "Additional tuition is sometimes "allowed, when much needed, but the instances are "few." That about the additional tuition I suppose you consider you have already answered?—Yes, the case is where the parent expresses a wish to me that the son may be allowed to have private lessons in this or that, chiefly in mathematics, sometimes in composition.

287. (*Lord Lyttelton.*) For which they pay at the rate of four guineas a quarter?—Yes; provided it is not an excessive charge, I do not consider the charge is a school matter; it is a private arrangement.

288. (*Lord Clarendon.*) No. 20, as to the playgrounds and games; you say, "My own wish and "endeavour has always been to promote the best "feeling between boarders and day scholars." There is considerable class feeling here, is there not, between boarders and day scholars?—Such a feeling I am afraid must always exist where two classes do mix in a school, but I do not think there is any more existing here than in other places.

289. The fact is such a feeling does exist?—I think different people would give different answers to that question. It is not easy to give an accurate answer.

290. Have you among the day scholars the sons of tradesmen in the town?—Yes, there are some tradesmen's sons.

291. Are they what you call small tradesmen?—No.

292. (*Mr. Vaughan.*) Can you distinguish whether that class are more or less apt to become of the non-collegiate class?—They are more apt.

293. (*Lord Lyttelton.*) With regard to the games, do the day scholars play freely at cricket with the boarders?—No, I do not mean to say that that is the case. I think I have said as much in the printed answers, in these words, "To the playgrounds at the "school they have an equal right with the boarders; "but they do not use them equally, nor do they use "them much. They naturally come at lesson hours, "and go home after lessons."

294. (*Mr. Vaughan.*) Do you think that their homes being near is the reason, rather than belonging to a different class?—I think there is a mixture of the two reasons.

295. (*Lord Clarendon.*) You say, "To the cricket "ground, perhaps, they have not an equal right in the "abstract"?—I do not wish that to be at all noticed; I give them an equal right.

296. But there is that feeling among the boys?—I do not suppose they think of it, or ask about it; but as the question was asked I gave that answer. It is merely that as I pay the rent for the cricket ground they have not, perhaps, an equal right in the abstract. It does not weigh with me at all.

297. There are about 40 of these boys at present?—I think more; I think the numbers are about equal at present.

298. Have a good number of the day scholars joined the rifle corps?—I cannot say how many; the number has fallen off lately.

299. To some extent there is a feeling of a difference of class between the two classes?—I cannot deny that there is to some extent. I cannot quite see how it is possible to get rid of it. There are two classes, and wherever there are two classes there will be some *esprit de corps.*

300. You say, "Some gentlemen of the town send "their sons here as boarders, for the purpose of giving them the full advantage of English public "school life, others deem it wise to send their "children to a greater distance from home." Is that because they do not think their boys would get the same advantages of public school life when day scholars as they would away from home?—That would be my own feeling.

301. You educate your own son at a distant school?—Yes; I am Head Master here, and I do not think I should be giving my son (being the only son I have) a fair chance, if I were not to send him away.

302. (*Mr. Vaughan.*) You say the boys are removed from one boarding-house to another, as they advance in age; if that is the case how do you preserve discipline in the junior house by means of the more advanced boys over the lesser boys?—There is a monitorial system carried on in the junior hall, and a certain number of boys who are higher than the rest are made monitors as a check upon the others, and they are responsible.

303. Is it that you give the lesser boys monitorial power in the hall for the particular purpose of preserving discipline, although they have not arrived at that part of the school in which they would generally have it?—In general they are in the upper fifth form.

304. (*Lord Lyttelton.*) Are they boys who, if they were not monitors, would be in the sixth form?—No; they are not kept back. I may sometimes have said, "I wish you would stay another half in the junior house." It has happened; but I do not keep them back for that purpose.

305. (*Lord Clarendon.*) No. 23, "Diet is uniform: "breakfast 9 A.M., tea, sugar, milk, bread, and butter "are supplied; dinner 2 P.M., two meats, vegetables, "bread, table beer, pudding or tart four days a week; "tea at a time varying from 6¼ to 7¼ according to "season, supply as at breakfast." That is the same for the whole school?—Yes.

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306. (*Mr. Thompson.*) Do you consider meat more than once a day is not desirable for boys?—I do not go so far as to say that. I should be very glad, indeed, if they had it. It is a subject which has often been entertained by me as to how far it was or not possible to give them meat at a later hour in the day; but I certainly do not see my way to doing so without the terms being proportionably raised.

307. (*Mr. Vaughan.*) But independent of expense do you think it would be desirable?—It never has been the custom here, and when we consider how many generations of boys have gone on without it, I cannot say it can be considered absolutely necessary.

308. If they had it, do you think they would work at their books better or worse?—I do not think the want of it operates as a drawback upon study.

309. Do you think a second meat meal at supper would interfere with their reading?—We must have in that case an additional meal altogether, because you could not supersede tea; they would not like to go without tea; unless indeed they had meat at their tea, according to the modern fashion.

310. I believe the health of the school has generally been pretty good?—It has been remarkably good. We have not in either house a boy in the sick room; we have not had one this half-year; and we are nearly at the close of it. In my school days we had nothing but bread and cheese for the evening meal.

311. No tea?—No, we had only milk.

312. (*Lord Clarendon.*) With respect to the adoption of the college cap. I believe that was introduced by you?—Yes.

313. About how long ago?—About three years after I became Head Master.

314. What led to its adoption; was there any particular reason for it?—I consider it to have had a most important moral tendency. I considered that persons in any part of the town could no longer have any excuse whatever for supplying a boy with, or abetting a boy in, anything that was contrary to morality and discipline; I also considered it would be a great check on the boys themselves; that they would have more self-respect when they were sure they should be known as members of the school.

315. (*Mr. Thompson.*) A police regulation, in fact?—A police regulation.

316. (*Lord Clarendon.*) Are you able to say there is good resulting from it?—Most decidedly so; there is no point upon which I can speak with more certainty.

317. (*Mr. Vaughan.*) You speak of organized school games, in what way are they organized?—By the captain of the games; there is a captain of the cricket game, and a captain of the football game. At all events football is considered a school game, and every boy is expected to attend that game unless excused.

318. (*Lord Clarendon.*) No. 29, "A few boys live "in the town with respectable persons, to whom their "parents have chosen to confide them, and attend the "school as day scholars. The masters assume no "responsibility for them out of school hours, and the "parents know this." Is there any supervision whatever upon those boys?—No, we cannot take that responsibility; we cannot have any supervision of them. They are desired not to wear the school cap, except in coming to and going from the school. I would not assume such a responsibility, it would be impossible for me to do it.

319. Do not the day boys wear the cap?—They wear the cap, but are not allowed to wear it when not under discipline. I say, "Whenever you wear "the school cap remember you are under our dis-"cipline; if you were doing anything contrary to "the discipline of the school, I should consider you "liable to punishment."

320. (*Mr. Vaughan.*) Does any distinction as to this question depend on whether they live with their parents or with others?—I do not consider that that makes any difference.

321. (*Lord Clarendon.*) Suppose in those hours when you take no responsibility for him (which I now quite understand) you hear of a boy going into a public-house or smoking?—If I had good information that such was the case, or it could be proved against him, I should write a letter of warning and remonstrance to his parents. The course I should take then would be to write to his parent and say I thought it would be better for the boy not to continue at the school, unless it was quite certain that that was the last occasion on which he would act in such a manner.

322. (*Mr. Vaughan.*) With regard to a sixth-form boy, would a sixth-form boy's authority extend to such a case, *i.e.*, when a boy is in the town with the college cap?—Yes; I think a præpostor has a sort of semi-magisterial authority; whatever a master could do a præpostor could do.

323. (*Lord Lyttelton.*) Must a sixth-form boy necessarily be a boarder?—No.

324. They may be town boys?—Yes.

325. They may be præpostors?—Yes; day scholars may be and are so frequently.

326. (*Lord Clarendon.*) No. 30. The Trustees, I presume, have absolute power to make bye-laws; and subject to the general powers of the Head Master, to make rules for the regulation of the school?—The Trustees have never interfered with my discipline in any such way as to lead me to ascertain what our relative powers are.

327. The scheme gives absolute power to the Head Master?—Yes.

328. Including, I presume, the making of written rules if he thought proper?—I presume so.

329. (*Mr. Vaughan.*) Where do boys coming for a finish for the sake of a public school education come from?—We have found that that has been the case sometimes as to boys of two classes, *e.g.*, a Welsh country squire's son sometimes comes; sometimes a Lancashire manufacturer's son.

330. You mean rather at an advanced age?—Rather at an advanced age.

331. When they can get into the sixth form?—No, I do not think they care much about that; they are satisfied if they can get to the fifth form.

332. (*Lord Clarendon.*) No. 32, as to the number of boys in the school; you consider it is about stationary now?—We got up last year to 141; we have rather fallen off this year, but there is no relying upon those things.

333. You think the falling off in the numbers has been caused by the foundation of so many proprietary schools?—I should have no doubt of it.

334. Do you not think the state of the buildings and the want of proper accommodation may have been one cause, that boys are not quite in the position, in those old buildings, which their parents would wish when they send them to a public school?—I think that may have something to do with it, and some think it has a great deal. Mr. Bather, one of the Trustees (himself an old Shrewsbury man) is of that opinion; perhaps he is right. All parents cannot know how healthy we have been in spite of these old buildings.

335. Is it true that old Shrewsbury men in general do not send their sons to the school?—I think that has been so; I think, as a general rule, they have not.

336. Considering how very distinguished the school has been in scholarship, would you not rather attribute their not sending their sons to the school to a painful realization of the discomforts they had themselves endured?—It may to some extent be that. I am hardly able to answer that question with confidence. There may be many causes in operation. Shrewsbury men become in various ways connected with other schools. There is also a great deal in fashion, and men are very apt to act upon that principle.

337. Do the boys ever complain of those discomforts; do they seem unhappy in consequence?—

So much the reverse that the regret which the boys generally express at leaving school, during the last six or seven years in particular, has been something most striking; and also the pleasure with which they have come back to visit the school; many boys I have known shed tears at leaving.

338. (*Mr. Thompson.*) Did not some public schools make a great start about the time you took Shrewsbury?—Yes; Rugby in the time of Dr. Arnold, and Harrow soon after. If Rugby and Harrow had been all we should not have cared so much, but Marlborough, Rossall, and Cheltenham have interfered with us more, especially Cheltenham, and one feels the more aggrieved because it has been a money-making concern for the proprietors, which seems hard.

339. (*Lord Lyttelton.*) You give a "half-year's "bill of a boy of ample fortune;" is that an exceptional case?—I mean he is a boy of good fortune; he is an only son, his parents are not living, his guardian placed him with me and begged that pecuniary considerations might not in any way influence me.

Shrewsbury, Friday, 23rd May 1862.

PRESENT:

Earl of Clarendon.	The Rev. W. H. Thompson.
Earl of Devon.	H. Halford Vaughan, Esq.
Lord Lyttelton.	

The Earl of Clarendon in the Chair.

Members of the Corporation of Shrewsbury.
23 May 1862.

The following Members of the Corporation of Shrewsbury were called in:—
T. W. Trounсer, Esq., Mayor, Aldermen Hughes and Haycock; Councillors Brayne, Edwards, Southam, Bloxam, Norton, and Parry; and Mr. J. J. Peele, Town Clerk.

(*The Mayor.*) On the part of the Corporation I wish to lay before the Commissioners a paper containing a few suggestions respecting the school, which we submit to their consideration.

(*Lord Clarendon.*) Perhaps the Town Clerk will be kind enough to read it.

The same was read as follows:

"Shrewsbury Free Grammar School.

"The Council of the borough of Shrewsbury desire to submit for the consideration of Her Majesty's Commissioners the following points, viz.:—

"1st. That in the opinion of this Council it would be for the general advantage of this Royal Foundation, and particularly of the inhabitants of this borough and neighbourhood, that the benefits of the school should be so extended as to include not only a classical education and one suited for scholars intended for the university or one of the learned professions, but also an education of a liberal character adapted for and suitable to the requirements of the middle classes."

"2nd. That if (without entrenching on the rights and privileges of the burgesses of the borough) an education free of charge, or at a reduced rate of payment, were provided for residents within the borough for a certain period, it would be of great benefit to the inhabitants, and increase the general usefulness of the school.

3. "That in case the subject of the exhibitions, fellowships, and scholarships attached to this foundation should become the subject of consideration by Her Majesty's Commissioners, the Council will be obliged, by an opportunity being afforded them of offering any suggestion that may appear to them so expedient before any decision is come to.

"Guildhall, Shrewsbury,
22nd May 1862."

(*The Mayor.*) I beg to say there are one or two gentlemen present who would illustrate the point as to extending the benefits of the school to others than the sons of burgesses, by reference to their own cases, and that of other residents, if the Commissioners would wish to hear any further statements.

(*Lord Clarendon.*) We shall be glad to receive any information.

(*Mr. T. Southam.*) I would wish to state that I have resided in Shrewsbury nearly all my life, and have a very large family, yet possess none of the facilities for education which I think the school should afford. I have no means of sending my sons to the school without paying the same fee that a stranger would pay, and considering that I am one of the largest ratepayers in the town I think I should have the privilege of sending my children to the school, either free or at all events at a very low fee to be determined upon for such cases. There is also this disadvantage which we labour under, viz., that the free school is the cause of keeping away other schools from Shrewsbury, which might be accessible to us as a means of education, which we really do not now possess. The impression that we have a large free school operates against parties starting a new school of a liberal character for the middle classes, consequently we have only the option of sending our sons to this school and paying a fee, or sending them to a distance.

340. (*Lord Clarendon.*) Are you one of the burgesses?—I am not.

341. Your desire would be that residents in Shrewsbury, who are not burgesses, should have the same school privileges as those who are burgesses?—Nearly so. I am not quite sure, perhaps, with regard to the whole of the exhibitions that we should be entitled quite to the same privileges.

342. (*Lord Lyttelton.*) Entitled to participate to the same extent?—To participate to the same extent. The burgesses are not a very large class, and I think that if parties resident in the town, say for a year or more, were allowed to send their children free, it would be a great benefit to them, and a great boon to the town of Shrewsbury.

343. (*Lord Devon.*) Do you know what the number of burgesses is?—I do not.

344. I presume they are a diminishing body?—Yes, they have been so considered.

(*Mr. Peele.*) I should like to add this observation. Before the passing of the Municipal Corporation Act, the Corporation had the power to make any burgesses they thought proper on petition, and they were in the habit of admitting any respectable inhabitant who petitioned on payment of a sum of 10 or 15 guineas, or something like that. They made him a burgess and gave him all the privileges of the school. That they consider they have no longer the right to do, and consequently the number of the privileged class must necessarily diminish.

345. (*Mr. Vaughan.*) Is the education you desire to have that which is now given at Shrewsbury school?—(*Mr. Southam.*) No.

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346. Is the education you desire suited to the middle class?—I wish an education which may be called classical, but I do not want a college education.

347. Such an education as is not now given at all in the school?—Yes; Shrewsbury is looked upon as a classical school.

348. I wish to ask whether you desire to have the education of the school altered to meet the wants of that particular class, or whether you would be content with any kind of education now given?—I do not consider the education now given is suited to the son of a person in trade, unless he wishes to send him to college.

349. (*Lord Clarendon.*) Has there not been established at Shrewsbury a class of non-collegiates who do not carry classical education so far as you have alluded to, and which was created for the purpose of meeting that want, and which I believe has met it to a certain extent?—I do not know that it quite carries out the view I have on the subject; I believe it is only to a limited extent.

350. (*Mr. Vaughan.*) Do you think there is a large class already existing here desirous of taking advantage of such gratuitous education?—I have no doubt of it.

351. You believe it would bring a great number to the town and would be a benefit to Shrewsbury?—I believe nothing would tend so much to the improvement of the town.

352. Has it ever occurred to you to consider what would be the effect of that upon the funds of the school?—My own impression has been that if a limited fee were fixed it would be beneficial to the school.

353. You think it might be done in such a manner as to pay itself?—Not altogether, but still the increased number would not affect the funds of the school to the same extent as might otherwise be the case.

354. (*Mr. Thompson.*) Have you thought of any figure, any positive sum?—My own idea was the sum of four or five guineas a year, or something of that sort as an entrance fee.

355. (*Lord Clarendon.*) The fee now paid is 15 guineas?—15 guineas.

356. (*Mr. Vaughan.*) Has it occurred to you to define at all the kind of education, *i.e.*, the things you would desire to have taught for that fee?—My own impression has been that the difficulty which I, as a tradesman, experience is this,—the upper classes are amply provided for at the large schools, the lower classes are provided for at other schools, but for the middle classes there is no adequate provision.

357. (*Lord Lyttelton.*) Do you think that is the case throughout the country?—I think it is the case throughout the country; I think at the schools which are established now in almost every village a good education is given, and a more liberal one than a middle class tradesman or farmer can get for his own son.

358. (*Mr. Vaughan.*) Whatever the education you require, it lies in your view that it should be given you as a gratuitous benefit, and you say the sum you would be content to pay would not be a sum covering the expense of the education your sons ought to receive?—Certainly not, because I consider the school affords privileges we ought to enjoy the benefit of.

359. (*Lord Clarendon.*) You say that the continuance of the grammar school here keeps away other schools?—I am of opinion it does; there are good schools of this kind as Shifnall, Newport, and Oswestry, but scarcely anything nearer.

360. Suppose there was such a school as you contemplate at Shrewsbury, do you think you could get your son educated there at four guineas a year?—No, that is the very thing I am anxious this school should afford to me, because I have resided here all my life; I am a large ratepayer and have a large family, and those are just the cases which I think ought to come under the advantages the school ought to afford.

361. (*Mr. Thompson.*) You think those are the objects contemplated by the founder of the school?—That I am not competent to say; the state of things at the present day is so entirely different from what it was at the time of the foundation of the school, that I hardly see how it is possible to make the founder's intention apply to it.

362. (*Lord Devon.*) Are you aware, in any other town, of the existence of an independent school, carried on by an independent master, taking day boys?—I was merely anxious to know what the charge at such a school would be. I am not aware of an independent school taking day boys; there are such schools, I believe.

363. (*To Mr. Peele.*) You know nothing of the numbers of the present burgesses?—No, I have not the number.

364. Does the privilege of a burgess pass to his son or sons?—It does, down to any generation. If a man can trace his descent and show he is the legitimate son or descendant of a burgess we can always bring him in by paying a certain sum. Parties who would be admitted burgesses would be of three characters:—1. The son or descendant of a burgess, traced through his father, grandfather, or other ancestor; 2. A claimant from servitude of seven years to an incorporated trade of the town; 3. Having been born within the town, *i.e.* within the ancient liberties. Those persons have still the right to claim to be burgesses. Though they may not themselves have the right of education at the school, because they are born within the town, they may take up their burgess-ship, and the sons of those persons would have the right as coming within the condition of being burgesses' sons.

365. So that the sons of any one of these gentlemen might have the burgess right?—Yes; but parties to acquire the right of birth must have been born within the ancient liberties. The ancient liberties are those encompassed by the Severn, not including the suburbs in which these gentlemen have the disadvantage of living.

(*Mr. Southam.*) Of course the town is increasing in every direction, except within the ancient liberties. People are getting to live out of the town, and have their business premises in the town, and consequently that has an influence on the non-increase of the rights of burgess-ship.

(*Mr. Peele.*) A clergyman, the incumbent of one of the parishes, came here with several sons, and it was suggested to him, that his ancestors, some generations before, had been sworn burgesses. We looked it out for him; the pedigree was proved; he was sworn a burgess, and his sons were admitted at the school.

366. (*Lord Devon.*) Then any descendant of a burgess may, if he pleases, take up his burgess-ship?—(*Mr. Peele.*) Yes, we consider him as a burgess as long as he is born within the town. At twenty-one he may be sworn. Still if he is not sworn, the right being in him it descends.

367. The point for which I have asked these questions is this, whether you think the burgesses, as a body, are likely to diminish in point of number or not?—I should think they would, because of course at one time the corporation made a good many burgesses, and there being no power now to do it to that extent, it is decreasing. There are no doubt a great many burgesses by descent. Most of the families in the neighbourhood have a right to the burgess-ship and may if they choose take it up.

368. Take ten years before the Municipal Corporation Act, did the number of burgesses increase from year to year?—Just before an election. I may mention, in answer to one of the questions asked, that I have had five sons educated here, and the last of them had the advantage of a non-collegiate education. He was anxious not to go to college, therefore he took advantage of the education chalked out by

Dr. Kennedy, to which your attention has been directed.

369. You were satisfied with it?—Quite so.

370. (*Mr. Vaughan to Mr. Southam.*) Is that the education you desire?—To a certain extent, but not altogether, because Mr. Peele's son was educated as a solicitor, *i.e.*, for a profession. What I would rather advocate would be that a superior education of a liberal character should be given to a tradesman's son as a tradesman.

371. May I ask have you ever made up your mind what you would wish to have taught your son under that description of education?—Yes; learning Latin, French, and German are essential now to a tradesman in many branches of trade. I am in the wine trade; German is a language which a son of mine ought to learn for the German business; it has become essential within the last two or three years.

372. Of course arithmetic and mathematics?—I am not aware that Dr. Kennedy's non-collegiate system at present includes arithmetic and the ordinary commercial education for a tradesman's son. Not at present certainly.

373. Then you would wish to suit the education given at the school to that class?—Yes.

374. You say you think it might be made to answer to the school in a pecuniary point of view, and at the same time that it is an education which you could not get from a competing school seeking to remunerate itself. How would you reconcile those expectations?—My view of it is that there would be a large increase in the number of boys, and the relative outlay for those boys would not be so much larger. The present masters would, to a certain extent, be sufficient; and the fees received from them, though not entirely defraying, would help very considerably to defray the extra expenses. I look upon it the expenses would not be so much greater.

375. (*A Commissioner.*) In fact, such an education might be given so much cheaper by a school established on the spot than by a school to be established elsewhere for the purpose, that it would answer for one school and not for the other?—Certainly, because the school exists with the machinery that would carry out the object, which, in the other case, you would have to supply entirely. It is suggested to me that the school being endowed the school houses are free; there is no tax upon the masters for the school houses.

376. (*Mr. Vaughan.*) Do you think the present school buildings, such as they are, would admit of the reception of many more students?—As far as the school for day scholars is concerned, it would not be so very bad. I do not think it is fit for a very large increase of boys.

377. As far as concerns the school in which the boys are heard their lessons, you think it would admit of some increase?—Within my recollection the boys numbered 400; now they are not more than 120.

378. Do you think the schoolhouses would be sufficient for the health or comfort of many more boys?—No; I think they ought to be enlarged, whether the school is increased or not. I think they are very bad even for the limited number of boys there now, and they have done a serious injury to the school from the wretched state of accommodation they afford.

379. (*Mr. Thompson.*) Would you prefer that your sons should be partially educated with the boys who are receiving what is termed a college education, or would you prefer that the two schools, the collegiates and the non-collegiates, should be entirely separate?—They should be entirely separate, under the rule of the same master, Dr. Kennedy.

380. But you would not expect Dr. Kennedy to take a very active part in the teaching?—Not in the teaching, only in the superintendence.

381. (*Lord Lyttelton.*) Do you think it is practicable that under one master there should be two entirely separate schools?—I do not think they would be so entirely separate; it is simply leaving out the college part of the education. It would be almost like a different class rather than a different school.

382. (*Mr. Thompson.*) Two distinct classes under one roof?—Yes.

383. (*Mr. Vaughan.*) Do you think many of the boys who now receive a non-collegiate education in preference to the collegiate education, would still prefer the sort of education to which you are now alluding, viz., a non-classical education?—I am not able to answer the question.

384. Do you think many parents whose sons are now receiving a non-collegiate education in preference to the collegiate education of the school, would still, if they had the option of such an education as that you propose, prefer that to either?—I think the majority would. There may be cases in which the parties would prefer the present non-collegiate system, but I think it does not go far enough for a large class in the town.

385. I do not mean that class of persons; I mean the parents of those who are now receiving a non-collegiate education?—I think the parents of those who are receiving a non-collegiate education would prefer a little difference in the extent. I know many people who would. Even with that 15 guineas fee there are many parties who would send their boys (not to board in the school), but that a classical education is not quite the education they desire. If you are going to bring them up to a profession it is just the education, possibly, you might choose, but if you are going to bring them up to your own business, it is not quite the education you desire. For that reason I believe there are many parties who do not send their sons who would pay the fee if the education was of the class they thought desirable.

386. (*Mr. Thompson.*) You have already stated you have no sons at the school?—No, I have five sons, alive, and (though I do not send them for other reasons) I should be obliged, if I did send them, to pay the fees.

387. At the same fees, do you find it is easy to obtain such an education as you desire, including French, German, Latin, and commercial arithmetic well taught?—It is exceedingly expensive; schools are much more expensive than they used to be.

388. Are there such schools?—Plenty. There are schools that give that class of education at something like 60 guineas to 80 guineas per annum; but where you have five or six sons to send it is a heavy charge upon a tradesman.

389. (*Lord Lyttelton.*) Are those schools in this county?—There are several schools in this county; one is of high standing.

390. (*Mr. Thompson.*) Are they able to obtain the services of eminent German teachers at those schools?—Yes.

391. You think German is efficiently taught?—It is not efficiently taught; a German comes only once a week, which is not sufficient to teach German; and French in the same way.

392. Is there not some difficulty in obtaining intelligent persons capable of giving sound general instruction in French and German?—Not so much as existed a few years ago; there are more teachers now in England.

393. Are they able to enforce authority over the boys, because that is a great difficulty with foreigners?—A very great difficulty.

394. (*Lord Clarendon.*) Do you consider you are sending your sons to some distant schools at less expense than you could now send them to school here?—I believe they cost me more now, but I find the system here is not suitable for me, and the hours are not suitable. Though a resident in the town I live a mile and a half from the school, and the first chapel commences at 7 or 7.30, and in the winter it is impossible to send a boy there at that hour.

395. (*Lord Devon.*) At schools where French and German are not taught, can you not get a good commercial education taught at less than 60 guineas a year?—Yes; where French and German are not taught there are schools giving a good education at about 40 guineas a year. For the last five or six years

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the rate of payment to schools has been very greatly increasing. You get a superior class of teachers, but pay higher.

396. (*Lord Clarendon.*) Then do we understand that if the education given here were of a description which suited you for your sons, you would send them here, even though at the 15 guineas a year?—I should, if the education were suitable, and the hours, —I mean the morning hours.

(*Mr. Edward Hughes.*) I beg to say I have two sons at the school now, one in the classical school and one in the non-collegiate school. I agree with Mr. Southam. I think the non-collegiate school might be extended in some points and made better than it is. At the same time I am very well satisfied, so far as my second boy is concerned (they are both going to be brought up to trade in all probability) but there are some things which might be improved. I may say on the part of the burgesses that no one would object to the school being extended so long as the burgesses' rights are preserved, *i.e.*, extended by capitation fee or otherwise to all who claim the benefit. Some time ago I took the trouble to ascertain the number of burgesses whose sons are eligible to the school, there were about 400; I think about 380 was the number. Many of the lower class do not go.

397. 380 who would have the right of gratuitous education?—Yes.

(*Mr. Southam to Mr. Hughes.*) But how many were in a position to avail themselves of it?—(*Mr. Hughes.*) That I cannot say; many were mechanics' sons. In the county I should think there must be some thousands. I imagine so, if they chose to avail themselves of it,—the sons of county families.

398. (*Lord Devon.*) In point of fact do none of the sons of burgesses, quite of the lowest class, go to the school?—Very few, but I have seen in my time some of them there.

399. There is nothing to prevent them?—No.

400. (*Mr. Thompson.*) Were you there yourself? —I was, and my father before me.

401. Under Dr. Butler, I presume?—Under Dr. Butler.

402. At that time classical education was the only one?—There was nothing else.

403. Do you look back with regret on the time you spent there?—No, on the contrary, I owe my position in the town to it. Still a valuable part of my education was neglected. I did not know that 2 and 2 made 4 when I left the school. That is very considerably improved now, as I can prove by my own children.

404. (*Lord Lyttelton.*) You are satisfied with the education given now?—Yes; but I think there might be some improvement. I think they do not carry arithmetical matters quite so far as I could wish. I think a little more would be beneficial to meet the wishes of scholars of that class.

405. Children of the commercial class?—Yes.

(*Mr. J. H. Edwards.*) I would offer one or two observations. First of all I would observe that the education which is now given is merely optional on the part of the master. Whatever the education may be, I think it should be settled by authority, and should be compulsory on whoever holds the office.

406. (*Mr. Vaughan.*) You mean optional on the part of the master to give or withhold that non-collegiate education?—Yes, it is quite optional with the master. It was done by Dr. Kennedy, and he is entitled to great credit for it, because it is entirely his own; but he may do it or not.

407. You are aware that by the scheme of the school there are certain things which must be communicated freely to burgesses' sons?—As I understand he is not bound to give the education which he is now giving, *i.e.*, a middle-class education.

408. Is he not bound by the scheme to give that and more if they insist upon it?—I had that from himself; I believe that is his view of it.

409. That the Head Master is not bound to teach the son of a burgess certain things, now taught in the non-collegiate class, and those things only?—Yes.

(*Mr. Peele.*) The fact is what the Head Master does is to exempt those boys from certain things.

410. (*Mr. Vaughan.*) He cannot compel nor be compelled to exemption, because by the scheme these things which they now learn in the non-collegiate class, he is bound to give, free from any charge, to burgesses' sons, and is also bound to give them Greek. That may be insisted on either by master or parent? —(*Mr. Peele.*) In order that they may perfect themselves better in the non-collegiate class of studies, he exempts them from Greek.

411. Was not that done at the request of the parents?—I am not aware.

412. (*Lord Clarendon.*) He thought it desirable? —Yes.

(*Mr. J. H. Edwards.*) I wish to answer a question which was put to Mr. Southam with regard to its being within the views of the founder that other parties in the town should come in. It appears to me it is only carrying out the views of the founder, because, at that time, giving the right to the burgesses was giving it to every inhabitant of Shrewsbury; and I merely want to have the intentions of the founder carried out in the present day. Every man who was born within the liberties of the town was entitled to take up his freedom and be a burgess; that is not so now, consequently the burgess class must decrease. You will find from the numbers how many burgesses' sons are at the school.

413. Is it a clear point about the burgesses, or is it only a point of antiquarian law?—It is perfectly clear. I was born in one of the town parishes, the parish of St. Alkmund's, within the old liberties of the borough, and have lived in the borough all my life; I have five sons, and I cannot avail myself of the school.

414. (*Lord Lyttelton.*) Not freely?—Not freely; I should be very glad to do so.

415. (*Lord Clarendon.*) You are a burgess?—No; and I have no means of becoming a burgess. Formerly, as Mr. Peele would tell you, the corporation would have admitted me as an inhabitant of the town, and I could have taken up my freedom on payment of a fee of 10 guineas or 15 guineas, and should have become a burgess, and entitled to the rights of the school. That privilege is now taken away, and I do not consider you would be contravening the intentions of the founder by extending those rights to the inhabitants of the town.

416. Although you are not a burgess do you send your sons to the school?—I do not.

417. Is that on account of the expense, or because the system of education there does not meet your wishes?—Both. I am not prepared to say whether the two educations could be carried on distinctly or not, but the class of education I should like to see is a liberal one, comprehending Latin, in fact everything but Greek and the other parts of a classical education to fit a man for college; everything but that.

418. Giving Latin and French?—Yes.

419. That is pretty much Dr. Kennedy's non-collegiate education?—Pretty much.

420. (*Mr. Vaughan.*) Do you see your way to the conclusion we have heard, that the presence of the present school in Shrewsbury prevents in any way the establishment of such schools as might otherwise be established for the benefit of the inhabitants? —I think it is very likely it would; I think it would be a great obstacle to a man coming here.

421. In what way?—He would think it would be a hopeless thing to set up a first-class school in Shrewsbury.

422. Would it prevent the establishment, not of a first-class school, but of such a school as you would desire to have your son educated by?—I want a first-class school, but not a merely classical one.

423. (*Lord Lyttelton.*) You are not aware of the existence of such a school now?—No.

424. (*Mr. Vaughan.*) Does the presence of the classical school you have in Shrewsbury, in your

opinion, prevent the establishment of such schools as you desire to see established?—I cannot say it does; I should think it would have that tendency.

425. Can you explain how that can possibly act to prevent the establishment of a school of another description?—The prestige of a large school at Shrewsbury (which it has always possessed, and I hope always will,) I think would naturally prevent parties who are looking out for somewhere to go, from coming to Shrewsbury.

426. You think, although there is a recognized want in the place which the school does not meet by the description of education given in that school, and is perfectly well known not to meet, yet the existence of that school would prevent the establishment of one that could meet it?—Our population is not such as to require two. We have not a population large enough to support another school.

427. (*Mr. Thompson.*) I presume that if there were no free school here the town would be rich enough to get up a proprietary school?—I think we might, but not in the teeth of this foundation here.

428. What do you think would be a remunerative fee for boys attending a proprietary school in a place like Shrewsbury?—I really do not know; I have never considered that question.

429. A fee of 20 guineas I believe is paid at some proprietary schools?—I do not know at all; I have not considered that question. My object was merely that the school should be extended by providing another class of education, and also that it should be extended to the inhabitants, persons living within the town.

430. (*Lord Lyttelton.*) Nearly the same education as described by the first witness?—Yes.

431. (*Lord Devon.*) Would you have some period before the qualification should accrue; you would not let a man in who had resided only one week in Shrewsbury?—I think there should be some limit.

(*Mr. Norton.*) I wish to add one remark: the town is very limited in residences, we are obliged to seek them elsewhere. I live in one of the town parishes, St. Chad, but nearly a mile and three quarters from the school. Indeed if I wanted a house now I should be compelled to go into the country; I do not think there is a house in the borough I could go into. The boys are obliged to be down in chapel at 7.30, summer and winter. In winter I need hardly say they are obliged to get up in the dark. I think it would be very desirable if it could be made an hour later. There is a large tract of land which will probably be built upon, and the gentlemen who reside there when it is built over will probably wish to send their sons to the school. We have a very great objection indeed to these early hours, in winter time particularly, for it is a serious inconvenience, as I have experienced myself.

(*Mr. Hughes.*) I may perhaps be allowed to say that I have heard that much complained of. It is very desirable that there should be an alteration if only for the six winter months. It is a great inconvenience to families.

(*Mr. Southam.*) I may say that I quite agree in the remarks as to the inconvenience of sending boys to the school at so early an hour in the winter months. To those who are residing at the outskirts of the town it would be a great boon to make it an hour after breakfast, say 9, just for the winter months, from November to April.

432. (*Lord Clarendon.*) You say "In case the "subject of the exhibitions, fellowships, and scholar-"ships attached to this foundation should become the "subject of consideration," &c., would the Town Council wish to put in anything in writing upon that, or are there any observations you would wish to make now?—We did not know that it was the Commissioners' intention to take that into consideration.

(*Mr. Peele.*) I think when that paper was prepared one of the council (whom I do not see here) was desirous of offering some observations upon that subject, but the other members of the council did not think they had sufficient information, and therefore it was thought more desirable not to offer their observations in writing, not knowing the points as to each of the several exhibitions. I have some knowledge of them myself in another character.

The witnesses withdrew.

The Rev. Benjamin Hall Kennedy, D.D., further examined.

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433. (*Lord Clarendon.*) Will you have the goodness to explain what is the meaning of "merit money"?—Four times in the half-year (monthly) the marks are considered; all the marks which have been given to a boy for his different work, whether that is classical or mathematical, or what we call merit marks, for punctuality at chapel, for good exercises, and various things for which merit marks are given,—these are all considered, and when any merit money is deserved, a sum is awarded in proportion to the boy's place in the school. Thus the head boy has merit money far surpassing any other boy in the school; half a guinea being the amount of his merit money.

434. Is half a guinea the maximum?—It is the maximum, and that is only given to the head boy. As to the præpostors, the highest merit money they can obtain is 6*s.*; the lower sixth, and upper division of the fifth, 5*s.*; the lower division of the fifth, 4*s.*; then it goes down to 3*s.* 6*d.*, and the little boys would only get half a crown at most; they would not get the maximum unless they had all V.'s, *i.e.*, all the highest marks; otherwise the merit money diminishes down to one shilling, that is the minimum. If it is a very little boy he may be pleased with the smaller coin of sixpence, but that is very seldom put down.

435. (*Mr. Thompson.*) Was that system of marks introduced by Dr. Butler?—Yes.

436. Does it exist now pretty much as it did when first you knew the school?—Pretty much; the difference is not worth adverting to.

437. "Is there any limit to the age at which a "boy can be placed on admission into the school"? You say "There is no rule on this head. It is a 'matter of discretion, always regarded as important. "A new boy is never made a præpostor. With this "exception he may be placed in any remove for "which he is deemed fit." That I suppose is according to his proficiency?—According to his proficiency. Sometimes a boy's age and size might oblige me to remove him to a higher place, though I might not think him quite fit for it. It is expedient for the good of the school, and his own good, perhaps.

438. I suppose a boy is never made a præpostor until he is in the sixth form?—No.

439. Is a new boy ever placed in the sixth form?—I do not object, if I have a vacancy, to place a new boy who is obviously fit for it in the lower sixth.

440. Have you many such boys come here?—I have perhaps upon an average one a year.

441. There are some new boys adapted for so high a form?—There are a very few.

442. (*Mr. Vaughan.*) Could you say at all as a general rule where they come from; I mean do they come from home education or private school education?—They very often come from small grammar schools.

443. In that advanced state?—In a well-advanced state.

444. So that they in fact require only the last finishing?—They require a good deal, but they are well prepared to gain that.

445. (*Lord Lyttelton.*) Your practice is peculiar in that respect, placing a new boy so high as that?—Yes, and I think the unreserved promotion of merit is perhaps one cause of our success.

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446. (*Lord Lyttelton.*) In other schools it is quite an exception, placing a boy in such a high form at once?—I suppose it is, and with us it is not common.

447. (*Mr. Vaughan.*) Have any of those boys, who have come into your hands at once on entering school, turned out first-rate scholars?—Yes; Gifford of St. John's was placed in the sixth form at first, and he soon rose to be a præpostor. He was at the age of sixteen, and was but two years and a half at the school, and at Cambridge he was 15th wrangler, bracketed senior classic with a schoolfellow, and senior medallist.

448. Did he come to you from a grammar school?—I forget where he came from; I believe he had been at some grammar school on the coast of Devon. He came from Plymouth; I think he had been at Plymouth school.

449. (*Lord Clarendon.*) "Has the Head Master "any power to modify the system and course of "study, or to change from time to time the books or "editions of books used in the school"? You say "He has such power, subject to the general provi- "sions of the scheme"?—Yes.

450. Does the Head Master often use that power of changing the books; do you often find it necessary to change the books or editions of books?—It is very seldom I do change; I always consider the expense to the boys as an important matter, especially with regard to day scholars. Of course I should do so with regard to all, but I have them in my mind particularly.

451. Can the under masters change the books or the course of studies in any respect without the Head Master's concurrence?—No, not strictly; nor probably would they do so in any important case without consulting me.

452. What Latin and Greek books have you drawn up?—I should state with regard to my own Latin grammar, I had early in life wished to take up that subject, and I drew up a Latin grammar very soon after I came here, and published it. I think almost everything I have published of that kind has arisen out of that Latin grammar, and was almost a necessary and inevitable consequence of it,—contrary to my original intention, I may say to my wish. I found the grammar required to be complemented by other books in Latin suitable to it. Again the syntax being on a peculiar system I found it very desirable to have the Greek syntax on the same principle, that the analogy of the two languages might be very distinctly brought out. It was upon that ground I drew up my Greek grammar. To show that that was my sole intention, the accidence of the grammar, *i.e.* the etymology of the grammar, is merely taken from the Eton book, *mutatis mutandis*, with the small changes which were necessary. The syntax is the only part which is original in the Greek grammar, or rather which is worked through by me. To illustrate the effect of our course of study I would point to Mr. Arthur Holmes, of St. John's, as a scholar who had the thorough training of Shrewsbury school. From his infancy his father resided in the town; he had been a professor in India and came to reside here, and he consulted me about his son from his earliest years. He learnt my books at home, and came to school at the early age of eight or nine when he was fit to receive the instruction of the school. He went from us to Cambridge, and his career at the university was very brilliant. He gained the university scholarship in his first year, three Porson prizes, and numerous other distinctions. In almost all respects his career was as brilliant as any Cambridge man's ever was, and his scholarship was as graceful and as facile as we have ever had in this school, and it was gained entirely under our system, and with the use of our books.

453. "Have the assistant masters any voice, con- "sultative or otherwise, in the direction of the studies "of the school"? You say "They have no voice "by right, but the Head Master would act most "unwisely if he did not often consult them." Have you any regular meetings with the masters, or do you only consult them occasionally?—We meet once a week; but if there be any occasion to consult them I do so. We see each other in point of fact every morning; we go into a common room before we go into chapel, and if we have anything to say to one another we do so.

454. (*Mr. Vaughan.*) But for the purpose of consulting?—We meet for the purpose of consulting once a week. We consider that evening a meeting for consultation. We have a little time for supper; the ladies leave, and we have an hour afterwards.

455. (*Lord Lyttelton.*) 9. "A boy rises altogether "by proficiency." Is that always so?—When I wrote that I was thinking of boys who are strictly to be considered as meritorious; the others cannot be considered very meritorious in any way, and when they rise it is not to the disadvantage of any other boy. If I see a boy in the upper fourth form who from his age or size or other reasons one would wish should be in the fifth form rather than the fourth, he is put into the fifth. That does not stand in the way of another boy being put over him.

456. (*Mr. Vaughan.*) But is there not a system of promotion at two periods of the year which is not determined by proficiency at all. Is there not a system of promotion at Lady-day and Michaelmas when there is no general examination?—They are not promoted then by examination, but their places in the form have been determined by previous examination.

457. They are promoted from a knowledge of what their proficiency is?—Yes, their places have been determined only two months before at the examination.

458. Those examinations occur in the beginning of the half year?—Yes.

459. How are the vacancies made; are any boys in the habit of leaving in the middle of the half year?—Yes, in the October term especially, the school is largely thinned. It is different with respect to Eton and Harrow, for the position of the holidays in the summer prevents that quarter from being used, but our boys come back till October and then leave school for college.

460. How many promotions are there in the year by examination?—Two in the year, in February and August, but the others are the result of these.

461. (*Lord Clarendon.*) You say, "Good classical "scholars have suffered loss in their university ex- "aminations by want of power or grace in their native "tongue, I have always kept this view both in teach- "ing and examining." In what manner do you consider you have exercised them in the English language?—I think I have already said that every translation lesson is more or less an exercise in the English language, because after reading the Latin and Greek separately they speak it off in English.

462. A free translation?—I am in the habit of giving this rule,—"Make your translation as elegant "as is consistent with a perfect adherence to the "meaning of the author; and, conversely, adhere to "the literal words of the author as nearly as is con- "sistent with elegance of expression."

463. (*Mr. Vaughan.*) I suppose you consider that the translation of a Greek author into English, if it is properly done, is exactly the same exercise in English composition as the translation of an English author into Greek would be an exercise in Greek?—I do.

464. (*Lord Lyttelton.*) I presume that in the scale of marks in this answer you consider the two first heads to be very nearly if not quite on an equality; 600 marks for 4 papers is nearly the same as 700 marks for 5 papers?—I do not divide them equally.

465. Is it the intention to show a preference between the two, or does it appear to you that the two branches of attainments should be on an equality, viz., translations into English and translations into Greek and Latin?—I have not had before my mind any such purpose.

466. (*Mr. Vaughan.*) May I ask what you mean by English philology as distinct from English?—I am very fond indeed of dwelling upon English ety-

mology. I do not confine myself to Greek and Latin derivations, but often diverge to etymologies of the middle ages.

467. Do you perceive no inferiority among the boys in English composition; do you think, on the whole, that English composition (the writing of English) thrives as well in the school as Greek and Latin composition?—I have no reason to think otherwise; the English composition is much less in quantity, consisting of occasional themes, and translations from Cicero's Offices; but I think it very seldom happens that in the sixth form we have a boy who is a clumsy writer. They generally write like gentlemen. Now and then I get mis-spelling, *e.g.*, "principle" for "principal."

468. What is your reason for having no English verse throughout the school?—I think mainly because we have not time for everything; there are so many things we are obliged to do, and wish to do as well as we can.

469. (*Mr. Vaughan.*) Have you any repetition in English poetry?—No, but I have sometimes given half a book of Milton at the end of the half year to fill up a gap.

470. (*Mr. Thompson.*) Are you satisfied with the knowledge possessed by the boys of the best English literature?—I am sorry to say I have not time to test this much. If I were to make it prominent I am afraid we should fritter away our power. That is my feeling. I have never seen my way. But I know perfectly well there always have been, and I trust still are, boys who are availing themselves of the opportunities they have for private reading.

471. (*Mr. Vaughan.*) Do you know whether there has ever been any English verse writing at Shrewsbury before or since your election to the school?—Very little, except voluntarily.

472. No English verse prize?—No English verse prize; it used to be the custom some twenty years ago. (it has rather fallen off of late years) for boys occasionally to send in a voluntary exercise, taken from a subject of the university, and expecting to get a holiday for the school here.

473. You do not exclude it because you find it is an exercise which boys are not capable of doing?—No, there have been boys who have been in the habit of writing English poetry, and who have taken a great pleasure in it, and I have sometimes seen their compositions and taken a pleasure in reading them.

474. You do not think that by reason of age or any other cause it is a kind of composition in which they are unable to excel?—Opinions will differ upon that.

475. (*Lord Devon.*) I understood that the system of oral translation is in use in this school for the first three or four upper forms,—I mean sentence by sentence or word by word,—that the boy reads a Greek sentence and then reads it off in English?—It is entirely sentence by sentence in the sixth form, unless, as it very often happens, a boy gets confused, or has been wrong, and then I say "take it word by word." But if not necessary I never do so. In the fifth form there is a difference, the master of the fifth form generally thinks it necessary to confine the boys to the words, but he often has recourse to the same method as myself. In the lower forms it is word by word.

476. Did you introduce the system of rendering passage by passage?—I introduced it.

477. And do you consider upon the whole that it is a system which works well?—I do.

478. But one which requires the careful watching probably of the teacher of the class?—Eminently so.

479. (*Mr. Thompson.*) Do you ever practise boys in the converse system of translating English aloud into Latin?—I have done so frequently. We have looked over the copies first.

480. They are prepared previously?—Yes.

481. Do you think that a salutary exercise?—Yes; I think it a salutary exercise. I have used books for that purpose. Arnold's books are well known and much used, and there is a book of my own in use.

482. Would a sixth-form boy have much difficulty in translating, say a page of Gibbon *vivâ voce*?—I should think that would be one of the hardest things you could give a boy to do.

483. But with preparation?—Yes, with preparation he could do it.

484. (*Lord Devon.*) Will you be kind enough to place before us for information and record the advantages you suppose to result from your system of translation, *vivâ voce*; what led you to introduce that system here?—My reasons were two-fold; one was the advantage which I conceived the boy gained in mastering the English language itself; and the other was the realization by himself of the meaning and matter of his author.

485. Which is frittered away when you translate word by word?—Yes, to a great extent. The interpretation of an author, practically speaking, seems to me to depend in two parts out of three upon an appreciation of the logical bearing and connexion of the different parts of the sentence with each other, and of the whole with the context. The grammar comes in for one-third, the other for two-thirds, I should think.

486. (*Mr. Thompson.*) It would lead to a better exercise in English?—Yes, I mentioned that as one advantage, and an appreciation of the matter and context as a second.

487. (*Mr. Vaughan.*) Do you consider the repetition of Latin prose is essential to the formation of a good Latin style?—I think it is very desirable, and I use it; I do not know whether I should venture to say it is essential.

488. (*Mr. Thompson.*) Do you consider the repetitions very long and numerous in your school in proportion to others?—No, I think probably the reverse. We repeat 50 lines of Virgil at a time. Of Horace's Odes we should repeat more probably.

489. It must be a boy of good memory to do that well?—They differ very much in that. Boys of good abilities in other respects are sometimes very deficient in the power of repeating.

490. Is it insisted upon?—I make a show of insisting upon it, but I let such boys down easily.

491. (*Mr. Vaughan.*) I think you do not adopt the system of repetition of Greek prose, though you do of Latin?—No.

492. What is the reason for that; is it the same, *i.e.* that you have not time for every thing?—Nothing more.

493. Is it not your practice in teaching Greek composition to teach Greek prose before you teach Greek verse?—Arnold's book on Greek prose has been the ordinary work of the sixth as well as other forms; I do not think we have taken harder books for Greek prose.

494. I wish to know whether you do not teach Greek prose before you teach Greek verse; as walking comes before running?—So far as short sentences in Greek prose, but not so far as translating longer sentences. For translating English into Greek at any length verse has come before prose.

495. (*Mr. Thompson.*) You think it is easier to write tolerably good Greek verse than tolerably good Greek prose?—I should think so.

496. (*Mr. Vaughan.*) Is it the case that all the Latin composition has been construed before it is repeated?—No, it used to be so in my boyish days; I think I have gained an advantage in making it an additional lesson.

497. Do you look to the mode in which it is repeated as a sign whether the boy understands it?—Yes; and if there is any mistake on his part I attribute it to his not having mastered the sense.

498. (*A Commissioner.*) If I understand the tables there is a good deal of work which appears to be repeated without ever having been construed?—No great quantity.

499. (*Lord Clarendon.*) French is not considered in the general examinations. I suppose that is not

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because you do not attach importance to it, but that there has not been time to attain proficiency?—Partly on that ground and partly for reasons understood at the university; they desire to have those boys who are very strong in some one subject, as classics or mathematics, rather than those who have attained a moderate proficiency in several subjects.

500. "But classes in it alone are published, and "prizes given at midsummer." After examination, I suppose?—Yes. Mr. Bentley reports to me the classes, and I am satisfied with his report. I believe he often institutes an examination, at least he is perfectly conversant with the merits of the boys. I believe the prizes are founded upon the marks of progress, *i.e.*, the marks of the half-year.

501. (*Lord Lyttelton.*) Are those prizes upon a level with the other prizes of the school?—Yes, they are quite equal. For instance, the works of Molière, well bound, in two octavo volumes.

502. (*Mr. Vaughan.*) In teaching history, is it not the case that you prefer the systematic use of compendious histories to original and larger works?—I always tell them "Do not confine yourself to this "compendium; you are getting a mere skeleton of "history from this; you should give flesh and blood "to that skeleton by longer and more extensive "reading."

503. Is it not the case that you teach by outlines and compendious works, for instance, Scripture history, rather than by reading the works of the original authors?—We used for a very long time a book called the "Bible Narrative," which contains the words of the Scriptures themselves, and that is still used in some parts of the school. The book I have used for a long time in ancient history is Bötticher's Historia Antiqua.

504. And is it not also a part of your system to prefer to give the boys a sketch of history through outlines and compendiums rather than to give them fragmentary portions of history in larger original works?—Yes, but I give them the larger works also, and they get such high marks for the subject that there is considerable inducement to make use of those works.

505. (*Mr. Thompson.*) I presume the sixth form would read such a history as Thirlwall's or Grote's?—I cannot say that is generally the case; it depends upon themselves. Some boys have such a passion for history they read everything that comes in their way.

506. The opinion you have expressed to them as to skeletons of history would necessitate the reading of the original, or some large work?—Yes. I find some boys much better prepared than others. It is singular that the Welsh boys who have such a difficult language of their own to deal with should be our worst French scholars. We generally find their names towards the end of the third class.

507. (*Lord Lyttelton.*) Do you find it usual that boys come up who are well acquainted with French and pronounce it fairly well?—Some few do; particularly those boys who have been at a French school.

508. The majority do not pronounce it well?—No.

509. You attach great importance to their being well grounded in French before they come to such a school as this?—Certainly.

510. (*Mr. Vaughan.*) Have you any access to a list of your prizes; there are 25 or something like that?—There would be 20 or more prizes given. In the sixth form I give two prizes to the two best classical scholars, depending upon the last previous examination; I give a Greek verse and Latin verse prize, and sometimes (not always) a Latin essay prize. Very often it is given. Last year there was one. The best mathematician in the sixth form has a prize. The best mathematician in every form has a prize. The best French scholar in every form has a prize. The best classical scholar in every form has a prize. I have mentioned the classical, mathematical, and French prizes in each form. Then there is a very important prize in the forms below the sixth, which I call "the aggregate merit prize." It is given to that boy, or sometimes, in case of near equality, to several boys, who have done best generally, in conduct as well as work.

511. To boys in each of those forms?—Not in the sixth form, in each of the other forms. I look to everything; I see how many first classes a boy has, viz., classical, mathematical, and French. Our classes are arranged:—1, classical; 2, mathematical; 3, French; and a boy's name being in the three first classes would go very far in respect to merit; but I look to see what penal marks he has had; if he has had very few or none, that tells. In short it is a summing up of his literary qualifications, his industry, and his moral character. Those who stand the highest in those aggregate respects receive that prize which is called "the aggregate merit prize."

512. Do divinity, history, and geography enter into the examination for which the classical prize is given in each of the forms, or is an examination taken separately for these?—In the sixth form the examination decides pretty nearly the classical prize, unless indeed the classical merit of the second boy should surpass that of the first. In that case (which is very rare) I should give the classical prize to the second instead of the first, because of his superior classical merit, and the first would get the mathematical prize.

513. I want to know whether divinity and history form part of the classical examinations?—Yes. In the forms below the sixth I take the places from the reports of the masters, and I believe in every form they examine in divinity and history. I am pretty sure they would consider those subjects as belonging to classical literature.

514. (*Lord Lyttelton.*) With regard to keeping up a knowledge of French, what is the average time a boy remains a præpostor?—I think the average time a boy remains a præpostor would be about two years.

515. (*Mr. Vaughan.*) When the boys are examined in different forms, do you have the same examination for all the forms, or a different examination for each form in its own work, or work adapted to it?—An examination of each form in work adapted to it.

516. In none of the examinations do you give the same form of questions to all the school?—That has been done sometimes in one subject only, viz., arithmetic.

517. But not in classics?—No; we should have no motive for it at all.

518. There is a different set of questions?—Yes.

519. (*Lord Clarendon.*) The Dean of Christ Church sends an examiner for the Careswell exhibition, is he paid?—Not by me; that is a matter for the Careswell trustees. Mr. Harding, a clergyman of this town, is the receiver of the Careswell property, and manages all those things for the Careswell trustees, of whom Lord Powis is the principal.

520. (*Mr. Vaughan.*) Is it the Dean of Christ Church who always has the choice of the examiner who comes down, or do you determine that?—The Dean of Christ Church chooses the examiner. I have no doubt to the Dean of Christ Church it has become now a matter of very considerable interest, since the Careswell trustees adopted the wise measure of throwing open the scholarships. They were kind enough to accept our recommendation exactly as we made it; they referred it to the masters of the schools, who met and considered the matter and made a recommendation, which the Careswell trustees were good enough to carry out precisely. They had a surplus and did not know what to do with it, and they established a prize of 100*l.* open to the six schools without limitation of county.

521. (*Lord Devon.*) Then with regard to the general administration of the trust, so far as concerns the school, you, probably, would be of opinion that it is administered now in the way best calculated to pro-

mote its efficiency?—Certainly, with due regard to the claims of parties.

522. (*Mr. Vaughan.*) Do you think the same principle at all applies to the Careswell exhibitions which applies to that prize of 100*l.*?—It would be better for us if there were no preference to Shropshire at all. There is still a preference to Shropshire in the exhibitions. All such preferences are more or less disadvantageous to the school itself. In no other point of view would the observation apply.

523. It says in the list of exhibitions there are "14 exhibitions appropriated to five other Shropshire "schools," do those schools compete with Shrewsbury for these exhibitions?—They may do so. All those schools have their own *quota* in the appropriation of the exhibitions; one has four, some have three, and some two; and if they can find a competent candidate for an exhibition they have a right to it. He is still subject to examination, and if he should be found incompetent the exhibition is then open to all the schools.

524. Has that often happened?—There are two schools which never do send candidates, Shiffnall and Donnington. There are few from Bridgenorth now-a-days, though it used not to be so. Newport and Wem generally have candidates. They have a few boys, and they have masters who prepare them for the exhibitions.

525. (*Lord Devon.*) Those 14 exhibitions would come to Shrewsbury supposing the five other schools had no candidates?—Yes, provided the other five schools had no candidate. If the particular school has no candidate who is competent, it is thrown open to the other five schools.

526. (*Mr. Vaughan.*) Has it ever happened that when one school has not had a candidate the other four schools have competed for it?—No, it has rarely happened that any competition has arisen between ourselves and any other school. These two last years, which are the first since the prize has been instituted, it so happens we have gained a minor studentship at Christchurch in the February of each year, and the other schools have not sent a candidate into the field to compete with us for the Careswell prize.

527. Does it practically come to this, that Shrewsbury generally takes the exhibitions that any other school cannot send a competent candidate for?—That has been the general rule, but not without exception.

528. (*Lord Devon.*) There are five Shropshire schools to which the exhibitions are appropriated; suppose one of those five schools, to which say two exhibitions are appropriated, has no boys competent to pass such an examination as qualifies them to receive such exhibitions; are those two exhibitions open to the students of the other four schools with Shrewsbury or without Shrewsbury?—They are open to Shrewsbury and the other schools.

529. Shrewsbury is then let into competition with the other four schools?—Yes.

530. (*Mr. Vaughan.*) Are the four put down here the *quota* of Shrewsbury out of the 14?—Yes.

531. They always fall to Shrewsbury?—Yes.

532. Have you it in your power to state the average number which, with those four and the others that came to it by default, actually fell to Shrewsbury in each of the last few years?—If that question had been asked before I could easily have answered it; I will make a note and answer it hereafter.

533. (*Lord Lyttelton.*) With regard to the latter part of the answer to question 13, are all composition prizes given upon open competition?—Yes.

534. And there are no other prizes given on a special examination?—There are no prizes of the same kind.

535. "The school prizes for composition are "given and withheld on the same principles as at "the universities; the other prizes are the result "of school examinations, general work, conduct, &c., "not specially examined for"?—I meant the words "not specially examined for," to refer to the general work. I believe those other prizes, a list of which I have already given, are not specially examined for; they are the result of the general work of the half year, as reported by the masters.

536. (*Lord Devon.*) Will you be kind enough just to look to page 21. There appear to be three Careswell exhibitions at 60*l.*, 21*l.*, and 27*l.*?—There are four Careswell exhibitions at 60*l.*

537. Do those sums represent the annual value of one?—Those sums represent the changing value of a single exhibition. Numbers 15, 16, 17, 18, each represents a Careswell exhibition of 60*l.*

538. (*Mr. Vaughan.*) Am I right in my understanding of one of your observations on this subject, viz., that you do not consider the restriction of any other exhibitions which are limited to particular colleges in the universities of Oxford and Cambridge, as prejudicial to the interests of the school, except those which are limited to Magdalen College, Cambridge?—I consider our having scholarships limited to Magdalen College is better than not having them at all, and there is no disrespect whatever intended to Magdalen College; but of course, for the interests of the school, I say they would be better open.

539. But would you extend that principle to St. John's College at Cambridge and Christ Church at Oxford, and the other colleges the scholarships are limited to; would you think it better they should be open?—It is impossible for me as Head Master of a public school to answer that question otherwise than in the affirmative. There is no doubt it would be better for the school if they were unlimited. The Dean of Christ Church wished to throw open the exhibitions to that college to the competition of Shrewsbury school and the other five schools. I and the masters of the other schools were consulted about it; we had a meeting and the thing was talked over, and we were severally asked our opinions upon it. The other masters said they must oppose any such proposition. When it was put to me I said I did not feel myself at liberty to support it. It would have been my obvious interest that it should be the case, but I did not consider I should be doing a kind or generous thing to the other masters in supporting it, whatever my opinion might be of the benefits conferred on public education generally.

540. It would have been a loss to those five schools of so many exhibitions?—Such at least might have been the result.

541. They were to be open to the competition of all the six schools?—Yes; you will see in what a position I was placed, and upon what conditions I answered that question. If asked "Would "it be for the interest of Shrewsbury?" I could but answer "Yes"; but if asked "Do you re-"commend it?" I would prefer to remain neutral.

542. (*Lord Clarendon.*) "A master is now ap-"pointed to superintend the private tuition of all "boys below the sixth form." That was spoken of yesterday?—That has been considered by me for some time; it is an extra expense to which I am going because I consider it is for the good of the school. I wish to make an effort; it is admitted that the principle of private tuition has its advantages; that the oversight of boys out of school is a useful thing. That has only just been instituted, since the quarter, and we now are considering the best means of bringing it to bear.

543. That would not apply to boys in the sixth form?—No, nor would it apply to boys who are able to work by themselves.

544. It refers to work but not to the superintendence of the boys?—Of course we are all private tutors of the boys, more or less, as regards their conduct out of school, and we all talk matters over.

545. "Extra private reading when allowed at "Shrewsbury," permission is obliged to be asked for that?—Yes.

546. By the parent?—Yes.

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547. (*Lord Lyttelton.*) In the note below Mr. Calvert says, "Any boy requiring extra tuition re- "ceives it on terms arranged privately with the "several masters; in my own case a single pupil "charged at the rate of four guineas a quarter, "receives instruction in my own rooms for an hour "every day, precisely as a student reading with a "private tutor at Cambridge; our only restriction "is that subjects forming part of the school work "shall not be read privately." But subject to that condition is it always allowed in the case of a parent who wishes for it?—If the parent has consulted me as to whether it was necessary, and I had any idea the parent's means were limited and it would be oppressive to him, I have said the boy could do very well without it, but if there has been no objection of that kind I had no wish to stand between the parent and the master.

548. Supposing there were time for it?—That I leave with confidence to the consciences of my colleagues. I do not think they would take any pupil they could not do justice to.

549. (*Lord Clarendon.*) 18, "It is practicable "to some extent and not unusual to pay attention "to individual character, &c., thus, if a boy has "decided powers and taste for mathematics, with "industry and conduct, and no such taste for classics, "I excuse him from verse composition in order to "do mathematical exercises instead." Is your observation of the boy's character only with reference to verse composition, or would you look to that in putting him into the non-collegiate class?—No, I am speaking chiefly of the boys who come up to the sixth form; it does happen occasionally in the fifth.

550. (*Lord Lyttelton.*) It is *pro tanto* a sort of approximation to the non-collegiate system?—No, they have the Greek lessons, it is only the verse composition they omit.

551. (*Lord Clarendon.*) It is adapting the system as well as you can to the individual character of the boy?—It is.

552. (*Mr. Vaughan.*) How do you manage in that case with regard to apportioning the marks to the different subjects; for instance, how do you manage with regard to apportioning the mathematical marks; you tell us mathematics have the value of 600 in the 2,000; I suppose when the apportionment is made with reference to those boys, mathematics (or whatever is the peculiar subject) have a greater value?—The mathematical papers are given in the sixth form, and I imagine in the others, so as to include the highest subjects they are reading in the form; there may be boys in the form who are not able to touch those subjects.

553. When a boy is allowed to do mathematics instead of composition, is not the value attached to mathematics in the papers, with reference to that boy, greater than with the other boys?—He is able to do more, and so to get more marks.

554. He is allowed an extra number of marks for that?—He gains them by superior knowledge.

555. So that his marks may exceed 600?—They could not exceed 600, that is the limit. Whatever the work may be the total number of marks is 600. The mathematical master apportions those marks.

556. So that his marks could never exceed 600 for mathematics?—They could never exceed 600; they would probably exceed those of other boys.

557. (*Lord Clarendon.*) 19, "I have no doubt, in- "deed my experience proves, that the ordinary school "work in classics and mathematics is sufficient to "ensure success in competitive examinations to an "able and attentive boy." Has any boy gone straight from Shrewsbury to a competitive examination and competed successfully?—I cannot say that that has been precisely the case, but I think I may draw that inference from the five who have gained the Indian appointments in the late examinations. They certainly went to college first, but I am quite sure they gained in every case by their classics. I have reason to believe they gained by their classics, and I think I may venture to say, with almost full assurance, that they gained by the classics they took to college.

558. (*Lord Lyttelton.*) Shrewsbury boys have not succeeded in the Woolwich or Civil Service examinations?—I think almost all the boys who have gone to Woolwich have succeeded. The Civil Service appointments they have not tried for. Of those who have gained the Woolwich and other military appointments the number has been limited. We have had a few who did not pass.

559. (*Lord Clarendon.*) What length of time were those five young men you alluded to at college?—I think they got it in their second year; they had been at college one year. I think one got it at the end of his first year. They gained it by classics and history. I do not think in any case mathematics carried the point.

560.—21, "The school has a library. The boys "have not access to it?"—They have access to it for the school work; they have not access to the books. They have not the use of the books in the library.

561. (*Lord Lyttelton.*) Who have the use of the books?—The masters.

562. Has it not occurred to you under any restrictions to give the boys the use of the books?—It never occurred to me to be worth while to attempt it with regard to this library, because the head boys have a very good library of their own, and Mrs. Kennedy has formed a library for the use of sick boys, from which we lend books whenever they desire it.

563. (*Mr. Thompson.*) They are very old books in the library, are they not?—They are chiefly old books, not books the boys would read.

564. There are no new editions of the classics?—No.

565. (*Lord Clarendon.*) It struck us yesterday that you were very badly off for accommodation, and also that the library is a very handsome room. As the books appear to be old books, and probably are not much used at the present time (the boys not having access to them either) would there be any means of providing another place for the books and turning that large room to useful school purposes?—Indeed I think it would be a most valuable change, but it would involve I should say the necessity of another building for the reception of the books. No doubt they could be accommodated in a very much smaller room, those that are worth keeping. I have no doubt there are a great number of books which have no other claim to be kept except that they are *ex dono*. My own house is a very cramped one.

566. (*Mr. Thompson.*) Do you recollect the number of books in the library?—I do not recollect.

567. (*Mr. Vaughan.*) 22. "I tried choral music "for two half-years, and it was taken up with some "zeal at first." Why was that given up?—Yes, the boys sometimes take up a thing with great zeal and then let it drop. As regards myself, I do not know anything of music.

568. Were they taught music scientifically and on principle?—I had a music master, and he came once a week into the school.

569. Do you know what his qualifications were?—Some said he taught pretty well. I believe he taught on the Hullah system.

570. (*Lord Clarendon.*) You say "Fifteen boys "have attended the school of design." Is there a school of design at Shrewsbury?—It has not yet connected itself with the Government schools. It will do so directly.

571. Some of the boys have attended that school?—Yes.

572. (*Mr. Vaughan.*) Let me ask whether you do or do not consider the power of drawing is a very useful power to a student of classical authors?—Eminently so.

573. Do you not think there is a very great deal, particularly in the poets, Homer for instance, owing to the objective nature of Greek poetry, and also in the historians, a boy's understanding of which can be

tested a great deal better by his drawing a sketch than by any number of questions you could lay before him?—I have no doubt of it.

574. Would it not then be a very useful preparation for coming to a public school, a knowledge of the art of drawing?—I think so.

575. (*Lord Clarendon.*) How do the boys find time to attend that school?—They are chiefly non-collegiate boys.

576. (*Mr. Vaughan.*) With regard to music, would it not also, perhaps in a less degree, be of considerable advantage to a boy to have a knowledge of the elements of music in understanding the classics?—I have no doubt of it in that point of view, or in any other point of view, certainly. I speak from my impression, being quite ignorant of the science of music. I have no doubt it must be of the highest value; I feel the want of it, and can guess what its value must be.

577. Do you think music is implicated a good deal in the works of the ancients, both in their poetry and their philosophy?—Certainly it is; especially in Greek literature.

578. Is there not a good deal of musical illustration in the philosophy of Plato for instance?—Yes.

579. And a knowledge of the principles of music, as taught even now, as based upon a knowledge of the principles of antiquity, would give assistance?—Yes, I presume so, but I speak without any authority whatever on the subject.

580. (*Lord Clarendon.*) "Boys who have no "penal marks during the half-year, and in the "summer those who are in the three first classes, are "allowed to go home several days before the rest." I do not think that is a system in use in any other school, is it?—I desire to encourage good conduct during the half-year as well as the industry of the half-year as much as I can; and I know there is nothing boys value more than going home a few days earlier. It has its effect, I think.

581. (*Lord Lyttelton.*) How many days are they allowed to go home before the rest?—The school at large going home on the Wednesday, those boys who have had no penal marks in the half-year, would be allowed to go home on the Saturday preceding.

582. (*Lord Clarendon.*) Are you able to allow that to many boys on the average?—I think we have had as many as 20 who have been so allowed. This half-year, probably, the number is not so great. I think the number will be about 14 or 15.

583. (*Lord Lyttelton.*) Do you not think making them write out a large number of lines as a punishment has a bad effect on the handwriting of boys?—No boy in this school except a boy in the sixth form is liable to write out a large number of lines, unless he has accumulated upon his head a number of other punishments. We are driven to that as a *dernier ressort.*

584. (*Lord Clarendon.*) Do you consider that punishment objectionable?—Yes; I do not know any punishment which is not. Milton is subjected to this desecration; I had an aversion to giving Virgil as a punishment; I thought Milton would bear it better.

585. (*Mr. Vaughan.*) Do boys obtain many half holidays for themselves in the course of the half-year who have merit marks?—Yes; many boys obtain a half holiday at different times in the course of the half-year.

586. You think that is a motive to them to do well?—Yes; I think it is, certainly.

587. (*Lord Devon.*) Passing from rewards to punishments, I understand from your answer that flogging is not applied to any offences except those of a moral character, or serious breaches of discipline?—That is so.

588. No literary faults are so punished?—Not unless they assume an aspect of moral guilt, which is just possible.

589. (*Lord Lyttelton.*) No merely stupid boy is in danger of flogging?—No.

590. (*Lord Devon.*) Do the under masters flog or is it reserved for yourself?—The second master has a right to flog, and ought to flog in the lower school. When Mr. Gifford came he said if I would flog the boys in the lower school he should feel himself very much obliged. I said, "It is not adding "much to my duties, if you, as a young man, dislike "it," so I took it upon myself, and it has remained with me since.

591. Where is the flogging administered?—In the school library.

592. In the presence of whom?—Of the monitor of the form.

593. Not in the presence of the whole school?—That is a punishment I have sometimes resorted to, but very rarely, when I wished to make a signal example.

594. (*Lord Lyttelton.*) Is there any limit as to age?—There is no nominal limitation; but I am always loth to flog a boy of advanced age. I sometimes have flogged a boy in compassion to him or his father, to save his being sent away.

595. How many cases of flogging have you in the half year?—On an average perhaps there would be half a dozen.

596. Out of the whole school?—Yes; I have passed through a half-year without a single flogging.

597. Practically it is confined to the younger boys?—Yes; sometimes a fifth-form boy is flogged, but chiefly the lower boys.

598. (*Lord Clarendon.*) Bullying you would consider a grave offence?—Yes.

599. Is there very little of it here?—I have every reason to think so; the feeling of the upper boys is strongly against it.

600. (*Lord Devon.*) What is the punishment for going out of bounds, which sometimes may be complicated with going into a public house?—Such a case has not arisen of late years as going into a public house. I punish for going out of bounds by putting the boy on the idle list for one or more weeks, according to the case. If it were repeated within a certain time, it probably would be visited with flogging. That has not occurred this half-year.

601. (*Lord Clarendon.*) I see you class smoking and falsehood together?—Smoking is an offence which I am obliged to meet with a sharp punishment. I do not class them together morally.

602. I only meant you put them together here?—I only put them together as liable to flogging.

603. (*Mr. Vaughan.*) Do you not think it has a bad effect, giving the same punishment for two such different offences; do you think the boys understand the ground sufficiently to prevent any bad effects in confusing their ideas between a mere improper habit and a gross vice?—I endeavour to make it as clear as possible. If there were more gradations of punishment I should be very willing to resort to them. Smoking is a habit which if not repressed would grow very much in a school. The præpostors always distinctly promise they will prevent it in the houses and studies, but boys do smoke; there are always some few who do more or less. I think it is in the country chiefly. They go out and take their cigars into the country.

604. (*Mr. Thompson.*) You would not take secondary evidence of smoking, *e.g.*, the smell of a boy's hair?—I would not flog him upon that. Once in the case of a little boy I took that as evidence to obtain further proof; and (the boy being one to whom I could do it,) I said, "Come with me to your locker." I made him open his locker, and there I found his store of cigars; then I flogged him.

605. (*Lord Clarendon.*) 27 to 30, "The præ-"postors, twelve in number, have obtained their "rank by literary merit only;" I thought we understood the præpostors were the first twelve in the sixth form?—Yes.

606. Then those below might have superior literary merit to those first twelve?—The others gain their position by superior literary merit, and I do not think it expedient, when a boy has been made

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a præpostor that he should be removed, unless degradation has become necessary. They may lose their places in their remove, and often have done so to another boy, when a vacancy has occurred, in examination.

607. But they still keep the præpostorship?—Yes.

608. (*Lord Lyttelton.*) When are they allowed to wear a hat?—Always, it is a proof of confidence.

609. And a privilege of that sort is valued, I presume; they always do wear it?—Yes.

610. Are the bounds not discriminated?—There is no limit to præpostors. Of course it will be easily understood if I saw a boy going into any objectionable place, I should say "You must not go there," but that is a thing which I may almost say never happens.

611. (*Mr. Vaughan.*) You find that your confidence is rarely abused?—I have known instances where it has been abused, but as a general rule it is not abused.

612. (*Lord Lyttelton.*) And they go home a day earlier than the others?—Yes, if they choose.

613. Do they often carry sticks?—They have not done it of late; they may do so.

614. (*Lord Clarendon.*) What is that regulation by which "they engage by signature, on the part of "the school, to do and prevent many things"?—There are some things, I must say, I consider to have been in the nature of a compromise, to a certain extent. I have proposed on my part to waive certain things, and to allow certain things on condition that they, on their part, did not do certain things, and would prevent those things. One of those is giving a breakfast at an inn, which used to be a custom on leaving. I have confined that to the house of a confectioner they usually go to, and make it a condition that they do not have wine or ale on that occasion, which they also promise. With regard to the game of "hounds," they promise if that is allowed, it shall be confined to the space within the river, and they will not cross the river by either bridge. One or two other things of that kind they have engaged by contract to do, and by signature to do; each præpostor signs his name to what he knows he has to do; and it is understood that on my part certain things have been permitted on those conditions.

615. (*Mr. Thompson.*) Would they inform you if there was any systematic attempt to violate those conditions?—I should presume so.

616. You would expect to be informed?—Yes, certainly.

617. (*Lord Lyttelton.*) You say "Sometimes a "compromise has been admitted; but if the Head "Master considers a certain course essential, he insists "upon it, giving his reason, and the præpostors, "after consideration, have always yielded the point." It is not meant that they would have any option?—They have no option, but if they had stood neutral, I could not have exacted a promise, and that would have left it an open question. I meant to say they have yielded so as to make a promise. I never should attempt to force a boy to make a promise.

618. (*Lord Devon.*) Can you give us an example of your meaning from the last transaction you had with the præpostors?—There was a question some few years ago about what they used to call the "hounds" dinner. It was a custom to have a dinner before the Christmas holidays, at which I understood they had beverages of one sort or another, and there being many boys from different parts of the school, (I suppose most of the school would be there,) I considered it very objectionable they should have such things. It was an old custom; they are very tenacious indeed upon that point; they do not like breaking through old customs. I said I should positively put a stop to the game of "hounds" by a forcible measure, viz., multiplying "callings over" if that was not agreed to. Some of them, who were obviously willing to yield, did not feel themselves authorized to do so without the consent of the rest of the school, and it was a matter of doubt for several days. I said for many reasons it would be very painful and disagreeable to me, to feel myself in a state of war with the whole school, but I could not allow wine, strong ale, spirits, or anything but bitter beer to be introduced; upon which conditions, and those alone, I would allow the dinner to take place at the usual house. All those things were at last agreed to.

619. (*Mr. Thompson.*) Is "the usual house" an inn?—No, a confectioner's shop.

620. They have a room large enough?—They have a room large enough; I do not suppose for the whole school. Of course I am not invited on those occasions. They did finally consent to it after several days' consideration—to see whether I would hold out, I suppose.

621. (*Lord Devon.*) Have you had interviews with the præpostors as a body?—Yes.

622. (*Lord Clarendon.*) The "monitory system" vests in the præpostors. Do you consider that it is carried out by them?—I call their powers the monitory system.

623. (*Lord Lyttelton*) It is confined to the præpostors?—Yes.

624. It does not belong to the rest of the sixth form?—No.

625. What is the number?—The number is twelve at this moment.

626. (*Mr. Vaughan.*) You say "they are entitled to set punishments to the extent of 10 C. P." Do they ever exercise this power?—I do not think they do.

627. Suppose a præpostor sees an act done deserving of punishment, does he not then set any?—I do not think they are in the habit of acting magisterially. I think they do it by their own personal influence, acting as boy and boy, but the præpostors stand on their own privileges nevertheless.

628. If a præpostor sees a boy doing what he should not do, the præpostor would not set him some punishment, as the master would?—No.

629. (*Lord Lyttelton.*) Would they report it?—I am afraid not. Not in cases of smoking, for instance, unless it were done in the studies or the house; in that case I think it is as likely as not, a præpostor would take the law into his own hands.

630. (*Mr. Vaughan.*) In case of seeing a boy bullied, what course would a præpostor pursue to vindicate the discipline of the school and protect the lower boys?—I am hardly the person to answer that question; I think there is a great chance he would deal as boy with boy, and say "I will give you a "good licking if you do that."

631. He would deal simply as a big boy with a little boy?—I think the chances are that he would; I think if he could not, *i. e.*, if he had not physical power, he would leave it alone; or perhaps he might confer with the other præpostors, one or other of whom would do it. By that answer I meant to say they have no official power to cane or send a boy to the head room to be caned.

632. And he would not set a punishment?—I do not think it is the custom.

633. What is the principle on which you think it desirable that all boys should attend at foot-ball?—It is not a regulation of my own, it is a regulation of the boys themselves. I have never seen any reason to forbid it.

634. It is compulsory?—Yes, I think there are certain days on which boys are expected to attend.

635. (*Mr. Thompson.*) Not day boys?—No.

636. (*Lord Clarendon.*) I do not understand "individual fagging"?—I think it is explained so far, by stating what the amount of fagging is which is allowed. The præpostors are allowed to use for certain services of the head room, four fags weekly. They are put on by rotation, come to the head room at a certain hour, a little before meals, and ask what messages they have to carry, and so on.

637. No boy has a fag of his own?—No.

638. (*Mr. Vaughan.*) Do they not send messages by them, and make them do those services which an "individual fag" does?—If the boys were put on, and a præpostor wished it, he would do so.

639. If a præpostor sees a boy standing about, and wishes his coat or hat fetched, has he authority over him?—It is by no means a customary thing to do; I think this is the general rule, that four boys are by rotation fags of the head room; but I think the services they have to perform are pretty definite.

640. (*Lord Devon.*) Of what character?—I think going to fetch them something from a shop.

641. Not of a menial character at all, such as cleaning shoes?—No, never certainly, they have no limit in that way; they have as many boots and shoes cleaned as they want.

642. (*Mr. Vaughan.*) Do they keep the goal at foot-ball, the lesser boys?—Yes.

643. They keep the goal and do not join?—They always choose two boys at a time to keep the goal.

644. (*Lord Lyttelton.*) Do the lesser boys join on the same terms as the others?—Yes.

645. (*Mr. Vaughan.*) Have they a separate game of their own, the lesser boys?—Not at football; at cricket they have.

646. (*Lord Devon.*) Is it your opinion that the system of two holidays in the year works better than having the same as other schools?—I think perhaps rather so; I have not a strong opinion upon it.

647. You found the system existing?—I found it existing and did not alter it.

648. (*Mr. Vaughan.*) Have you holiday tasks here?—As the examination takes place partly at the end of one half-year, partly at the beginning of the next, two papers are left over, and perhaps one or two others, so that the boys have work on hand to prepare.

649. And the subjects for prizes, are they given out before the holidays?—Yes.

650. And sent in soon after? I mean the prizes for composition?—The prizes for composition will be adjudged now, almost immediately.

651. They are not given out so that the boys can do them in the holidays?—They are very often given out before the Christmas vacation, though the papers are not to be sent in before May.

652. (*Lord Lyttelton.*) At the end of 32 you say "Some modification may hereafter be made;" would you state to what that alludes?—I think many parents may consider that sixteen weeks are too much holiday, and it is only on account of having abolished those few days (which had grown into a week) in the middle of the half-year that I have allowed so much. It would have been a very disagreeable thing to the boys to be deprived of those days without any compensation; I therefore acted, as I generally have done, on the principle of compensation and of keeping them in good humour, so far as I could do so consistently with principle, and have allowed the addition at present; but feeling at the same time that a time might come when it might be proper to make some modification.

653. (*Lord Clarendon.*) You say the boys are required to be in chapel at 7.30?—Yes, they meet at 7.30; the masters afterwards meet, and then we go in.

654. I will take this opportunity of mentioning a complaint which was made to us this morning by some members of Town Council, viz., that the hour of 7.30 during the six winter months is exceedingly inconvenient to those who are compelled by want of accommodation in the town to live at some distance with their families?—That is very easily met by letting them miss their morning chapel, as I have often done when health has been made the plea. I have always said, "If you can in any way state that "your son's health is unfavourably affected by his "getting up at that hour; if you can get a medical "certificate, or without a medical certificate, can "say his health is likely to suffer, he shall be "exempted."

655. The principal difficulty appears to be the distance at which the parents are residing, a mile and three-quarters from the school, and consequently the getting up so very early, the boys having that distance to perform?—7.30 is about as late an hour for the first lesson as any school in England has.

656. (*Lord Lyttelton.*) Considering the amount of work to be done, you could not begin later?—Hardly. I know at the school where my son is they rise at 6.30.

657. (*Lord Devon.*) The commencement of the school at 7.30 in the case of a boy who lives a mile and three-quarters off implies getting up at 6?—Probably so; at all events, it is not a ground of complaint; it is only a thing they would like to have altered. It has always been the practice.

658. (*Mr. Thompson.*) Have you thought of any modification?—I do not know of any modification, unless it were made optional to the parent to say whether his son should or should not attend the first lesson, in which case he would be placed at a considerable disadvantage with reference to the other boys.

659. (*Mr. Vaughan.*) Would it not be difficult to know where to stop, because if one boy lives a mile and a quarter off, another may live a mile and three-quarters or two miles, so that you would find yourself in a difficulty in apportioning the time to those different boys?—Certainly, I have endeavoured to put it on the only tenable footing, as it seemed to me, by putting it on the ground of health.

660. (*Lord Lyttelton.*) Do the day-boys breakfast before they come?—I am not aware how that is.

661. (*Mr. Thompson.*) Do they usually return after the first school?—I believe so.

662. And come back after breakfast to the 10 o'clock school?—I believe so.

663. (*Lord Devon.*) What interval have you for breakfast?—The boys may perhaps be out of school from 8.30 to 8.45; nine is the breakfast hour. We are out generally at 8.45. It may be a long lesson will keep them till the breakfast hour, or a short lesson may let them out sooner.

664. When do you go into school again?—At 10.

665. (*Lord Lyttelton.*) There are at least three hours of play time every day?—Yes, certainly; at least three hours, and more than that; there is a good deal in the summer time.

666. (*Lord Clarendon.*) Do the three quarters of an acre of playground include the fives court?—Yes, I think I have under-stated that rather; the Commissioners have seen it; I do not know what you would consider the measurement of the fives court, perhaps it is altogether more than three quarters of an acre. I have said the cricket ground, also used for football, is about four acres. I think it is more.

667. How far is that off?—About half a mile.

668. (*Lord Lyttelton.*) Do they complain of the playground as too small?—I think it is a little too small; the ball will occasionally go off.

669. (*Mr. Vaughan.*) I suppose you have to pay a good deal for it, being so near Shrewsbury?—I have to pay at the rate of 5*l.* an acre.

670. Is there not any ground which the Governors of the school could hire permanently at a regular annual rent, for the school?—That ground might be had; of course I need hardly say I have never sought or asked them to do so.

671. Could not the Trustees buy that?—Yes, but if they did so it would open that question, which might be a very vexed one on the part of any who wished to find a grievance, and were disposed to make the most of it, viz.:—the question of boarders and day scholars. If the day scholars did not practically make use of the ground it would be asked why the Governors paid for it.

672. In other schools there are boys living in the town who have access to the playground, subject to the Trustees?—Yes, they have access to it here, and I know several of the day scholars do join in cricket, and others might if they would. To a certain extent there is a degree of favouritism on the part of the boarders, who may like some day boys, and not particularly like others.

673. (*Lord Clarendon.*) Would the day boys be looked down upon by the other boys if they came

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to play cricket?—I think there is a little favouritism. It depends upon social relations in some measure.

674. (*Lord Lyttelton.*) As to swimming; have you any system of ascertaining how a boy can swim?—Yes, we have the report of the bathing man.

675. You have a bathing man?—Yes, we have a bathing man, whose duty it is to attend.

676. (*Lord Clarendon.*) Who is the drilling master?—He is an old sergeant. I am not speaking of the drilling of boys who want to attend the rifle corps, but the ordinary drill of the sergeant.

677. They are drilled in the common exercise?—Yes.

678. With regard to the rifle corps, the number is not so large as it was?—No, I am afraid the spirit of the original movement is hardly sustainable. I have not interfered with it myself, and I am afraid Mr. Calvert will have a poor account to give of the attendance this half-year.

679. But you do not doubt it will go on?—It ought to go on, because we have had assistance given us; but this being a voluntary thing, each boy considers himself independent.

680. Are they allowed to shoot?—There has been no opportunity; Mr. Calvert resigned the captainship six weeks ago, because they did not attend the drill.

681. (*Lord Lyttelton.*) You think the school games are rather overdone for a school of this size?—The average of parents here are not rich. There are some who can afford a good deal, and some who can afford very little, and when they want to keep up the boats and the regatta, there is a great deal of pressure used by the captain of the boats; and I fear that tempts boys to teaze their parents for money, and may make the school itself rather more expensive than it ought to be. To keep up the gymnastic exercises well, a good deal of expense is required for a small school.

682. (*Mr. Vaughan.*) I referred just now to what that organization is for the games?—It is just the same kind of thing as the stewardship of races would be.

683. For every amusement of that sort there is an acknowledged head who manages it for the school?—There is by election.

684. (*Mr. Thompson.*) I suppose betting would not take place?—I would not say such a thing might not take place.

685. (*Mr. Vaughan.*) Subscriptions are opened?—Yes.

686. A tax is imposed, I suppose?—Yes, it comes to that.

687. Have they any constitutional mode of imposing the tax, or is it done by the head of the sixth form, or a committee?—It is done by the head boy; but if he did not do it upon some recognized principle he would be resisted; some school Hampden would soon rise up.

688. (*Lord Clarendon.*) You say, "I took the "first occasion of addressing the school in chapel on "the duty of attending holy communion, at the same "time explaining the principle on which I should "rigidly act, of severing this question from school "discipline altogether, even to the extent of not "allowing attendance or non-attendance to modify "my reports of character and conduct." I suppose that has had a much better effect than making it compulsory?—I have not a doubt about it.

689. (*Lord Lyttelton.*) It has never occurred to you to make it compulsory?—No.

690. (*Lord Clarendon.*) The boys responded?—Yes; the first communion that took place after that was attended by 28 boys, and the numbers have continued to be satisfactory ever since; but as I say there, I never talk individually with a boy on this subject unless he seeks it. It has happened that he comes to me.

691. (*Lord Lyttelton.*) Are you quite clear upon the point you mention here, that in this country those who set a value on a university education and classical training is steadily diminishing?—It would be presumptuous in me to give an opinion; I only speak from the slight importance in which it now is held in this country by the commercial classes, the growing power and influence of those classes, and the little value which, as a body, they are inclined to set on those things.

692. Do you apprehend the middle classes of this country at any time set much value on a university education?—I do not know that they ever did, but they have become now so much more important and influential (owing to the power of steamboats, railways, and the like) that I think that which makes money is more considered than anything else. They ask what bearing classics have on money matters.

693. (*Lord Clarendon.*) You consider classics and mathematics to be the elements of liberal instruction?—I do.

694. And that any further development should be in the direction of English, French, and, if practicable, German, grammatically taught?—The latter is what I should call a liberal non-collegiate education; the other is what we call our ordinary classical course.

695. (*Mr. Vaughan.*) Do I rightly understand from your answers that you would consider that Latin is the proper basis of a public school liberal education?—I do.

696. And that its further development is either in the way of Greek or in the direction of the modern languages?—I do, so far as language is concerned.

697. And the proper complement to it is a mathematical training?—I mean to put both elements on an equal footing.

698. On an equal footing as educating in two different lines?—Yes.

699. Has it ever occurred to you to consider how far the teaching of physical science, *i. e.* the natural sciences as distinct from mathematics, would also furnish a basis of a liberal education?—I should think they would not furnish a basis for education at all; I should consider them as an assemblage of facts, not as supplying principles.

700. Do you mean that the natural laws, which are taught in the science of chemistry, heat, electricity, and such matters, do not supply principles or general laws which furnish a basis for education?—I should think they would not furnish a basis for education. Of course I attach the greatest possible value to them, but I should think they do not furnish a basis for education. They are not synthetical enough for elementary instruction.

701. Do you not think that altogether they furnish a particular discipline for the mind, which is peculiar to themselves, and is different from that either of mathematics or languages?—I should think they would be better as adjuncts to a course of education than as a part of elementary teaching.

702. Do you not think they furnish a particular discipline both to the senses and understanding, besides giving most valuable information applicable to all purposes?—As a discipline of the senses I should admit their value. I am speaking now of an abstract mental discipline, not of the discipline of the senses.

703. Do you not think a certain discipline of the senses is of itself valuable?—Certainly.

704. So far as they cultivate the habit of observation through the senses, the physical sciences are valuable instruments of education?—As adjuncts.

705. Do you not think that the action of the senses is so combined in the prosecution of the physical sciences, with the action of the intellect, that it furnishes a valuable discipline to the intellect also?—It has never occurred to me to think that as an elementary discipline it was sufficient.

706. I do not mean to ask if it would be sufficient by itself, but supposing it could be combined with the classics, as mathematics can be combined with the classics, would it furnish a valuable discipline?—I must repeat my answer; as adjuncts, the physical sciences are valuable instruments of education.

707. (*Lord Devon.*) You say, at the end (p. 20): "I am saying nothing that interferes with the "existing right of burgesses to gratuitous instruction, "but merely suggesting a principle on which their "decaying numbers may be wisely supplied in the "future arrangement of the school." I do not quite understand what the principle you are suggesting is?—We receive salaries for which we are supposed to perform duties, and I quite agree with all those who hold that the benefit of those poor who are capable of liberal training, and for whom it is desirable, was intended to be one of the important ends of an institution of this kind; and therefore I think it is proper that a certain fixed number of poor boys, who are not capable of paying school fees, should be admitted to the school. At what point that number should be fixed is a difficult question. I do not mean to give an opinion upon it; it is an open question; but suppose the number were fixed, we will say, at 40. Burgesses already have that right,—though many of them certainly do not need it, but still they have the right. Suppose they did not come up to the number of 40, if it were thought that were the proper number which we should teach gratuitously for our salaries, then the deficiency in the number of burgesses'sons short of 40, might, I imagine, be wisely filled up by a suitable number of needy boys, fitted, by their ability and conduct, to be prepared for a learned profession.

708. To be chosen by whom?—That I do not say.

709. You have not formed any opinion?—I have not formed any opinion. I desire to leave that question open.

710. (*Lord Clarendon.*) In conformity with the statutes, could you limit the number?—No; I am not suggesting that the burgesses' sons should be limited, but they have not for many years reached the number I am assuming. Of course there are those who would wish no interference, but upon that I differ from them. I assume as a principle, that this being a school founded partly for the purpose of giving a liberal education to poor boys, (not a commercial education, not such as may be obtained at a national school, but a liberal education of a different character,) there is among the humbler classes of society a certain number of boys every where to be found who would do credit to such an education, and who would here receive such an education as would be beneficial to themselves and the community. If it was thought fit that the school should have a minimum number of boys taught gratuitously, and the burgesses, who have the right of gratuitous education, did not supply that minimum number, then it might be complemented by the election of certain poor boys upon the principle of merit.

711. (*Mr. Vaughan.*) Do you consider it at all remarkable that with so many classical distinctions as the school has achieved at Cambridge, it should have achieved so few comparatively at Oxford, having as it has, some very lucrative exhibitions at Christ Church?—In the first place those exhibitions at Christ Church being limited to Shropshire boys, have been taken by Shropshire boys who have been only just capable of taking them; and in the second place Christ Church itself has hitherto held out little or no inducement to boys to go to that college with a view to establishing their position in life. The studentships have, till lately, been given by interest merely, and are very poor.

712. As far as I understand the account, one of those Christ Church exhibitions is worth no less than 120*l.* a year?—No; it is 60*l.* for six years. It is never more than 60*l.*

713. With regard to those exhibitioners of 60*l.* they are liable to the same conditions as those at St. John's college, Cambridge, are, viz., birth within the county of Salop?—That is the only limitation of the Careswell scholarhips, but not of exhibitions at St. John's.

714. Whatever disadvantage the scholarships at Oxford lie under, the scholarships at Cambridge lie under the same?—They lie under a greater.

715. That being the case, does it at all strike you the list of honours at Oxford is unsatisfactory compared with the magnificent list at Cambridge?—I think it is to a certain extent an accident that a greater number of boys have been disposed from time to time to go to Cambridge than to Oxford. As a Cambridge man, I may perhaps, understand the Cambridge system of awarding honours better than that of Oxford, and like it better; and some boys may acquire the same feeling. I do not, however, seek to influence them.

716. Notwithstanding those inducements to go to Oxford, your best men go to Cambridge?—They have gone in greater number; I do not say the best men, when we have had such men at Oxford as Scott, Cradock, Riddell, and others; still the greater number have gone to Cambridge.

717. (*Lord Lyttelton.*) Referring to the table on the last page, I should wish to understand the full number of hours' work which those boys do. Is it so that the hours of school work on a Monday in the sixth form are five hours?—This table was one of the most difficult things to compile, because we do not measure our work by time, but by quantity. There is that difficulty. In this table we have been obliged to make a certain amount of compromise with facts to get at an approximate statement. A boy may be in school till 8.45, or if the first lesson be long, up to 9, or only up to 8.30, or even 8.15.

718. Monday appears to be school from 7.45 to 8.45; that is one hour; then from 10 to 12, and from 3 to 5, which make five hours; that is about five hours' school-work that day. In the case of a studious, ambitious boy in the sixth form, how much time besides these five hours will he work?—A hard reading boy will work three hours more; a boy who takes things easier will do less. At different periods of the year they will do more or less.

719. You believe a hard working boy will work eight hours a day?—He may; I have no doubt some boys would.

720. (*Mr. Vaughan.*) If he has something like five hours in school, would not more than three hours be required for getting up those lessons, two Latin and Greek lessons, and composition?—That would depend upon circumstances.

721. I mean with a good working boy of the average proficiency?—It is very difficult to say. I recollect myself at school the lessons gave me little trouble, the exercises a little more; and I used to read privately. I tried to get them over, and went to reading by myself.

722. Eight hours would leave him three hours for the games. It would not encroach too much on the hours for recreation?—Some boys do not join in the games; others join in all of them, perhaps too much.

The witness withdrew.

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Rev. B. H. Kennedy.

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THE MAYOR of SHREWSBURY, JOHN BATHER, Esq., The REV. EDWARD WARTER, JOHN LOXDALE, Esq., W. BUTLER LLOYD, Esq., T. H. HOPE EDWARDES, Esq., ROBERT BURTON, Esq., The REV. R. L. BURTON, Governors and Trustees of the Free Grammar School, and J. J. PEELE, Esq., Bailiff and Treasurer, called in.

The Governors, Trustees, and Treasurer of Shrewsbury School.

723. (*Lord Clarendon.*) I do not know whether there is any gentleman we may address ourselves to, as the spokesman of the trustees. We wish particularly to ask for any information the trustees will have the kindness to give us respecting the possibility of improving the accommodation of the school buildings. We went over them yesterday, and I daresay the trustees will not be surprised to hear that we did not

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admire them very much; so far from it, it is impossible not to feel that the stationary state of the school, not to say the retrograde state of the school, so far as the number of boys is concerned, must be in a great degree attributable to the state of the buildings. I think there is no father who comes to look at the school before placing his sons here but would hesitate to send them to a place where they would be so ill accommodated; the accommodation being so utterly unfit for the present usages of society among those classes from which you would desire the boys to come to a school like this. We have no doubt that something must have occurred to the trustees, and they probably have either already done, or are intending to do, something towards improving the accommodation. It is upon that subject we should be glad to have some information?—(*Mr. Warter.*) I need hardly say we cannot express too strongly the feeling we have, as to the state of these buildings.

724. (*Mr. Thompson.*) Perhaps I may ask the trustees whether they are of the same opinion with Lord Clarendon, that the state of the buildings is the operative cause of the decline of the school?—(*Mr. Warter.*) Entirely; I think no two persons can be of a different opinion.

(*The Mayor.*) I think that is the general opinion of the trustees.

(*Mr. Bather.*) I have found, as a general rule, that burgesses who have boys to send to the school do not send them; however attached they may be to the school, from certain reminiscences, there are certain other reminiscences which prevent them sending them; so that there is very rarely an hereditary connexion kept up.

725. (*Lord Clarendon.*) You consider the father's recollection of the discomforts and sufferings of his school days neutralizes his recollection of the educational advantages of the school?—(*Mr. Bather.*) Yes, sufferings arising from the want of accommodation for a boarding establishment; that is my own individual opinion.

726. (*Lord Lyttelton.*) The trustees must have had this in mind very long, and very clear and they must have some distinct views of what should be done?—(*Mr. Peele.*) I may explain that the trustees have made a representation, putting it in very strong language asking the Charity Commissioners to appropriate such a portion of the money in the funds as may enable them to purchase the property, adjacent to that belonging to the school, of the Rev. Mr. Butler, which he has agreed to sell at a very reasonable rate, not being more than seventeen years' purchase on the rental. They have also consulted Mr. Christian, the architect, as to how the property thus acquired can, with the sites of the present head and second master's houses be made most convenient as future residences for the head and second masters, with proper accommodation for a limited number of boarders. The Charity Commissioners have examined into the question through their inspector, Mr. Martin, and are prepared to consider the application favourably. In the meantime the trustees have abstained from pressing for any decisive order pending the present inquiry, and they would be glad to receive the sanction of the Commissioners of Public Schools to the proposed improvements. (*Mr. Peele then pointed out upon the map the present property of the trustees, and also that which was proposed to be purchased.*)

727. (*Lord Clarendon.*) Then what is the exact nature of the proposition which is now before the Charity Commissioners beyond the purchase of the property?—To know to what extent they think it expedient for the trustees to apply the funded property in purchase and building.

728. That is before the Charity Commissioners?—Yes.

729. (*Lord Devon.*) What is the extent of the funded property?—Between 9,000*l.* and 10,000*l.*

(*Mr. Warter.*) The scheme under the consideration of the trustees at present is only to build a new second master's house. Our funds are so limited we could not take into consideration the Head Master's house as well. We considered the second master's house was in the worse state and required the greater repairs; and it was the intention of the trustees to rebuild the second master's house, and when the second master's house was built, if funds could be procured, to pull down the Head Master's house and rebuild it. The second master's house was considered most urgent. The rebuilding of both houses was considered in Mr. Christian's estimate of 9,000*l.* With the purchase of land we should have to spend 12,000*l.*

730. (*Mr. Vaughan.*) Does that arrangement comprehend the dealing with the building after it is erected, *i.e.*, the mode in which it shall be dealt with so as to be made into a boarding house; I mean as to whether it should be given to the under master as a boarding house rent-free, or whether it should be given at a rent. Have those arrangements been at all considered?—They have not been considered at all.

731. Would not the pecuniary prospects of the arrangement a good deal depend upon that?—We gave instructions to Mr. Christian, the architect, to provide a house in which fifty boys can be accommodated for the Head Master, and a house in which twenty-five or thirty can be accommodated for the second master; and it was with reference to providing accommodation for those numbers that instructions were given.

732. Was it intended that the house should be given gratuitously to the Head Master or the under master?—It was contemplated being given in lieu of the present accommodation.

733. So as not to interfere with the present arrangements?—Not at all; merely replacing the present Head Master's house and second master's house, so that they might be brought into the state they ought to be in.

734. That would consume the whole of the money?—Yes.

(*Mr. Lloyd.*) We thought it would be cheaper to throw both houses into one; to have the Head and second master's houses not upon the ground we have purchased of Mr. Butler, but on the other side, and to have them built in that way, *i. e.*, not divided. Now they have both divided houses.

735. (*Lord Clarendon.*) May I ask whether you have ever considered the subject of borrowing money for the purpose of placing the school in the position it ought to occupy, considering its success and the rank it has attained in education?—(*Mr. Peele.*) I do not think we have gone so far as that. We have been waiting for the judgment of the Charity Commissioners. They sent down Mr. Martin to make inquiries, and we have been waiting for them before forming any very definite idea.

736. (*Lord Lyttelton.*) It does not seem probable that any considerable sum could be raised by borrowing?—(*Mr. Peele.*) Upon what security?

737. That is what I wish to know; you know your resources better than we do. Do you think such security could be provided?—I do not see my way to it. Our funds consist of tithe rentcharges, which of course are not likely to improve; they may fairly be considered at the amount of the commutation rentcharge; and with the charges which, under the last scheme, we are bound to meet, we cannot safely calculate on a surplus of more than 200*l.* or 300*l.* a year. Since the scheme has been sanctioned we have not been enabled, after the payment of the costs, to do more than invest in the funds the sums required to be contributed towards the erection of dwellings for the incumbents of St. Mary's, Clive, and Astley; therefore we could not prudently borrow a larger sum than that surplus would defray the interest of; though we shall save something of the expenses we have been put to in the repair of the old houses.

(*Mr. Warter.*) We have some very poor chapelries, and considering the amount we draw from them in the shape of great tithes, where we have no resident minister, they press upon us.

738. (*Lord Lyttelton.*) Some of those appear to be not over-paid?—(*Mr. Peele.*) It is impossible more could be done than has been done for them.

739. At present it does not appear to you it could be done even with the aid of Parliament. You do not see any further means of borrowing?—I am afraid not, because we have this additional liability; besides the maintenance of the school, we have the maintenance of the chancel of St. Mary's, which has already cost us 400*l.* or 500*l.*, so that since this scheme was last in the Court of Chancery we have not been able to make any further savings than to meet the expense of doing that. Of course we could save nothing towards providing houses.

740. As I understand, you estimate the cost of the improvements at 9,000*l.*?—Yes.

741. Then you must lose the interest of that sum?—Yes.

742. How do you look for that to be replaced?

(*Mr. Warter.*) We propose to make the purchase, and then to see how far we can go in the erection of buildings.

(*Mr. Bather.*) It was suggested we should make an appeal to old Shrewsbury men to contribute towards these expenses, and it was calculated that a large sum might be raised by that means. That 9,000*l.* is part of our capital; after paying our expenses we have a very small surplus; and if we spend that 9,000*l.* we shall lose the interest and consequently part of our income. There is another point upon which certainly I, and I think some of the other trustees, have doubts; viz., how far we should be justified in spending money in building boarding houses in the way proposed. In our plan for rebuilding the masters' houses we have confined our architect to providing fair accommodation for the same number that can be accommodated in the present school buildings. That opens up the whole question of boarders. My own opinion is, that at present the Head Master has a monopoly in the taking of boarders, and that it is very desirable it should be thrown open. In that I am only expressing my own opinion. I think it ought not to rest with the trustees as a body to build boarding houses, which ought to pay their own way. At all events, if we are to build new houses for the masters, we are bound in justice to afford both the same accommodation they have at present, so that the second master shall not be in a worse condition than he is in now. If his hall will hold 25 boys now in a very inefficient way, we ought to build him a house which will hold 25 boys in an efficient way.

743. (*Mr. Vaughan.*) Have you considered whether the Head Master, notwithstanding his monopoly of a boarding house, has a stipend upon the whole greater than he ought to have as Head Master; and if not, how far you will think it consistent to fritter it away?—(*Mr. Bather.*) I do not consider it would be frittering it away, because if boarding houses were established he would have more boys in the school. I should like to separate the commercial part of the subject of boarders from the Head Master.

744. (*Lord Lyttelton.*) You consider it would be necessary, in case the Head Master were deprived of any profits by the loss of what you would consider his monopoly, that these should be made up to him by some other arrangement, so that he should not lose a part of his income?—(*Mr. Bather.*) I think it would be made up to him by the fees that would come in. For instance, if the fees were to come in for 50 boys he would get 50 times 15 guineas. It would make a competition in the way in which the boys were treated. It is now in the hands of one person; it is a monopoly. If other boarding houses were established there would be a competition in boarding houses; each would try to get as many boys as he could. The Head Master would be a competitor with the others, and have a boarding house.

745. (*Mr. Vaughan.*) And find an element of compensation in the increased number of the scholars who would pay the capitation fee?—(*Mr. Bather.*) Yes.

746. (*Mr. Thompson.*) Are there any houses in the neighbourhood that would be available with a little alteration?

(*Mr. Warter.*) Yes, there are houses in the neighbourhood; not, I think, any large houses.

(*Mr. Bather.*) When I was at Shrewsbury school there were 301 boys, and then Dr. Iliff had a house immediately above the entrance gates, which had been a brewery. He furnished it, lived in it, and took boarders, after Dr. Butler had built his house. The second master had twenty-five boys. The assistant master also took boarders. They had three boarding houses, forming the opposite side to these buildings. Dr. Butler bought the property, and built that house himself.

747. (*Lord Lyttelton.*) That was when the number was 301?—(*Mr. Bather.*) Yes.

748. What is the highest number the school has reached of late?—About 140.

(*Mr. Warter.*) In those days there was no competition, because Dr. Iliff did not have the boys from the Head Master's hall. I should wish that the Head Master, the second master, and any other master with the consent of the Head Master, should keep a boarding house, but keeping the supply in the hands of the Head Master, except the second master, or one of the masters of the school, so that any independent person should not come to keep a boarding house.

749. If there was any great increase in the number of boys, the Head Master could allow boarding houses to be set up?—(*Mr. Bather.*) The Head Master might think he could keep three boarding houses himself.

750. What is the largest number of boarders who have been here within the last twenty or twenty-five years?—(*Mr. J. Lloyd.*) About 300 boys altogether; 285 boarders, I believe.

751. Then were they accommodated by the Head Master alone?—No, as Mr. Bather has told you, Dr. Butler bought that house which Mr. Bather has alluded to, and put Dr. Iliff in and allowed him to take boarders.

(*Mr. Bather.*) He did not allow Dr. Iliff to take boarders unless his own houses were full.

752. (*Lord Clarendon to Mr. Bather.*) We see exactly what you wish; that anyone should come and take boarders?—(*Mr. Bather.*) With some kind of sanction; a licence from the trustees or the Bishop of Lichfield, and that with that licence he should be encouraged to take boarders. There should be three boarding houses.

753. But he might take away boarders from the Head Master or the under master?—(*Mr. Bather.*) That would be one of the advantages of competition. That is what I should like to see.

(*Mr. Warter.*) I do not think that would be the opinion of the trustees generally. I do not think it would be a courteous proceeding.

754. (*Mr. Vaughan.*) Are you aware whether other public schools are open to that competition?—(*Mr. Bather.*) I have heard that in other public schools it is a matter of competition, *i. e.* the way in which the boys are treated; and they make one house more desirable than another to increase the number. I think the Head Master's position would always give him an advantage over anybody else, if the treatment were the same. I think any person would prefer sending his son to him.

755. (*Lord Devon.*) I suppose now if any stranger chose to rent a house and take boarders, those boys boarding in the house could be sent as day scholars?—(*Mr. Bather.*) I think that is a question. They may be in a way smuggled in under one of those rules, but they can only be admitted under that rule, if it be not inconsistent with the scheme; and as there is a clause which talks of boarders, I think it would be rather inconsistent with the scheme to allow it.

756. I find there are 60 boys day scholars, 22 are sons of burgesses, and 38 are not sons of burgesses, and might come from any part of the world?—They live with their parents; they come in under the

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fourth clause of the scheme, "subject to such other "regulations not inconsistent with this scheme, as "shall from time to time be made by the said gover- "nors and trustees, with the consent and appro- "bation of the said Lord Bishop of Lichfield."

757. (*Lord Clarendon.*) Have complaints reached the trustees with respect to the boarding of the boys; the food?—(*Mr. Bather.*) No, I think not.

(*Mr. Peele.*) As a body, certainly not.

758. (*Lord Clarendon.*) I will read a few lines in Dr. Kennedy's statement, in which he says, "The "present trustees have within the last few years "taken a wise step towards remedying the wants of "the school. They have purchased certain pre- "mises hitherto rented by me, and essential to future "expansion. They may, perhaps, be deterred from "doing more at present by consideration for me, "being aware that it is now too late for me to derive "any personal advantage from new premises." I apprehend it is want of funds quite as much as any other cause?—(*Mr. Bather.*) Quite so.

(*Mr. Warter.*) I am of opinion a very large subscription might be raised. I have talked to a good many old Shrewsbury men, who are still connected with Oxford and Cambridge, in London, and they are all of the same opinion. I do not know Dr. Kennedy's reason. We asked him to come and confer with us at one of our meetings of trustees, and I have consulted him, and he said he thought it never would do. He did not give any reason. He seemed to think it was a means of which we should not avail ourselves. I think we could raise many thousand pounds. I know large sums would be given by many.

759. (*Lord Lyttelton.*) It seems that, so far as what the school professes to do in teaching, it could hardly be improved; but supposing the accommodation were to be greatly improved, the consequence of which would be to raise the fees, would that enable a fund to be raised?—(*Mr. Warter.*) When we have improved the accommodation I think it might. We must first do that.

(*Mr. Bather.*) Do you make a distinction between the fees paid by the boarders and the fees paid by the non-boarders? Because you could raise the fees by the boarders in consequence of the improved accommodation, but if you were to raise the fees paid by the boarders, you must raise those paid by the non-boarders, unless you have two distinct classes of fees.

(*Mr. Warter.*) The charge to the boarders might be raised.

760. (*Lord Lyttelton.*) Then you think if the accommodation of the school were improved, the payments to the masters might to be increased?—(*Mr. Warter.*) Certainly.

761. (*Mr. Vaughan.*) Might not the boarders reply to that, that at this moment they are paying for the education of the non-boarders under the present system of accommodation, inasmuch as some portion of what they pay goes eventually to pay the stipends of the assistant masters?—(*Mr. Warter.*) I do not think they would look at it in that way. Anything that increased the jealousy between the town boys and the boarders would certainly be very injurious.

762. I suppose there is no doubt that the Head Master's salary, as Head Master, teacher, and manager of the discipline, is not paid under the name of salary, but what he is really paid for under the name of board is the administration of the school, and instruction of the scholars?

(*Mr. Warter.*) He could not live on the present stipend.

(*Mr. Bather.*) Not in the present state of the school, but if the numbers were increased, he could.

763. (*Mr. Thompson.*) Have the fees been increased at all since Dr. Kennedy's time?—(*Mr. Bather.*) No.

(*Mr. Peele.*) They have been decreased since Dr. Butler's time. I think Dr. Kennedy has acted very disinterestedly. He has suggested that the fees under the scheme should be lowered.

764. (*Lord Clarendon.*) Perhaps we ought to ask the opinion of the trustees upon a matter respecting which we had the opinion of the Corporation this morning, as I suppose you are aware,—the with that there should be a non-collegiate education of the very first class given, at a rate of expense that is of the most moderate amount. I do not know how far the trustees agree with that request. The request was not made to us, but a statement was made upon which I think it was proposed a recommendation of ours should be founded.

(*Mr. Warter.*) I think when the trustees have done their duty to the present trust, they would be glad to extend the benefits of it.

(*Mr. Bather.*) I should be glad to make an observation upon a class which exists in the school, called the non-collegiate class. As a trustee, I feel individually, that I ought to object to it; indeed, under the present scheme, there is no authority to carry it out, and it cannot regularly be carried out. The scheme states what shall be taught in the school. We do not see that the master has the right to make an exception as to one part of it. He might just as well leave out the Church Catechism or the Liturgy as Greek and Latin composition. It is not optional with the master. There are certain things coming in, as the arts and sciences, which may be taught or not; but those things stated in the first part of the scheme are compulsory on the masters to teach, and they have no right to omit anything. Their duty is to teach Greek and Latin to every boy who comes to the school.

765. (*Lord Clarendon.*) But it may be optional with the boy or his parent whether he is to learn all those things?—(*Mr. Bather.*) The scheme says the boy shall be taught such and such things, which, in my opinion, gives a certain character to the school, which may be destroyed by taking out any of them. Suppose the master, instead of saying "I will not "teach Greek," were to say, "I will not teach the "Church Catechism," or the Liturgy, so that nobody shall be obliged to pray?

766. (*Mr. Vaughan.*) Would you construe the scheme in this way: "Shall teach the boys so and "so, whether they wish to be taught or not"?—(*Mr. Bather.*) Yes, I think so; they might not wish to learn the Church Catechism. The character of the school should be kept up.

767. (*Mr. Thompson.*) Do you think it would bear the construction that the master might be called upon to teach Greek?—I think not; it would destroy the character of the school.

768. (*Lord Lyttelton.*) The whole school might come under that exception?—Yes; they might all be exceptions, and you would have no liberal education at all.

(*The Mayor.*) I think Dr. Kennedy's alteration is a great improvement.

769. (*Lord Lyttelton.*) The question is, whether it is a legal one?

(*Mr. Bather.*) It is in existence now, and it is either legal or not legal.

(*Mr. Warter.*) It is only fair to Dr. Kennedy to state what occurred upon that point. He started the non-collegiate class, and it afterwards struck him, on looking at that clause, that he had not authority, and he applied to the trustees, and a committee was appointed. We had a great deal of discussion on that point; we ourselves did not agree upon the construction of the very clause which has been read; and I think it resulted in our saying we would not give Dr. Kennedy authority for doing what he requested; but we did not take any proceedings to prevent him doing it or continuing what he had done.

(*Mr. Bather.*) I can only say, for myself, I do not sit easy in not taking proceedings to put a stop to it.

770. (*Mr. Thompson.*) Do you conceive that Dr. Kennedy is under an obligation to teach Greek to every boy in the school?—(*Mr. Bather.*) Yes; he is

to go through a certain course. There may, of course, be some lower class not taught Greek; but if they stay in the school they should proceed up to the Greek class. Greek should be an essential part of the course.

771. (*Mr. Vaughan.*) Is it part of your objection that there is the least tendency in the present system to encroach upon the option of the parent to have the whole of that education; is it simply to preserve the character of the school, or do you think there is no other mode of ensuring the whole of that education to those who may wish for it than to object to the existence of anything less than that? — (*Mr. Bather.*) I think it is the thin end of the wedge; to get a school for liberal education converted into a commercial school. I think that is the tendency of it, and I think that would be an extreme disadvantage to the whole school. I think it would be impolitic as well as illegal.

(*Mr. Warter.*) I think the body of trustees would go with Mr. Bather if they thought that was so. If they thought it was the thin end of the wedge, they would be very sorry to see it.

772. (*Lord Clarendon.*) What is the number of the trustees? — (*Mr. Peele.*) Twelve elected, one *ex officio*.

773. (*Mr. Thompson.*) Are you aware there has been introduced, with some measure of success, a non-collegiate element in other public schools?—(*Mr. Bather.*) I do not like it myself. I have looked at this class as a trustee of the school.

774. (*Lord Lyttelton.*) Of course the trustees are bound to act upon this scheme, and it appears, with one exception, the trustees have acted upon it. The exception is this: it is distinctly required "that "the scholars of the school shall be examined yearly "at such times and by such person or persons as the "Lord Bishop of Lichfield shall appoint, and that "the said examiners or examiner shall ascertain the "proficiency of such scholars in learning," and so on. I need not go through it, but it is very specifically provided in what manner the examination shall be conducted; and the next clause is, "that of the can-"didates so classed, the said governors and trustees "shall forthwith, after receiving such report, elect so "many as shall be necessary to fill the exhibitions "then to be filled up." We understand those two sections have been wholly set aside. I wish to know what the view of the trustees is, — whether the trustees consider that that regulation has been substantially complied with?

(*Mr. Bather.*) It has been a neglect of the trustees. The clause directs an examination, and the election is to depend upon that, but it has not been called into activity; I suppose, because there have been no competitors for the exhibitions.

(*Mr. Warter.*) The subject has been discussed among us as trustees. Dr. Kennedy said the onus rested rather upon us to enforce it. I have great doubts about it, and rather agree with Mr. Bather that it is a thing which ought to be carried out.

775. (*Lord Lyttelton.*) But do you adopt Dr. Kennedy's view, that substantially the election does result from the examination; he has rather a peculiar system of marks according to which it practically depends on the school examinations, and each boy knows it?—(*Mr. Warter.*) Yes, I believe that is so.

776. So far as you give any opinion, you adopt that?—Yes, I do not believe that any bad results have followed from it.

777. (*Mr. Vaughan.*) How do you regard the neglect as a precedent?—(*Mr. Bather.*) It is as bad as it can be.

778. Dr. Kennedy has been Head Master for 20 years; when your next Head Master comes, what will be the position of that next master towards trustees who have allowed the Act of Parliament to be suspended for so many years? — (*Mr. Warter.*) Probably the result of what has taken place to-day will be a declaration at the next trustees' meeting at what time the examination shall take place. There is one thing with respect to the facts; *i.e.*, that advertisements have been inserted for candidates, and the result has been, that the boys, measuring their own strength in the school, have agreed among themselves. There has usually been only one candidate.

779. He walks over the course?—Yes, otherwise we should have had our attention drawn to the subject.

780. That does not take place often I believe at other schools?—They have continual examinations and means of measuring their strength, and notwithstanding that, it remains so far undetermined that they run the risk of an examination.

781. (*Lord Clarendon.*) Have you any list, or are you able to tell us how many sons of burgesses born in the town have been educated here, and have you any means of distinguishing those boys? — (*Mr. Warter.*) I think I might get it done; I know the boys who have been educated by Dr. Kennedy, and I have no doubt I can have them classified.

782. Can you tell us whether the burgesses attach much importance to those preferential claims they have to the exhibitions?—Very great importance.

(*Mr. Peele.*) It was with great jealousy they at all admitted even its being intended, in default of the preferential candidates, for the school generally. So jealous were they of that, that acting in the two capacities, for the trustees on the one hand, and the Corporation on the other, it was not very easy for me to reconcile both.

783. (*Lord Devon to Mr. Peele.*) I observe a very large increase of arrears; the arrears at Christmas 1860 very much exceed the arrears in any other year, nearly double; can you account for that?—(*Mr. Peele.*) There was no loss to the fund; it was from one or two of the principal tithepayers not having paid exactly within time. I believe there has not been a single loss.

(*Mr. Warter.*) I can say I recollect it was some large tithepayer who was in arrear.

784. (*Mr. Vaughan.*) Under the part of the scheme which directs what the scholars are to be taught, have the trustees considered the propriety of teaching the physical sciences at all, as part of the education provided?—(*Mr. Warter.*) No. I do not think it has ever been before the trustees. The trustees have never considered the point.

785. Does it occur to you, it is a point which the trustees would entertain?—Subject to the question of funds. I believe that would be the answer. I should think the majority of the trustees would be in favour of it.

(*Mr. Bather.*) My opinion is it would be desirable if it did not encroach upon the ordinary course of education in the school. I should be sorry to see the boys taught anything than that course, as a rule.

The Trustees withdrew.

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786. (*Lord Clarendon.*) I believe you are bailiff and treasurer of the school?—I am.

787. In the first part of your answer you alluded to the property of the school, which you say, consists of the school buildings, master's houses, and tithes, a freehold house at Grinshill, two chief rents, and money invested in the public funds; where has that money been derived from?—It arises from savings from time to time, *i.e.*, surplus income. There have been savings from time to time, from which additional exhibitions have been founded, and an additional provision for clerical duties.

788. And that amounts to how much? — To 9,000*l*.

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789. Is there usually a surplus every year?—With the exception of one year, when we had to pay the expenses of this new scheme, which was contested by several persons, which cost us 1,000*l.* In that contest the Corporation took a part, St. John's College took a part, and the Head Master took a part; they were all represented by separate counsel, and we had to appeal from the Vice-Chancellor, who thought there was not jurisdiction to hear the case on petition at all. The consequence was, that in that year we had no surplus at all. In other years we had a small surplus. I may say, upon an average, it would be from 200*l.* to 300*l.*

790. What was the subject of the contest?—The provisions of the new scheme.

791. Who were the promoters of the scheme?—The trustees. The object was this; they wanted to increase the stipends of the clergy, and to make alterations with respect to the exhibitions, both as to period and amount, and to provide residences for the incumbents of the school livings.

792. For what powers did you apply to attain that object?—We applied to the Court of Chancery to frame a new scheme.

793. (*Mr. Vaughan.*) Did you consider that Sir Samuel Romilly's Act gave you power to put aside the provisions of any Act of Parliament which existed?—The present Master of the Rolls, who was Solicitor-General at that time, advised the course which was adopted. The Vice-Chancellor (Sir L. Shadwell) decided there was no jurisdiction, upon which an appeal was made to the Lord Chancellor (Lord Cottenham), who overruled that decision, and the prayer of the petition was granted, and a reference made to the Master, a new scheme framed, and approved by the Court.

794. Was it part of the scheme originally absolutely to overrule the Act of Parliament, or were its objects irrespective of the Act of Parliament, and distinct from the Act of Parliament?—The trustees were the relators, and their object was to get a scheme framed for the management of the school, and we asked for leave to propose a scheme, the object of which was to extend, and in some respects to vary, the provisions of the Statute.

795. What was the ground upon which the Vice-Chancellor considered he had no jurisdiction to frame a scheme?—I think he fancied we were not within the scope of Sir Samuel Romilly's Act, there being a special Act for the purpose.

796. Are you aware whether the scheme was meant to be in any particular contradictory of the Act of Parliament, or contrary to it?—The object was to extend the provisions of the Act, and to deal with the surplus fund.

797. Do you happen to know now whether it is in some respects contrary to the Act?—I believe it is, as to the application of the surplus fund.

798. (*Lord Lyttelton.*) Without knowing anything of it beforehand, would you not take it for granted, that a scheme could not be contrary to an Act of Parliament?—The Court of Chancery decided there was power to make the alterations effected by this scheme.

799. (*Mr. Vaughan.*) Do you think this scheme could have been framed without a consciousness that there were contradictory provisions?—The scheme provides for the additions to the incomes of the clergy, and the founding of more exhibitions was not deemed necessary or expedient, and so far the scheme is at variance with the provisions in the Statute.

800. If the scheme does in any particular conflict with the Act of Parliament, that contradiction was not produced intentionally?—I am not aware of there being any intention to contravene the Act of Parliament in any way.

801. Was there any objection made at the time the scheme was under consideration, to any provisions because they were contradictory of the Act of Parliament?—Many of the provisions were objected to, but whether on the ground of being contradictory to the Act of Parliament, or as being impolitic provisions, I could not now charge my memory. In each case the parties were represented by counsel, and therefore it did not fall so much within my province to discuss them.

802. Was the application made to the Court of Chancery under the idea that the Court would have the power to set aside any Act of Parliament on the subject?—On the part of the trustees there was no intention of applying to the Court of Chancery to over-ride the Act of Parliament.

803. There is a provision in the Act of Parliament (p. 14), "that when any vacancy of an exhibi- "tion shall happen, or in case the person offering "himself as a candidate shall, in the judgment of the "trustees, be unfit and ineligible to have or enjoy the "exhibition, then the money which would have been "applied to the use of the exhibitioner shall be ap- "propriated towards increasing the fund for found- "ing a new exhibition, and also towards increasing "the stipends or salaries of the clergy;" but in the scheme it is said, "for default of such candidates so "born, and deemed eligible as aforesaid, then the said "governors and trustees shall elect so many of such "candidates as shall be necessary as aforesaid with- "out reference to the place of their birth, but accord- "ing to the order in which they shall have been "classed by the said examiners or examiner as afore- "said." Are not those two provisions contradictory, *i.e.*, does not one provide that the money which would otherwise have gone to the exhibitioner had he been a competent candidate, shall go to form new exhibitions, and the other that it shall be transferred to the benefit of other persons in spite of that?—That was the result of much argument, in which St. John's College took a very active part. The trustees considered there were already sufficient exhibitions, and that founding more would not be for the benefit of the school, there not being scholars to compete for the present exhibitions when vacant.

804. I think we heard from Dr. Kennedy that in the meantime other exhibitions had been founded?—The trustees founded two exhibitions between the passing of the Act of Parliament and obtaining the scheme.

805. Are those mentioned in the list of exhibitions?—Yes, and they are just on the same footing under the scheme as the ancient exhibitions as to amount and period of holding. There were four exhibitions founded before the Act passed.

806. In fact, two out of the six exhibitions on which boys are now sent to St. John's College are exhibitions which were founded in pursuance of that clause of the Act of Parliament?—Two have been founded since the passing of the Act of 1798; four exhibitions were founded before the passing of the Act of 1798, two since. The original four were founded of 70*l.* each for seven years. One of the new ones was called the Butler Exhibition in honour of Dr. Butler, of 100*l.* for four years. The scheme puts them all on the same footing of 50*l.* a year for four years.

807. At either University?—No; St. John's College retained their right to have the first four exhibitions continued at their college; the other two are open under the Act to either University.

808. There has been no money, in fact, paid to an examiner?—No; there has not.

809. (*Lord Lyttelton.*) There has been none available for the purpose, has there?—I can hardly say that. We have had a surplus, and out of that I think we could have paid an examiner if one had been appointed.

810. But there has been no such person?—No.

811. (*Mr. Vaughan.*) Has any of the money provided books and instruments for the school?—No; we have paid Dr. Kennedy a certain annual sum for prizes, but we have not paid specifically for books.

812. Nor for a playground?—A playground has been provided at Dr. Kennedy's expense; there has

been no playground provided under that clause of the scheme.

813. You mean none paid for by the trustees?—Yes.

814. (*Lord Devon.*) Does it appear what the surplus has been for the last five years?—I will furnish an account of the income and expenditure. My impression is, that the surplus has been from 200*l.* to 300*l.*, except when we have had unavoidable expenses; for instance, the chancel window of St. Mary's has cost us nearly 500*l.* in one year; and I am afraid there will be a further expense for the stonework of the chancel.

815. Have you anything to do with the repairs of that church?—Only the chancel; we are the owners of a great portion of the great tithes of the parish, about five-sixths, and pay in that proportion to the repairs of the chancel.

816. (*Mr. Vaughan.*) Has that provision of the scheme about opening exhibitions in the University been acted upon?—No.

817. (*Lord Clarendon.*) With respect to the property, after giving the annual value, you say, "The "increase has arisen from the successful close of "questions as to tithe, which were in litigation, and "from increased amounts obtained on the commu- "tation, and from the tithe rentcharges being now "received from the occupiers, instead of the tithes "being let by auction or under leases." Can you rely upon the present receipts as a permanent income?—Yes, I think we may; because the tithes are merged in a charge under the Tithe Commutation Act, therefore, of course it is fixed, subject to the fluctuations and the averages of the seven years.

818. Otherwise you do not expect either increase or diminution?—I think the commuted rentcharges may be taken as the probable average amount. This year it is about eight per cent. more than the commutation, but looking back since the passing of the Act, there has been no great variation. The commutation greatly benefited the trust in preventing litigation; the tithes of one district had been in litigation 150 years.

819. Can you give us any historical account of the right enjoyed by the burgesses to gratuitous instruction at the school and preference claims to the exhibitions?—So far as my impression goes, it is this: with regard to the exclusive and free education of the burgesses, I do not find that either in the original grant of Edward the Sixth or of Elizabeth there is any recognition of a gratuitous education to the burgesses' sons. In the ordinances made by Ashton, the chief schoolmaster (who was authorized to make ordinances under the grant of Queen Elizabeth), he does not speak of the "free" education of burgesses' sons, but he puts them at half the admission fee which others are to pay, viz., fourpence.

820. Perhaps you will read that part of the ordinance?—It is as follows:—"Item, every scholar "shall pay for his admission, viz.:—

"A lord's son - -	ten shillings.
"A knight's son - -	six shillings and eightpence.
"A son and heir apparent to a gentleman -	three shillings and fourpence.
"And for every other of their sons - - -	two shillings and six pence.
"And any under those degrees above-said, and born without the county of Salop - - -	two shillings.
"And any under those degrees above-said and born in the county of Salop - - - -	twelvepence.
"Every burgess's son inhabiting within the town, or the liberties thereof, or of the Abbey Foregate, if he be of ability - -	fourpence.
"The son of every other person there inhabiting -	eightpence."

821. That is the earliest record you have?—I do not know of any earlier. I find that the preferential rights to the exhibitions are recognized in the ancient documents; but I find nothing of the free education of the burgesses' sons until the Act of Parliament.

822. (*Lord Lyttelton.*) Dr. Kennedy, in his printed answer (2, part II.) says: "By reference to the in- "dentures then made, and the schedules of ordinances "attached, it will be seen that the constitution then "framed for the school was in the nature of a com- "promise, having the advantages and disadvantages "of arrangements so made. On the one hand, the "bailiffs and burgesses, having the vantage ground "of King Edward's charter, but also tempted by the "rich offer of Chirbury, consented to surrender their "right of electing the masters to St. John's College, "Cambridge, of which Ashton was a member; but "they stipulated with success for the condition "that the college should be bound to elect burgesses "of the town. Again they consented to accept Mr. "Ashton's ordinances for the regulation of the school, "and to place the chief government in the joint trust "of the bailiffs and Head Master; but they obtained "(what still exists) a first claim for burgesses to all "benefices and founders' exhibitions" ?—(*Mr. Peele.*) The Corporation of the borough, who were all burgesses, gave up the trusteeship. Burgesses alone could be members of the old corporation; and when they gave up the trusteeship to parties who might not be burgesses, they no doubt stipulated for a free education for all burgesses' sons; it was doubtless part of a compromise.

823. That the Head Master should be elected from the burgesses of Shrewsbury; that they gave up?—Yes.

824. And transferred the government of the school to the governors and trustees?—I rather think when they gave up the right of being trustees and having the sole management of the school, they acquired the right of gratuitous education for their sons. I do not think until the Act of Parliament of 1798 there is any document exactly to show that the burgesses were to pay nothing.

825. However, they have got it now?—Yes.

826. They originally elected the Head Master?—Yes.

827. "They obtained (what still exists) a first "claim for burgesses to all benefices and founders' "exhibitions." What is that?—They have now, under the Act of Parliament, a *cæteris paribus* claim to the incumbencies of four livings.

828. Do they still have them?—Yes. The election was endeavoured to be opened in some degree on the ground that the term "*cæteris paribus*," involved the question of the parties proposed being in all things equal; but Vice-Chancellor Wood held, that if the burgess's son is fit and proper, though other candidates may, in the opinion of the trustees, have superior qualifications, he is entitled under the term *cæteris paribus* to the preference.

829. Was that at the time of the scheme?—No; it was a judgment with reference to St. Mary's living in the year 1853.

830. (*Lord Clarendon.*) There is a small trust fund, of which we understand the principal has disappeared, and the interest continues to be paid; I think it was said to have been through some defalcation; and the widow of the testator pays the interest, but there is no security for the continuance of that payment after her death. Do you know anything of that?—That is, I apprehend, Mr. Noneley's exhibition. I knew the testator, who was an eccentric person, and he left his property to his widow, with a direction that she should pay so much a year as an exhibition, without putting the principal, as I have heard, into the hands of trustees.

831. Then it was never a complete endowment?—The trustees have no proof that it ever was.

832. The thing which strikes us as being the most pressing here, (to which your attention has probably been very much called,) i the means which may

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exist of providing for the enlargement and improvement of the school. Does any way occur to you in which that can be effected. Perhaps I may as well mention one of the plans which has been suggested to us: "The governors and trustees have 6,000*l.* in hand, "besides 3,000*l.* appropriated to the purchase of houses "and land from the Rev. T. Butler, as per agreement; "let a further sum of 25,000*l.* be borrowed in deben- "tures of 500*l.* each, thus constituting a capital of "31,000*l.*; let interest on debentures to the extent of "three per cent. per annum be guaranteed by school "revenues"?—I do not see how so large a sum could be borrowed. The trustees ought not to borrow any greater sum than they can safely provide the interest of, and the funds of the trust, unless aided by contributors or from other sources, are not sufficient to justify the borrowing of any large sum; and I am not aware of parties who would lend to such an extent on such security as is suggested.

833. There are one or two plans before us: this is the most practical; but we do not see in what manner that money could be raised or what security could be given for it. The school revenues are far too uncertain to offer any available security?—The school funds are not sufficient, as the accounts will show, to justify a considerable borrowing.

834. (*Lord Lyttelton.*) It depends upon a certain rise in the school revenues in consequence of the increased accommodation afforded; but that would hardly, in the eyes of a mere man of business, be of any value at all, because it is entirely speculative and prospective?—You would not borrow money without charging the tithes as any gentleman would charge his estate, and I think that would be taking too large a sum out of the fixed payments to justify a large expenditure, unless, as has been the case in other places, aid can be obtained from other quarters and independent of a charge upon the school revenues.

835. A considerable increase in the number of pupils, and a consequent increase in the fund, would pay the interest?—Yes; but as such increased revenue would depend on the reputation of the Head Master and on so many contingencies, no prudent man would lend a large sum upon such security. So far as the means of the trustees are concerned, I do not see how more could be done than appropriate either the whole of those consols, or such portion as may be considered advisable after communication with the Charity Commissioners, and with the concurrence and advice of your Lordships. A reasonable portion of the further sum required might, it is hoped, be met by money raised by an appeal to old Shrewsbury men. Unless we are to do that, I do not see my way to the means of so large an expenditure as the question suggests. Certainly, so far as the property to be purchased from Mr. Butler is concerned, it is very desirable to complete that immediately, under any circumstances.

836. (*Lord Clarendon.*) That has been done, has it not?—We have not yet completed it, not having the sanction of the Charity Commissioners.

837. (*Lord Lyttelton.*) The money contributions from old Shrewsbury men would be to meet the possible deficiency in revenue?—It would be to assist in raising a sufficient sum to erect proper and efficient dwellings for the masters and boarders.

838. (*Lord Clarendon.*) Do you not think it would be more attractive to the old Shrewsbury men (many of whom may not be men of much capital), if it were proposed to them to make their contributions either donations or advances of money on debentures, so that they might have some chance of getting it back?—I do not see that we have a right to grant debentures, unless we see our way to payment of interest and repayment of principal; we should be binding ourselves to pay an interest which we have not the means of doing, if 20,000*l.* or 30,000*l.* were borrowed.

839. Would you consider it prudent for the governors and trustees to apply the 6,000*l.* they have to these improvements?—I should think that might be done.

840. (*Lord Lyttelton.*) And the deficiency should be met by donations?—Yes; I see no other mode of safely raising such further sum as may be required.

841. (*Lord Clarendon.*) Would it attract donations to say, "We want 20,000*l.*, and have only "9,000*l.*"?—I hope 20,000*l.* might not be required; but whatever is absolutely necessary, I do not see how it can be properly or prudently stated that we have more than the 9,000*l.* applicable for that purpose If new houses were erected, we, no doubt, should save annually from the amount we now expend in repairs, for which we have nothing to show, and which is a very unsatisfactory item of expenditure.

842. Are you bound to give houses to the masters rent free?—Yes, we are obliged under the Act to provide the masters' with houses.

843. (*Mr. Vaughan.*) Are you obliged to find them boarding houses?—There was no absolute recognition of boarders and boarding houses until the scheme. It is certainly for the benefit of the town and the Foundation that the masters should have a recognized right to take boarders.

The witness withdrew.

Mr. E. Calvert.

Mr. Edward Calvert examined.

844. (*Lord Clarendon.*) You are an assistant master at Shrewsbury?—I am.

845. How long have you been so?—I came first as assistant in August 1852. I had been here previously in February, but only as a kind of private secretary to Dr. Kennedy. In August 1852, I came and took the fifth form regularly; then, in February 1859, I left for a year and a half, and did not come back again until August 1860.

846. You took a school in the colonies?—Yes. I have been here now since August 1860.

847. We understand you have lately taken the superintendence of the non-collegiate class?—Yes, I have.

848. Will you have the goodness to tell us what that non-collegiate class consists of, and what is the system of instruction?—The non-collegiate class was formed about four years since to meet a kind of demand, which appeared pressing at that time, for a more commercial style of education, I imagine.

849. From the people of the town?—I think the pressure came from the people of the town originally; but as that was not at all, in our opinion, the object of the school, we thought it might be met by establishing a class which should prepare the pupil for such employment as did not require a classical, *i.e.*, a scholar-like classical education. Accordingly certain boys, whose parents declared they wished them not to go to college, were allowed to give up Greek, *i. e.*, not to learn Greek at all; and in lieu of that, to give more time to mathematics, modern languages, and English composition.

850. How many boys did this apply to?—The number has varied within very narrow limits; I should think from 18 to 24 would cover all.

851. (*Lord Lyttelton.*) They give up something else besides Greek, do they not?—Latin composition except of the very elementary kind; all classical composition.

852. (*Lord Clarendon.*) How is a boy put into this non-collegiate class?—By the desire of his parent.

853. He is excluded in fact from the sixth form?—He is excluded from the sixth form. One case has occurred of late; that of a boy who is a good Latin scholar, whose father, a solicitor in the town, intended him for his own profession. His progress in Latin was so good that by that alone, without any Greek,

from his general good conduct and the amount of work he did, he got to the top of the fifth form. I saw his father and said, "This must not go on; you "must let him learn Greek."

854. (*Mr. Vaughan.*) How long ago is it that he began to learn Greek?—October 1861. He never saw a Greek book before October with a view to learning it.

855. (*Lord Clarendon.*) He was about how old then?—Sixteen.

856. What has he learned since?—Since then his father has entered him as a private pupil with me, (that is a matter of arrangement between the father and myself, so far as the payment goes,) and the boy has learnt Greek since last October, so thoroughly that with a little preparation he can construe Homer's Odyssey very fairly now.

857. (*Mr. Vaughan.*) If you were to put any chance passage, not very difficult, of the Odyssey before him, say thirty lines, with grammar and dictionary, how long would he be in bringing it up to you?—He would be full an hour.

858. Not more?—Not more; generally he brings his work to me in less. He would have a full knowledge of it in an hour.

859. And would he parse it tolerably well?—He would parse it tolerably well. His great difficulty is with the inflections. He understands Latin so well that he understands the principles of Greek construction so far as they are in common with Latin. His success is not due to quickness; it is his extreme perseverance which has brought him to it.

860. (*A Commissioner.*) Is he competent to join the sixth form in Greek?—Not at present; the amount of work required in the form would beat him.

861. It is his intention to go into the sixth form?—It is his intention to remain at the school two years more, so that he must go to the sixth form sooner or later. He is now at the head of the fifth form, and very deservedly at the head.

862. (*Mr. Vaughan.*) So far as you have been able to learn, has that non-collegiate class given satisfaction to the parents?—I am unable to answer that question. I could only give my own opinion, which I would rather not do. I confess I do not like the class myself.

863. In what respect do you not like it?—I think it tends to encourage indolence to a certain extent.

864. What effect do you think it has had on their advance in those studies, for the sake of which they abandoned Greek?—The results have not been nearly enough for me to form a judgment. We have not been able to trace the course of those who have left us in sufficient numbers to obtain any statistical return.

865. What is the impression left on your mind as to the comparative advance of boys in those subjects, when compared with those who have the burden of the whole school work upon them?—My opinion is they may make an equal advance in those subjects with a slight amount of private tuition, with the whole work upon them.

866. Without the sacrifice of anything?—Yes.

867. In those subjects like Latin, what has been the effect of leaving off Latin composition upon learning to translate Latin into English; have you been able to watch that at all?—No, it has not made any impression upon me. It depends so much on the class of boy who is put into the form. If he is an intelligent boy it makes very little difference to him whether he leaves off composition or not. Again if he were to learn Greek without coompsition he would get his lessons in construing from other boys, probably; not taking much pains himself.

868. Are boys willing to give each other construes?—Perfectly.

869. Notwithstanding their places in the school may depend upon it?—For the daily lessons, I should never dream of a boy offering any objection to give a construe; it was so when I was at school myself.

870. Was there the same system of marks and merit money at that time?—Yes; I think the emulation of boys will not quench their philanthropy, so to speak.

871. (*Lord Clarendon.*) You say it has not quite met the views of those parents who desire a more commercial education for their sons?—I cannot speak of the parents; I have never asked anyone's opinions; I have no information whatever to offer as to the views of the parents.

872. One of the objects of establishing that non-collegiate class was modern languages?—Yes.

873. Can you say whether those boys who are in the non-collegiate class have made any more progress in modern languages than if they had remained in the regular school?—I would prefer that Mr. Bentley should answer that question; he can answer it certainly more satisfactorily than I can. My answer, I am afraid, would not be so favourable, altogether, as Mr. Bentley's. Still he has much better opportunity of judging; he examines the school in modern languages, and those non-collegiate boys are a distinct class by themselves.

874. Modern history is one of the subjects?—Yes; I have that in my own hands now.

875. What do you consider to be the result in that. Do you think they make more progress there in modern history than they would in the regular school?—Yes, they do, certainly.

876. We have seen in the answers of Dr. Kennedy some allusions made to private tuition; but private tuition at Shrewsbury does not quite correspond with our notions of what tuition is in other places?—No; that is the case.

877. It rather seems to be to look after the boys who cannot take care of themselves, and who want competent assistance, and that a private tutor is never given, or never takes pupils among those who are really willing and able to help themselves; is that the case?—The tuition here is certainly the complement as it were of the school teaching, for the private pupils I have taken were boys who wished to get on faster than the form work was taking them on generally. In a few instances I have taken boys to bring them up to the standard of the work to be done upon going into a higher form.

878. The charge for private tuition is made by arrangement with the parents?—Yes; I answered that partly in the return I made.

879. (*Lord Lyttelton.*) The charge is 16 guineas a year?—Yes; four guineas a quarter, I believe, is the charge. If two pupils come together, I give them an hour and a half, and charge three guineas a quarter for each.

880. (*Lord Clarendon.*) It is analogous to the school work, though not the actual lessons of the school?—Yes.

881. You would not read the actual speech of Demosthenes which was read in the school?—No; that is forbidden.

882. You select?—I select at my discretion.

883. (*Mr. Vaughan.*) Are you the only private tutor?—No; any master has the same privilege.

884. Can you state the number of boys in the school who are receiving that sort of private tuition now?—I have five myself at the present time; three single ones, and two that are joint; but one of these is an exceptional case, I take him without making any charge at all.

885. That is one of the cases Dr. Kennedy mentioned, I believe?—He may have mentioned it. I have four others at the present time; and that I should say is about the average.

886. What is the average among all the boys of the school who are taking private lessons in classics?—Those are all who are taking private lessons in classics now, unless Mr. Bentley is giving some very elementary lessons to boys in the lower part of the school.

887. Then it is an exception to the system?—It is an exception to the system, certainly.

888. (*Lord Clarendon.*) The boys you have as private pupils would manifestly have an advantage

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over other boys in the school?—To a certain extent.

889. They are boys who think it worth while to pay for it?—Yes; one of the boys I have now wished to go up for a scholarship at Oxford. He worked very hard, and got the scholarship, and now he is with me preparing for residence at Oxford. He is doing composition and translation. It is precisely on the principle of a private tutor at Cambridge.

890. Like a private tutor at Cambridge, not like a private tutor at Eton?—No.

891. (*Mr. Vaughan.*) Do I understand there has been recently appointed a private tutor of a different description?—The appointment has been made, and I hold the appointment; but until next half year the system will not be arranged. It is not in operation at present.

892. It has been made within the last three months?—It has been made within the last six weeks.

893. (*Lord Devon.*) "A master is now appointed "to superintend the private tuition of all boys below "the sixth form"?—That office I have accepted, but it does not come into operation until next half year.

894. (*Mr. Vaughan.*) What was the want which existed in the school, which Dr. Kennedy conceived he met by making that new appointment?—I may divide my duties into two branches, pulling up the backward, and pushing on the forward boys. That will be a complicated thing to carry out; every form will have to be separated in the working of it. I have had a good deal of thought about how it is to be done.

895. Would not that interfere with the system of tuition already established?—Dr. Kennedy, in making me the offer, said it need not, but I undertook to throw up private pupils altogether; I hope to make it supersede private tuition altogether.

896. (*Lord Lyttelton.*) The non-collegiate system, though a little complicated in its arrangement, is found to work without difficulty?—It works without difficulty.

897. There is an interchange of boys from one to the other?—Yes; but at the present time, as I am relieved from the other form work, the difficulty is much lessened, for they get the whole of my attention.

898. (*Lord Clarendon.*) Have you any suggestion you wish to make to us upon any particular point?—I think I would rather consider it; if I have any suggestion to offer, I will make it in writing.

The witness withdrew.

Rev. G. W. Fisher.

Rev. G. W. Fisher examined.

899. (*Lord Clarendon.*) I believe you are an assistant master at Shrewsbury?—Yes.

900. Mathematical master?—Yes.

901. How long have you been so?—Two years.

902. Were you mathematical master from the first?—Yes.

903. How many boys have you in your class?—I have the whole of the boys in mathematics.

904. The whole of them?—Yes, the whole school, so far as mathematics are concerned.

905. Mathematics are now part of the regular studies?—Yes.

906. And therefore compulsory?—Yes.

907. Compulsory on the whole of the school?—Yes, the whole school.

908. And the whole school is under you?—Yes.

909. In what manner do you divide the school?—It is divided according to the classical division.

910. How many do you take at a time?—Each form, or nearly each form, is divided into two divisions; and generally I have a division separately, but sometimes I have the whole of a form at once. For instance, I have the sixth form for a two-hours' lesson once in the week, and I have the præpostors of the sixth form by themselves, generally for one hour.

911. You have all the boys of the lower school in?—The boys of the lower school I have together always.

912. How many are they?—About 34, I think.

913. And these are for arithmetic, I think?—Yes; for arithmetic.

914. You have some assistance, have you not?—None at all.

915. How far do you go in mathematics?—That depends on the boys. About the best boy we have got now is pretty far advanced in differential calculus, having of course previously read the more elementary subjects.

916. He is a præpostor, I suppose?—Yes, he is the third boy in the school, I think.

917. (*Lord Lyttelton.*) Is there any fixed amount of time given in the week by præpostors?—Four hours a week.

918. Take part of the lower school, do those boys do four hours?—All the boys do four hours, except lower sixth; they have only three hours.

919. The lower school who do arithmetic rather than mathematics, do they do the same amount of work, four hours?—Yes, exactly the same.

920. How do you find them prepared on coming to the school; they come generally at about the age of ten or eleven, I presume, seldom younger?—Seldom younger.

921. Do you find them mostly well prepared in arithmetic?—Most of the younger boys can scarcely be said to have been prepared at all before coming. but a great many boys come at a more advanced age, and they are better prepared, of course; much better.

922. You do not find the other teaching of the school conflict with the mathematical teaching?—No. The chief drawback arises from the chief lessons coming in the afternoon, so that the half-holiday occasionally interferes.

923. Did you allow for that in the four hours a week?—I am speaking only of the extra half-holidays.

924. (*Lord Clarendon.*) The same proportion of marks are given for mathematics as for classics in the examination?—About one-sixth of the total marks.

925. As 600 to 3,000?—Yes.

926. I see the proportions are, Greek and Latin authors 600 marks for four papers; mathematics, including arithmetic, 600 marks for three papers?—I have never given 600 marks for three papers.

927. That is in mathematics?—There are always more than 3 papers. Whatever number of papers there are, only 600 marks are given. The papers, of course, vary with the amount of reading the boys have had in the form. If in the form no boys have read differential calculus, the subject would not be included.

928. It is rather an unusual boys' performance to get to differential calculus?—Yes, it is; there have been about seven boys who have read more or less of it since I have been here.

929. A boy of average ability will go as far as mechanics, dynamics, trigonometry, and a fair amount of algebra?—Boys of average ability seldom get beyond trigonometry.

930. Going further with a boy, I take it, would be to enable him to enter at the University?—Yes.

931. Have you examinations in mathematics as well as classics?—Yes, it takes place about the same time; the boys are classified.

932. Have you prizes of pretty nearly the same sort, which are given for classics?—Yes.

933. (*Mr. Vaughan.*) Is it generally the case that the best classical scholars are also amongst the best mathematicians in the school?—No, certainly not.

934. Not the very highest mathematical scholars, but short of that are there in the general run of good

mathematicians some of the best classical scholars?—They are not the best, but they are generally average classical scholars.

935. (*Lord Lyttelton.*) Studious boys in mathematics will be studious boys in classics?—Yes.

936. (*Mr. Vaughan.*) Has that studious disposition the effect of bringing any up amongst the highest of both?—It has in some cases, I think, though not generally; but at any rate it has the effect of bringing them up to a fair average in mathematics.

The witness withdrew.

Mr. T. A. Bentley examined.

937. (*Lord Clarendon.*) I believe you are an assistant master at Shrewsbury?—I am.

938. How long have you been here?—Upwards of twenty years.

939. You take the modern language department?—Yes, I do.

940. Have you taken that department from the first?—Yes.

941. Do you teach French?—French and German.

942. You teach German as well as the Head Master?—The Head Master does not teach German.

943. German is not at all compulsory?—No, it is not.

944. You were at a French school, were you not?—Yes; I was at a French school in Paris, when I was a boy.

945. Where did you learn German?—In Germany. I was two years in Paris, and three years in Germany.

946. I believe you have very much under your charge, at least so far as the modern language department goes, the non-collegiate class?—Yes; the additional instruction they receive in French is given by me.

947. Do you give them more instruction than you do the other classes in the school?—Yes, they have one additional lesson.

948. Amounting to how much in the course of the week?—They have just one additional lesson to what they would do in their several forms. They come to me together as a separate form, and work in the same manner then as the regular school forms.

949. One of the objects of establishing that non-collegiate class, in consequence of which they drop both Greek and Latin composition, is that they may devote themselves more to modern languages?—Yes. During certain Greek lessons the non-collegiates of the fifth form join the French lesson of the fourth form. The extra lesson which they receive separately I have already explained.

950. Should you say the non-collegiates make more progress in modern languages than the other boys?—No, certainly not; they are originally the most illiterate of all.

951. (*Lord Lyttelton.*) For how many hours a day does a non-collegiate boy come to you?—A non-collegiate boy with me has about four hours a week.

952. And a collegiate boy less?—One hour, if the form is divided; two hours, if the whole form come together.

953. In some cases a boy who is collegiate gets one hour?—Yes.

954. (*Mr. Vaughan.*) Is it possible that with three hours a week more than the collegiate boys the non-collegiate class does not make more progress?—At the original formation of the non-collegiate class and subsequently it has been joined by a class of boys who imagined that by doing so they would escape a portion of their regular form work. This being the case with *the majority*, the progress of the form has not been in proportion to the time devoted to it, nor can I for one expect that it should be.

955. Do their parents countenance it?—Yes.

956. (*Lord Clarendon.*) Is it generally at the requirement of the parent?—Yes.

957. Then as to the general school, you say you do not give them above either one or two hours a week?—One or two hours.

958. But in a great number of cases I understand two hours?—The lower school has two hours at separate times, and the fourth form two consecutiv hours.

959. And the sixth form who are præpostors?—They generally get one hour; they have to prepare longer lessons, from a more difficult book.

960. In general I suppose boys leave Shrewsbury with a very slight knowledge of French?—I consider that a boy who beginning, say, in the fourth form, has reached the lower sixth will by that time, if he have paid average attention, have acquired a fair knowledge of French.

961. (*Mr. Vaughan.*) What classical French author could they translate if you were to put it into their hands and give them time to turn it over?—I do not mean to say a boy would be able to understand all the idiomatic expressions of Gil Blas, for example, but if the work were historical many sixth form boys would be able to read it off.

962. (*Lord Clarendon.*) Take Saint Simon, for instance?—Yes.

963. (*Mr. Vaughan.*) Or La Fontaine; both in idiom and vocabulary that is difficult?—I do not think he would.

964. What would he do with Molière?—I think he could manage Molière pretty well.

965. (*Lord Lyttelton.*) You have nothing in the nature of conversation classes; they have no practice in speaking?—No, I do not think that would succeed at a public school. Most public schools I know have abandoned conversation classes, because they insisted on all talking together. They imitate each other's mistakes.

966. How do you find them as to the state of preparation they come in?—The reason I think they do so much in the short time I have, is that I insist on the lesson being prepared.

967. In school?—No, out of school.

968. I meant as to the state of preparation in which new boys come to the school?—Some boys come knowing a good deal of French; two came lately, one who is now a præpostor, who can translate anything.

969. But if boys come at 10 or 11?—In that case, with very few exceptions they have to begin, and the progress of the form is as a consequence considerably impeded.

970. It would be of great value then, that they should have some degree of grounding?—Yes.

971. As to pronunciation, have you great difficulty in getting them to pronounce pretty well?—Yes; some two or three of them have been obliged to give it up altogether. They generally read the French before they translate.

972. (*Lord Clarendon.*) French does not enter into the general examinations, I think?—Not into the general examinations, but there are prizes given for the best scholars in each form, and in order to find them out, I have an examination in each half year.

973. The examination is conducted by you?—Yes.

974. And it is upon your report the prizes are awarded?—Yes; I cannot always make up my mind; two or three boys will perhaps have been working equally well. I decide upon the examination.

975. The prizes are awarded accordingly?—Yes.

976. (*Lord Devon.*) An examination does not take place in every case. If you have a boy who is *facile princeps*, you decide without an examination?—No; I have always an examination.

977. (*Lord Lyttelton.*) Do you exercise them in French composition?—Yes.

SHREWSBURY.

Mr. T. A. Bentley.

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978. Is that original composition or translation?—Translation.

979. (*Lord Clarendon.*) Do they translate from French into English *vivâ voce*?—Yes, construing, on the same plan as with the other masters. That is giving a liberal translation, rendering the sense accurately, but freely.

980. (*Lord Devon.*) Have you any boys learning German now?—There are some boys in the sixth form learning German. They took it up the half year before last. They are so intelligent, that in the first six months they will acquire more than other boys in three years. In six months the head boy was able to appreciate Schiller's Wallenstein with great ease, so that I am led to think it is not desirable for boys to take up German until they are tolerably high in the school.

981. (*Lord Lyttelton.*) Does it occur to you to suggest any improvement in French and German, without breaking up the system of the school?—The only improvement would be to give more time to them.

982. (*Lord Clarendon.*) French being part of the school *curriculum*, is not optional?—It is not.

983. Is German?—German is optional.

984. May they take French or German, *i.e.* choose between them?—No.

985. French is compulsory?—Yes; they require special instruction in German.

986. (*Mr. Vaughan.*) Have you any fresh classification of the boys in the form different from the classification of the form itself; for instance, in the fifth, do boys remain in the classification of the upper and lower fifth?—They do.

987. Do you make any difference between the upper and lower fifth in French?—No; we take the form as it is.

988. So that you keep up the organization of the school in classics?—Yes.

989. And keep the boys exactly in the same order?—Yes.

990. How do you do about keeping their places?—If they come to me the whole form together, say the fourth form, of course I have my own separate division; I give those who are more advanced a larger quantity to prepare.

991. Then your lower division is not necessarily coincident with the lower division in the school?—No.

992. You re-arrange the particular form for the work as you please?—When I get the fifth form I do not; I find they are generally up to the work.

993. (*Lord Lyttelton.*) You give extra instruction to private pupils?—To four or five.

994. Is that charged at the rate of eight guineas a year?—Yes.

995. Is it an additional payment to yourself?—Yes.

The Head Master of Shrewsbury School subsequently asked leave to make the following communication in writing:—

Shrewsbury,

Sir, Sept. 12, 1862.

In justice to Shrewsbury School I respectfully request that Her Majesty's Commissioners will be pleased to receive a short supplement to my evidence in answers 335–339.

As it had been suggested by one gentleman on several occasions that old Shrewsbury men had been deterred from sending their sons to the school by the remembrance of ancient discomforts, although I could point to the names of many boys among my pupils whose parents had been educated here, it was nevertheless out of my power to give a direct denial to an alleged fact and motive respecting which I had only very limited information. But as to the *justness* of that motive at the present time I refrained from making that full and particular statement to the Commissioners which I now think it my clear duty no longer to withhold. That statement mainly consists in a comparison of the accommodations afforded to boarders of the Head Master in 1836, when Mr. Bather was at school, with those afforded at the present time, and for the last 15 years or more.

In 1836 the boarders in the Head Master's house were, in number, from 45 to 50:

Now the maximum is 35, the present number, 30.

In 1836 a single bed was a luxury for which an extra charge was made:

Now single beds are the rule for all.

In 1836 there were two sitting rooms and ten bed-rooms for 45 or 50 boys:

Now there are three sitting rooms, *in the house*, and 11 bed-rooms for 30 or 35.

In 1836 none of the bed-rooms were ventilated:

Now all are ventilated.

In 1836 the 45 or 50 boys, during the season of short days, remained in the house from 4.50 p.m. to 7.50 a.m.:

Now the great school is used as a sitting room from 7 to 9 p.m. daily.

In 1836 there was only one water-closet for the use of 45 or 50 boys:

Now there are two for 30 or 35.

In 1836 there was but one common washing room, brickfloored, for all the boys in the house:

Now every boy has washing materials in his bed-room, and the washing-room also for occasional use.

In 1836 bread and milk, occasionally bread and butter, were supplied for breakfast, and bread and cheese, with beer, for the evening meal:

Now tea, sugar, milk, and bread and butter, are supplied morning and evening.

In 1836 pudding was served at dinner before meat:

Now conversely.

In 1836 lights were put out at 9.15 P.M.:

Now at 10 15 P.M.

Other details might be added, but these, I trust, may be sufficient to prove that the reminiscence of arrangements in 1836 is no fair measure of the accommodations of the school in 1862.

The real defects of convenience in our houses are felt and admitted by all who know them; but the healthiness of the boys, their love for the school, the sorrow with which they leave it, and the pleasure with which they revisit it, combine to show that, whatever older men may or may not feel, Salopians of later years do not look back to the school as a place of discomfort, or to the years passed there as the least happy of their experience.

I am, &c.

(Signed) Benj. H. Kennedy.

Mountague Bernard, Esq.

&c. &c. &c.

Victoria Street, Friday, 19th December 1862.

PRESENT:

Earl of Clarendon.	Sir Stafford Northcote.
Earl of Devon.	H. Halford Vaughan, Esq.
Lord Lyttelton.	Rev. W. H. Thompson.
Hon. Edward Twisleton.	

The EARL OF CLARENDON in the Chair.

Charles Edward Graves, Esq., St. John's College, Cambridge, called in and examined.

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996. (*Lord Clarendon.*) How long were you at Shrewsbury?—Five years.

997. When did you leave?—In October 1858.

998. You have since been at St. John's College?—Yes.

999. You have taken your degree?—Yes.

1000. Have you graduated in honours?—Yes.

1001. What in?—Second classic.

1002. (*Mr. Thompson.*) Second in the first class of the classical tripos?—Yes.

1003. (*Lord Clarendon.*) Will you have the goodness to tell us what were the relations between the town boys and the school boys at Shrewsbury. Did they live on a footing of equality together?—In the school very much so, but out of school generally they did not see much of each other, especially in the lower part of the school.

1004. Socially speaking, there was no difference whatever?—No.

1005. (*Lord Lyttelton.*) Did they play at cricket together?—Some of them; such as chose.

1006. They would be allowed to do so?—Yes.

1007. But as a custom, they went home?—As a general rule they went home.

1008. (*Lord Clarendon.*) You were a town boy?—Yes.

1009. What was your position with the school boys; did you generally go home, or stay and play at cricket with the boarders?—Such of the boys as chose would stay and play with the boarders. I did not play at cricket; I could have done so if I had chosen. I was on a perfect footing of equality in every respect with the boarders.

1010. In fact in the upper part of the school, there was no social distinction between the two?—No; not in the upper part of the school. If a boy put himself forward he would be always received.

1011. The advance must be made by him?—Yes, the advance must be made by him.

1012. Did the monitorial system prevail at Shrewsbury?—The upper sixth form were præpostors.

1013. What were their duties and powers; they were not regular, I think?—No; I do not fancy they were distinctly defined. We never knew exactly. They were supposed to look after the boys in general, and they had the power to inflict punishment, but it was only occasionally that that power was exercised.

1014. In what way had they power to look after the boys?—They looked after them when they were out of school.

1015. Had they any duties in school?—No.

1016. Not to keep order, and so on?—Not at all.

1017. Out of school, would they check a boy for doing anything wrong?—Yes.

1018. So far as that, the præpostor's authority was admitted?—Yes.

1019. What punishments could they inflict?—I do not know of any instance of a punishment being inflicted, but they had the power of setting impositions to a certain extent I believe, and of caning the boys.

1020. (*Lord Lyttelton.*) Did you ever know any impositions set by them?—I heard of one, but there was not one, that I am aware of, set all the time I was there.

1021. (*Mr. Twisleton.*) It was merely talked about?—Merely talked about as an instance of a punishment having been set by them. Their authority however, whenever they chose to interfere, was always admitted.

1022. (*Lord Clarendon.*) Public opinion supported it?—Yes.

1023. During the time you were at Shrewsbury, was there much drinking among the boys?—I do not think there was much.

1024. There was a little?—There was some, I fancy, amongst a portion of the boys.

1025. Did they go to public-houses?—I think so.

1026. Was the town out of bounds?—It was, the greater part of it.

1027. Their going to public-houses would be an offence against the school discipline as well?—Generally speaking, it would be.

1028. The school does not lose sight of the town boys when they go home; they have to report themselves as being in at certain hours of the night have they not?—No, not at all. The school has nothing whatever to do with the town boys, except in those cases in which the parent chooses not to interfere, and desires the school to exercise any discipline. I have known two or three instances of boys being sent into lodgings, and their parents wishing them to have the school discipline applied, and in such cases they would have to be in at certain hours, to appear at callings over and to keep bounds, the same as the boys.

1029. They are obliged to wear caps, are they not?—Yes, except the upper sixth.

1030. Except only the præpostors?—Yes.

1031. Was that introduced whilst you were there?—No; it was always the custom to wear caps when I was there.

1032. (*Mr. Thompson.*) Were they compelled to wear them at all times?—The town boys were not.

1033. (*Lord Clarendon.*) A schoolboy that lives in the school, if he goes out to walk in the country, must have his cap on, I suppose?—Yes.

1034. Would the town boys be required to wear them under similar circumstances?—No; and there was a feeling that they ought not to wear them, except when they were in the school, and under the same regulations as the other boys.

1035. Do the town boys wish to wear the cap at all?—Not at all, nor do the rest of the school wish them to wear them, indeed if they found out any instances of their wearing them, they would tell those boys that it was not usual to do so.

1036. They would tell the town boys so?—Yes; that it was not usual.

1037. If it were thought desirable that the schoolboys should wear the cap, why should not the town boys wear it?—I suppose it was because the schoolboys were under discipline out of school, and the town boys were not.

1038. Should you say that the drinking of which you spoke was confined to a small set?—I think so.

1039. Would the præpostors interfere as far as they could to check it?—I never met with any instance of interfering or declining to interfere.

1040. Would the public opinion of the school be against the drinking set?—I do not think it would be much against it at the time to which I refer.

1041. Was the tone of the school, in your opinion, of a high character; was there an honourable and

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gentlemanlike feeling, a feeling in favour of honourable conduct, and a reprobation of such vices as lying, or anything mean?—I think so, decidedly.

1042. You think a boy, caught in a lie, would be exposed to the censure and reprobation of his companions?—Generally so, I should think; decidedly in the upper part of the school.

1043. (*Mr. Vaughan.*) Was there not a set of boys at Shrewsbury, neither boarding at school nor at home, but boarding in the town with tradesmen?—Yes.

1044. Was that a numerous class?—Not very.

1045. Were the tradesmen selected by the parents?—Yes.

1046. Were they persons who carried on that system as a sort of trade, or did they happen to be individuals with whom the parents were acquainted, and whom they could trust?—I fancy so. It was quite a private arrangement between the parents and the tradesmen.

1047. Do you know what sort of discipline was exercised over the boys in these cases?—In the only two instances in which I knew the boys well in such a position I do not think there was any discipline exercised. I knew two very well.

1048. Did the school discipline ignore them out of school hours?—If they had done anything decidedly wrong, and it had been complained of to the schoolmaster, he would have taken notice of it.

1049. Do I understand you to say that there was no check over them?—No; they were left entirely to themselves, and the people they were placed with.

1050. And were such persons in the habit of taking cognizance of their conduct?—In the two instances of the boys whom I know there was no necessity for doing so.

1051. These boys were naturally well conducted?—They were boys naturally well conducted, and they were placed with persons who were known to their parents.

1052. Have you ever heard of any abuse of that system?—No; I never heard of any.

1053. Did it generally happen that boys committed to that sort of care, were boys whom their parents had good reason for trusting?—I think so. Very probably the Head Master would not have consented to the arrangement without having received some assurance of that kind.

1054. Does the same rule about the cap apply to them as to the other town boys?—They do not wear the cap.

1055. Not at any time?—Except in going to and returning from school.

1056. Did you mention the number of boys of that class out of 100 at Shrewsbury school?—I did not. I did not myself know more than these two, but I fancy there may have been more.

1057. (*Lord Clarendon.*) Was there a great deal of fagging at Shrewsbury in your time?—Not much.

1058. Who had the power of fagging?—The præpostors.

1059. Only the præpostors?—Yes.

1060. How many præpostors were there?—The number was 12 at the time I was there. Sometimes there were a few more, sometimes one or two less.

1061. Did they exercise the power of fagging in moderation?—Yes, decidedly.

1062. (*Lord Lyttelton.*) Had the fags any specific duty to do inside the house?—They had to get the things for the breakfast of the præpostors. I think that was the only regular duty they had to do.

1063. Had the fag a master of his own, that is to say, was there a fag to any particular boy?—No; there were three or four appointed for the whole of the præpostors, but they changed.

1064. How often did they change?—I do not remember whether it was every day or every week; I think it was every day.

1065. (*Lord Clarendon.*) I suppose you knew nothing about the lodgings, the rooms that the boys had in the boarding houses?—I only know what I have heard; I have seen the downstairs rooms.

1066. What did you hear about the lodging house rooms?—With respect to the rooms I have not heard much said one way or the other.

1067. What rooms did you hear anything said about?—The small rooms for the lower sixth form and the præpostors; the lower sixth form generally grumbled at their room as being very close and hot.

1068. They are not the rooms they slept in?—No.

1069. What rooms were they?—The rooms they read in.

1070. (*Lord Lyttelton.*) Did they make any complaint of the dining room in the Head Master's house?—No, I never heard of any complaint about that.

1071. Nor of the furniture or accommodation of the bed rooms?—No, I never heard the bed rooms spoken of.

1072. (*Mr. Thompson.*) Have you heard that any improvements have taken place?—No.

1073. You have not heard that additional houses have been rented for the purpose of supplying studies for the præpostors?—No; there was a house which was used for studies when I was there, opposite the master's house.

1074. Was that in operation then?—There was a house with a great many little studies in it.

1075. Even that did not stop the complaints you spoke of?—The studies were not used after locking-up time.

1076. So that it was in the evening that the grievance arose?—Yes; in the daytime the studies were used.

1077. (*Lord Clarendon.*) You did not live at the school. I suppose you boarded in town at your own parents' house?—Yes.

1078. Were your parents generally resident there, or did they come merely to reside when you were at school?—They came to reside there for the sake of the school.

1079. I suppose you went home to meals at the same time that the other boys had their meals in the school?—Yes.

1080. Did you ever hear whether the quality of the food given at the meals was satisfactory to the boys?—They used to complain, but boys always do complain.

1081. Of what did they complain, bad meat, not enough, or what?—They did not say they had not enough, but they occasionally complained of the quality.

1082. You did not often dine with them?—No, never.

1083. I suppose you spent your Sundays in the same way that the other boys did; did you not?—Pretty much so, I fancy.

1084. (*Lord Lyttelton.*) Were you not more at home on Sunday than on any other day?—We had the morning at home, after a lesson at 8 o'clock.

1085. (*Lord Clarendon.*) Did you go to church with the other boys?—No.

1086. You went with your parents?—Yes; in the afternoon I went to the school chapel.

1087. (*Lord Lyttelton.*) Was that the regular arrangement with regard to the town boys, to go to their own church in the morning, and to the school chapel in the afternoon?—Yes. Formerly, they used to go with the other boys, but there was an alteration in the seats, in consequence of which there was not room for more than the boarders.

1088. (*Lord Clarendon.*) What lessons were there on Sunday?—One lesson in the Greek Testament, and there was Scripture history.

1089. In the morning?—In the morning, from 8 to 9 o'clock.

1090. Did the whole school do that?—The whole school would do the same, or some similar lesson.

1091. The whole school would do the same lesson?—Yes, with the same masters as on other days.

1092. And in the same classes?—In the same classes.

1093. Was the Greek Testament read, and did the master ask questions about it; that is to say, about what was being read?—The Head Master used not to ask many questions, but he used to give a good deal of explanation, and he used to construe it over to us. Sometimes we did not construe it at all ourselves, but he went over it, and gave the explanation.

1094. That was the subject, not the Greek?—The subject.

1095. What other religious instruction was given besides the Greek Testament?—Scripture history.

1096. What Scripture history?—Sometimes it used to be Wheeler's Analysis of the Old Testament; sometimes New Testament history, and sometimes we did questions compiled from the Old Testament from a book. I do not know how it came into existence; but it was a manuscript book with questions. Then we did the History of the Reformation.

1097. From whose book?—Pinnock, when I was there. But the book kept changing.

1098. (*Lord Lyttelton.*) Did you do the catechism?—No.

1099. (*Lord Clarendon.*) Were the questions asked, or did you write them down?—We wrote out the answers to them. I am not quite certain whether we wrote them out to go up in order to read them off. I am not sure whether we only did so for convenience.

1100. Then there was the chapel in the afternoon. After dinner, was it?—Yes.

1101. What did you do after chapel on Sunday?—The day boys had no lessons, or anything to do with the school after chapel. They went home.

1102. They passed the rest of the time with their parents?—Yes.

1103. Do you know what the other boys did?—No.

1104. Used the day boys to go and take long walks out into the country with the other boys in the afternoon?—Not generally. They would have tea at six o'clock, and that would interfere, to some extent, with long walks.

1105. There was a good deal of private reading at home, for the preparation of the lessons next day, I suppose?—A good deal.

1106. How many hours should you say?—It varied very much; but on the average, I should say three or four hours.

1107 (*Lord Lyttelton.*) Besides the work in the school?—Yes.

1108. (*Lord Clarendon.*) How many hours in the day should you say there were in school, taking one day with another?—The regular number, except on half-holidays, was five hours in school.

1109. (*Lord Lyttelton.*) That would make eight, with the work to be done in the day?—In the sixth form there would be rather less than five hours in school in the day.

1110. (*Lord Clarendon.*) How many half-holidays would there be in the week?—There was one regular one; generally speaking, there would be an extra one, and there would be two days in the week when we were only one hour in school in the afternoon, instead of two.

1111. (*Lord Lyttelton.*) Did you ever suffer in health from the work being too much?—I never did.

1112. Did you hear of any of the other boys suffering from that cause?—No.

1113. What help did the boys get from private tutors?—Not much; it was quite an exception doing anything with private tutors when I was there.

1114. Private tuition was recognized in the school; the boys might have it?—They might; but it was not a part of the school system; it was rather a private arrangement of the boys.

1115. You mean that one of the tutors in the school might give a boy private tuition?—Yes.

1116. (*Mr. Vaughan.*) Was there any one of the masters whose duty it was to attend to that private tuition specially?—No.

1117. (*Lord Clarendon.*) A boy would probably not be so well looked upon, who had a private tutor?—He would not be looked on with disfavour. The only two instances I have known in which they had private tutors, was when they were going to the university; when they did some extra work.

1118. (*Mr. Thompson.*) Mathematical?—Classical.

1119. (*Lord Clarendon.*) Are there not many of the boys who prepare for going to the university, who do not obtain for themselves the benefit of private tuition?—Yes; it is quite an exception that they should do so.

1120. (*Mr. Thompson.*) Should you say that the most brilliant boys had or had not private tuition?—They had not; but if a boy thought himself not sufficiently prepared to go up to the university, he probably would have a private tutor.

1121. (*Lord Clarendon.*) There was no difficulty in getting that assistance?—No; none whatever.

1122. (*Mr. Twisleton.*) Were there persons at Shrewsbury, who professed themselves to be private tutors?—One of the masters at the school would act as a private tutor.

1123. (*Lord Lyttelton.*) Do you find at Cambridge that the Shrewsbury boys come up with a greater amount of reading than from other schools?—I fancy very much the same.

1124. (*Mr. Thompson.*) How much would a boy who was likely to distinguish himself, have read when he left the school. How many Greek plays would he have read?—I do not at all know.

1125. A dozen?—Not so many as that.

1126. (*Lord Lyttelton.*) Had you read the whole of Æschylus and Sophocles?—About half of Æschylus, and about half of Sophocles.

1127. (*Mr. Vaughan.*) What plays had you read?—The Persæ, the Seven against Thebes, the Agamemnon.

1128. Not the most difficult?—They would be taken in order, and when we came to any particular one it would be read.

1129. (*Mr. Thompson.*) Of Sophocles, you say you had read nearly the whole?—About half.

1130. Had you read anything, or how much of Thucydides?—About four.

1131. Of Herodotus?—About two books.

1132. Any of the Dialogues of Plato?—Three or four.

1133. Can you name them?—Menexenus, Euthydemus, Protagoras. I do not know whether I have read any more.

1134. (*Lord Lyttelton.*) Had you read Homer?—Not the whole of Homer.

1135. Any of Ovid?—Two or three books; I fancy four in the Iliad, in the sixth form.

1136. (*Sir S. Northcote.*) Did you read any of Aristophanes?—Three or four plays.

1137. (*Mr. Vaughan.*) Had you read any of Pindar?—Yes, the whole of Pindar, I think.

1138. (*Sir S. Northcote.*) Are there any other Greek books besides, which you can mention?—Yes; I have read some more, but I cannot think of the names.

1139. (*Mr. Thompson.*) Had you read Xenophon?—I had read some of Xenophon, in the fifth form.

1140. Had you read any collection of Epigrams?—Yes, a small collection.

1141. (*Mr. Vaughan.*) Had you read any of Theocritus?—Yes, a little of Theocritus in this collection.

1142. Any Hesiod?—Yes, I had read the "Works and the Days."

1143. (*Lord Lyttelton.*) Any of Demosthenes?—Yes, a great deal of Demosthenes.

1144. (*Mr. Thompson.*) You seem to read about twice as much as the boys from any other school?—I have been putting down all that I have read in the course of five years.

1145. (*Lord Clarendon.*) Do you think a majority of the boys have read as much as you?—Probably, among the præpostors.

1146. (*Mr. Vaughan.*) Now we will come to the Latin. Had you read Juvenal and Persius?—Juvenal, not all of Persius.

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1147. Propertius?—We had a book with a quantity of selections from the Latin poets. I do not recollect what was in it.

1148. Did you read Virgil through?—No.

1149. The Georgics?—The Georgics, and one book of the Æneid; probably not all the Georgics.

1150. Horace?—I think we read Horace all through.

1151. Catullus?—Not the whole of Catullus. There might be one or two poems of his in the selection I have mentioned.

1152. (*Lord Lyttelton.*) Did you read Livy and Tacitus?—We read some Tacitus, but very little Livy.

1153. (*Mr. Vaughan.*) Did you read Cicero's Epistles?—A few of them.

1154. (*Lord Lyttelton.*) Did you read the speeches of Cicero?—Three or four of the speeches.

1155. Any of his philosophical writings?—Yes.

1156. (*Mr. Vaughan.*) Any of Terence?—I think one play.

1157. Plautus?—We did one play of Terence and one of Plautus.

1158. (*Mr. Thompson.*) In school or by yourselves?—In school.

1159. In all these things that you have named, did you read the books with Dr. Kennedy, or any other masters?—Most of them with Dr. Kennedy.

1160. That did not include what you may have read in private?—I did not do any private reading at all, scarcely.

1161. (*Lord Lyttelton.*) Did you do the exercises out of school, or in it?—The composition out of school.

1162. At home?—Yes.

1163. (*Mr. Vaughan.*) Did you learn history by itself unconnected with the Latin and Greek writers?—Classical history.

1164. (*Mr. Twisleton.*) Take Thirlwall, for instance?—We used to read Dr. Smith's History, and there was also another history book that we read.

1165. You had gone through the whole of the Greek history before you left school?—We used to get it up from a small book by a German, written in Latin.

1166. (*Lord Lyttelton.*) What Roman history have you read?—Liddell's; we used to get it up in school from the small Latin book, and out of school to read what we chose in addition.

1167. (*Mr. Vaughan.*) Are you at St. John's?—Yes.

1168. Did you get one of the exhibitions?—Yes.

1169. How long had you been under the Head Master before you got one of the exhibitions?—Four years.

1170. Were you a much longer time under him than most of the boys who succeeded in getting exhibitions?—We do not get exhibitions when we are still at school. It depends entirely on whether there is one for us at the time we leave.

1171. Then it is uncertain how long any boy will be in the sixth form under the Head Master?—Yes.

1172. Were you much above the average time under the Head Master?—No, I do not think so.

1173. How long were you at Shrewsbury altogether?—Five years.

1174. And four years out of the five you had the benefit of the Head Master's teaching?—Yes.

1175. Was that anything like the common proportion of the time spent in the different parts of the school with the boys who distinguished themselves afterwards?—I think so.

1176. (*Lord Lyttelton.*) You attribute your success mainly to the personal teaching of Dr. Kennedy?—Yes.

1177. (*Mr. Thompson.*) Dr. Kennedy you conceive to be a consummate teacher?—Yes, I think so.

1178. (*Mr. Vaughan.*) Are the best scholars from Shrewsbury those placed in the school immediately below Dr. Kennedy's form, or those who get into his form from the lower part of the school?—I cannot say. I did not know the history of the boys, generally speaking, until they were high in the school.

1179. Do you receive these exhibitions practically at the recommendation of the Head Master?—I fancy that the Head Master has to certify that a boy is fit to receive it. That is about all. I received it from the Trustees of the school.

1180. You do not undergo a special examination in order to get these exhibitions?—If there were disputed claimants to an exhibition, I should have to undergo an examination.

1181. Were there often disputed claims?—I suppose not, because, generally speaking, there would be exhibitions enough.

1182. For whom?—For such boys as were going to the university.

1183. For all who were going to the university?—For all who were sufficiently high to think they would have any chance in the examination.

1184. For the exhibition?—For the exhibition.

1185. I wish to know whether it was practically the case or not that when Dr. Kennedy thought a boy was sufficiently proficient to have an exhibition for going away to the university he had one given to him?—I fancy his going away to the university was settled first, and it remained to be seen whether he would get an exhibition or not.

1186. Settled by whom?—By the parents or between the parents and Dr. Kennedy, in all cases I have known before they go to the university, and whether they have any chance of getting an exhibition or not.

1187. Have you ever known a contest between one boy and another for the exhibition?—No.

1188. Who then decides that a boy should have an exhibition when he is going up to the university?—They generally arrange it among themselves. They tell Dr. Kennedy who is going up to the university, and Dr. Kennedy states what exhibitions there are, and the boys themselves arrange who shall go in.

1189. As you were four years in the head form of the school and must have had a good deal of insight into how these things are managed, can you tell us what principle determined the arrangement?—The position of the boy in the school.

1190. His position in the school?—Yes.

1191. Was it the case that the highest boy in the school would always have an exhibition if he wanted one?—Unless there were candidates who had preferential claims.

1192. Preferential claims under the terms of foundation, I suppose?—Yes; in the year I went up there were none.

1193. How often would the places in the upper part of the school change?—Every six months.

1194. By examination?—By examination.

1195. So that the boys at the head of the school in the last examination could claim first?—Yes.

1196. (*Mr. Twisleton.*) Were the examinations at the beginning of the half year or at the end?—Some at the end, the remainder at the beginning.

1197. Every boy was examined at the beginning of the half, was he not?—No; the examination began at the end of the half, and were not finished till the beginning of the next half.

1198. That was all through the school?—I believe so.

1199. So that there was a motive for every boy to work during the holidays?—After the holidays they were examined on such subjects as were proposed.

1200. So that there was a motive to the boys to exert themselves?—Yes.

1201. Then the places in the school depended on the working in the holidays?—Possibly to some extent.

1202. (*Sir S. Northcote.*) When you spoke just now of "preferential claims" what did you mean by "preferential claims;" you said the highest boy could get it unless there was a preferential claim?—The son of a burgess of Shrewsbury, would have the first claim; then the son of a person born in Shropshire, and then the whole school.

1203. You say the boys settle it among themselves. Do they consider these circumstances?—If it were known that the son of a burgess was claiming the exhibition, nobody would expect to have any chance.

1204. They would have known it amongst themselves, and have not put forward any other claim?—They would apply to the Head Master to know what exhibitions would be vacant.

1205. What was the mode of settling among themselves; was it a question whether A. or B. should have the exhibition, and how would it be settled that A. should have it and not B.?—If A. were two places above B., both A. and B. would see that in the event of an examination A. would get it, and therefore B. would not put in a claim.

1206. B. would not try for it?—Just so; and then A. would send in his claim, and there being no competition, he would get the exhibition.

1207. Supposing B. had been next to A., would there have been the same feeling manifested?—I should think in the case of two very nearly equal candidates there would probably be an examination, but I do not know whether any instance of that kind has ever occurred.

1208. Has there ever been any kind of pressure put on, say in the case of the boy B., to prevent his offering himself, or has it been always that he knew that it was actuated by his own sense of what was likely to be the result?—I do not know that there was any pressure put upon the boys.

1209. (*Mr. Vaughan.*) Was there ever any adviser; was the Head Master consulted. Suppose that a boy thought that although he was not first in the last examination, he was on the whole as good as the one before him, and therefore considered himself entitled to come forward; did that ever occur?—I never knew such a thing to occur, but from what took place my last half year, I should think the Head Master would recommend an examination in such a case as that.

1210. (*Lord Lyttelton.*) What took place?—One boy was going to Cambridge, and another was going to Oxford. The two boys were nearly equal. The exhibition at Cambridge was 37*l.* a year, the exhibition at Oxford 50*l.* a year. The boys arranged that.

1211. How did they arrange it?—They arranged that one should take the 37*l.* and the other the 50*l.* exhibition, and that the latter should pay half the difference.

1212. Upon what principle did they do that?—I suppose they thought to save trouble.

1213. (*Mr. Twisleton.*) I suppose, generally speaking, the boys (without reference to this particular case) would know very well their relative places, owing to this half-yearly examination?—Yes.

1214. I suppose we may calculate, from what you say, that the boys had every confidence in the mode in which they had been examined, and placed in consequence of the examination?—They must have had, for they never questioned that one boy that was higher than another deserved to be so placed.

1215. If the boys had any difficulty, would they go to the Head Master?—The Head Master would be informed of it; he would tell the Trustees, and the Trustees would appoint examiners.

1216. (*Sir S. Northcote.*) There never was a case in which a boy who stood second in the examination was acknowledged when it came to an examination to be superior to the one above him?—No.

1217. The boy who was first took the place without being challenged, and you never knew the place of that boy challenged by the second?—No, never.

1218. How many boys were there usually in the form taught by Dr. Kennedy during the time you were there?—20, or probably rather more. The præpostors would be 12, and then there would be about 10 in the lower sixth.

1219. Did the number vary much at different times?—Not very much.

1220. (*Lord Lyttelton.*) Did he teach these only?—He taught these only, except, perhaps, once a week.

1221. Were you four years in that class?—Yes.

1222. (*Lord Clarendon.*) What do you think was the principal stimulant to industry at Shrewsbury; was it the desire to have a high place in the school, a desire to obtain prizes, or a fear of shame or punishment?—Principally a desire for high places in the school. There was a general feeling that one ought to work in the upper part of the school. There was a sort of tradition in favour of working in that portion of the school.

1223. That was the spirit that animated the boys?—Yes.

1224. (*Mr. Vaughan.*) Did that list that we saw in the school in gilt letters have any effect on the boys in keeping alive their ambition?—I think so, only it was not put up in the schoolroom in which they were.

1225. The boys were in the habit of seeing it sometimes?—They knew of its existence, and used to look at it sometimes.

1226. (*Lord Lyttelton.*) Did you ever hear any complaint in reference to the cricket-ground or to the want of a play-ground?—I never remember any.

1227. (*Mr. Thompson.*) Did you experience any difficulty from the hours?—None whatever.

1228. You did not think early school inconvenient?—Myself and my friends rather used to like it.

1229. (*Lord Clarendon.*) How far did you live from the school?—About half a mile.

1230. (*Mr. Thompson.*) There were boys I suppose living two miles from it?—I never remember any.

1231. Did the suburbs extend that distance?—The suburbs of Shrewsbury did not extend much more than a mile and a half.

1232. Even a mile and a half would be a great distance to go in winter to a seven o'clock school, would it not?—I suppose it would, but there is not much difference between a mile and a mile and a half when you have got up.

1233. (*Lord Clarendon.*) Did you learn any modern languages at Shrewsbury?—In the fifth form we did, but I am not quite certain whether we learnt them in the lower sixth form or not; certainly not in the upper sixth form.

1234. What modern languages did you learn?—French only.

1235. Not German?—No.

1236. Was it obligatory or voluntary?—Obligatory.

1237. Were your places in the school influenced by it?—It was taken into consideration along with the other work.

1238. Did you learn much French there?—Not much; we had one hour a week.

1239. Did you know French before you went there?—A little.

1240. Could you read with ease and pleasure an ordinary book in French?—Yes.

1241. Without much use of a dictionary?—Certainly.

1242. What sort of a book now could you read; Madame de Staël's writings?—I never tried them; in fact I have not tried anything except novels.

1243. (*Sir S. Northcote.*) Can you read a modern French novel pretty easily?—Yes, tolerably easily.

1244. (*Mr. Vaughan.*) You were four years with Dr. Kennedy in the form, during which term you did not do any French at all?—I was three years in the upper part of the form.

1245. So that you had only one year of French?—I mostly did French myself.

1246. Was the foundation in the language given at school?—I fancy I learnt French more at home than at school; I cannot say what I learnt at school.

1247. Did your companions learn German?—Dr. Kennedy, just before I got into the upper sixth form, gave them a course of lessons in German. He asked the sixth form if they would like to learn it, and there was a course of lessons given, but the lessons were not continued.

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C. E. Graves, Esq.

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1248. (*Mr. Thompson.*) It was dropped?—Yes; it was continued I think until they got on far enough to learn by themselves.

1249. (*Lord Clarendon.*) Did you learn any modern history or geography?—Yes; we learnt geography, and Dr. Kennedy gave a lecture occasionally on modern history when I was there.

1250. (*Mr. Vaughan.*) Do you mean an oral lecture?—Yes, and we took notes.

1251. Did he examine them afterwards?—I think not.

1252. (*Lord Lyttelton.*) It did not affect your position in the school?—No; we learnt geography out of a regular geography lesson book during one week in the year, and were examined in it.

1253. (*Mr. Thompson.*) The late Head Master Dr. Butler wrote a book upon geography, I think?—Yes, that was the book we learnt it from.

1254. (*Lord Clarendon.*) I suppose there was not much private reading in general literature?—I think there was a great deal in the sixth form. We used to take in the papers. There was a great deal of private reading.

1255. (*Lord Lyttelton.*) Where did they have the papers; in their own houses?—In the sixth form room.

1256. What sort of books in general literature did they read?—Novels principally.

1257. Any history?—I do not know.

1258. (*Mr. Thompson.*) The Reviews, I presume?—I believe so.

1259. (*Sir S. Northcote.*) Did you ever hear of a boy reading Gibbon there?—I do not remember that I ever heard of a boy reading Gibbon.

1260. Or any book of that class?—I am not aware.

1261. (*Lord Lyttelton.*) Hallam?—I think I have heard of a boy reading Hallam; it depended very much upon the individual boy's taste.

1262. (*Mr. Thompson.*) You had a complete course of modern history which you were supposed to read?—Yes.

1263. (*Mr. Twisleton.*) How many hours a day for private reading would you be likely to have after doing the work in school?—I should think probably two or three.

1264. (*Mr. Vaughan.*) How many hours did boys spend in the play-ground at cricket in the week do you think?—In the summer somewhere about four hours a day.

1265. Did you spend four hours a day?—I used to spend rather more. In leisure I was generally fishing.

1266. That would not be time devoted to play in the play-ground?—No; rather by the side of the river.

1267. (*Lord Lyttelton.*) Did they play at football much?—Yes, a good deal.

1268. You never heard that the ground was not large enough?—No.

1269. (*Sir S. Northcote.*) Did they play much at other games?—Yes, pretty well.

1270. (*Lord Clarendon.*) Was there much flogging at Shrewsbury?—Not much.

1271. Was it administered in your time as much as in other times do you think?—About the same in my time I think.

1272. How much flogging should you say there was in a school term?—Not much generally. There might be two or three cases.

1273. How many boys were there in the school altogether?—One hundred in my time.

1274. And only about two or three floggings in a school term?—I should think so.

1275. (*A Commissioner.*) And these probably were merited?—Yes. It was looked upon as a very great thing; quite an exceptional thing.

1276. (*Mr. Thompson.*) And it was though disgraceful, I suppose?—I do not know that.

1277. (*Sir S. Northcote.*) Was flogging ever given for idleness or only for moral offences?—It was for long-continued idleness.

1278. (*Lord Lyttelton.*) Supposed to be wilful?—Yes.

1279. Involving some moral offence?—It was only given I think in cases of that description.

1280. (*Mr. Twisleton.*) Will you be so good as to explain the examination in the sixth form at the end of the half year and the beginning of the next; will you give us an idea from your last examination: how long would the examination at the end of the half continue; how many days?—I should fancy about four days.

1281. What would you be examined in during these four days?—Such subjects as you could not prepare, such as philology and subjects of that description.

1282. Could you mention what they would be so far as you can remember, in any one half year. Can you mention in order what the paper would have been at the end of the half year?—Well, there would be composition of all sorts principally.

1283. Original compositions?—Translations.

1284. Translations from English into Latin?—Translations into Latin and Greek.

1285. Into Latin verses and Greek verses?—Yes, into Latin verses and Greek verses, and Latin and Greek prose.

1286. That would take four days?—No, that would take about a day and a half.

1287. Then with respect to the remainder of the time. I want to know what the examination would be in as to that?—I do not remember now.

1288. Had you any examination then in general historical questions?—No; that happened at the beginning of the next half. Then we should have two or more papers of translations of passages not seen before.

1289. From Greek and Latin into English?—Yes.

1290. And that would exhaust the four days?—There would be an examination either in divinity, history, or geography.

1291. On subjects which were not prepared?—No; they would be on subjects that we had prepared.

1292. (*Sir S. Northcote.*) Was there an examination in mathematics?—Yes, in mathematics.

1293. (*Mr. Vaughan.*) Was there an examination in passages from authors which you had not read?—They were separate papers. It might happen that you had passages from authors that you had not read.

1294. If you had not been reading Plato, would that be given you, or might you have had a passage from Lucian which you had not read?—Yes, we were liable to that; and then there would be another paper on subjects which we were doing during the half year. That would be kept separate.

1295. (*Mr. Twisleton.*) At the beginning of the half, what would you be examined in?—In history and divinity, and probably there would be an examination on subjects which we had had in the half year before, together with some mathematical papers. I do not remember exactly where the mathematics came.

1296. How much time in the holidays would you give to the preparation for that examination?—I do not know. I never got it up at all.

1297. Was it a usual thing for the boys to get it up or not?—It was usual to get it up a little. I never heard that it was got up much.

1298. (*Mr. Vaughan.*) Did Dr. Kennedy ever complain that the boys did not come up to the mark?—No; I got it up very well just before, generally. I was generally first in it, and I always got it up the night before.

1299. You got it up in history and divinity the night before?—Yes; we had read it in the half year.

1300. Then you refreshed your mind the night before?—Yes.

1301. Then it had little or no effect from the position in which it was placed, coming at the end of the holidays?—It was intended to have.

1302. But it had none really?—In some cases it had; not always. It did not affect me at all.

1303. (*Mr. Thompson.*) In examinations in history, is it not difficult to prevent boys from resorting to what is called "cramming?"—It is impossible.

1304. Does not that take off from the value of history, as an element in examinations?—I do not think history examinations of that sort are worth very much.

1305. (*Mr. Twisleton.*) Do you not remember the history afterwards which you learn in that way?—I do not think so.

1306. (*Mr. Vaughan.*) Do you not think that the same boy with the same ability would do very differently in the examination and remember it better if he had been reading it moderately, and thinking of it, than if he had merely got it up the night before?—I do not know whether it would do so well for boys. Probably there would be a good answer sent in by one, and none at all by others.

1307. (*Mr. Thompson.*) If there were a *vivâ-voce* examination instead, it would be more easy to distinguish boys who had been *bonâ-fide* students from those who had crammed only the night before?—I should think it would be; but it is principally dates, and facts, and things of that kind that we have to do.

1308. (*Lord Clarendon.*) You have left Shrewsbury for three years and no doubt you have reflected on the time you passed there. Are you satisfied with it. Do you look back to it with pleasure, and consider that the time you passed there was, educationally speaking, well spent?—Very well.

1309. It does not occur to you that it might have been turned to better account in any way?—I think it might have been so far as I am concerned, but not so far as the school is concerned.

1310. Nothing occurs to you with respect to the school system, that you would like to see changed?—No.

1311. You do not think that there is too much of original composition?—There was too much original composition in one or two half years, and I remember grumbling at it very much.

1312. Do you think there was enough translation into Greek and Latin?—There was very little into Greek prose.

1313. Was there much of English into Latin?—Yes, a good deal.

1314. Sufficient, you think?—In one or two half years, I did not think there was sufficient into Latin verse. We had only original Latin verses, which I do not think any advantage whatever.

1315. Do you think that if there were more translations, you would have had greater facility, and have felt yourself better grounded, and more master of the idioms of the language?—I think there was quite sufficient for any purpose of that kind.

1316. (*Lord Lyttelton.*) Do you think you were practised enough in writing English?—We had not much practice in writing English.

1317. Had you not much translation from Greek into English?—In examinations do you mean?

1318. (*Mr. Vaughan.*) In the half year?—There was a good deal of it there, but I do not know whether much attention was paid to the style.

1319. Do you not think that the Head Master paid attention to the style in which the translations were made?—He paid great attention to the style in which he translated it afterwards.

1320. (*Sir S. Northcote.*) What do you mean by saying there was no use in original compositions?—In my own case I frequently brought in a certain number of the same verses over again.

1321. (*Mr. Vaughan.*) But supposing boys took great pains, might it not be beneficial?—There was not very much time for it.

1322. What was the time you could give to a copy of Latin verse?—I might of course give as much time as I liked, but I should have had to neglect other things.

1323. Without neglecting other things, how much time could you give?—About two hours, but it was frequently done in three quarters of an hour.

1324. (*Sir S. Northcote.*) It was of no use generally speaking with reference to the particular prizes you ought to contend for at the university?—I do not think it was generally speaking.

1325. (*Lord Lyttelton.*) How much time did you give to mathematics in a week at the top of the school?—In school about three hours a week.

1326. Did you find that that was quite enough; when you went to Cambridge had you any arrears to make up?—I knew quite as much of mathematics as I wanted.

1327. (*Mr. Thompson.*) You did not go in for mathematical honours?—No.

1328. Did you resolve that you would not when you came up?—No; I intended to read for mathematics some time or other.

1329. How much mathematics had you read when you came to the university?—Not the whole of the first year's subjects.

1330. Part of Euclid and algebra?—Yes, and some conic sections.

1331. A little of trigonometry?—I cannot remember.

SHREWSBURY.

ANALYSIS OF THE EVIDENCE.

[*** The Names of the Witnesses are in Alphabetical Order. The Figures refer to the Numbers of the Questions in the Minutes of Evidence.]

SHREWSBURY

BATHER, JOHN, Esq. (*See* Evidence of the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.)

BENTLEY, Mr. T. A., page 349.

Has been Assistant Master at Shrewsbury upwards of 20 years; teaches French and German; 937–942. Was at a French School in Paris two years, when a boy, and was three years in Germany; 943–945. So far as modern languages go, has very much under his charge the non-collegiate class; in addition to what they would do in their several forms, they come to him for an additional lesson in French; 946–948. One of the objects of establishing the non-collegiate class (in which they are allowed to drop both Greek and Latin composition) is that they may devote themselves more to modern languages instead of classics; the non-collegiates of the Fifth Form join the French lesson of the Fourth Form; the non-collegiates do not make more progress in modern languages than the other boys; they are originally the most illiterate of all; a non-collegiate boy has four hours a week in modern languages; a collegiate boy one hour or two hours; at the formation of the non-collegiate class, and subsequently, it has been joined by a class of boys who imagine that by doing so they would escape a portion of their regular form work, and this being the case with the majority, the progress of the class has not been in proportion to the time devoted to it, nor can he for one expect that it should be different; the removal to the non-collegiate class is generally made at the requirement of the parents; in general, a boy, who beginning in the Fourth Form has reached the Lower Sixth, will, if he have paid average attention, have acquired a fair knowledge of French and be able to read off an historical work, such as St. Simon, and manage Molière pretty well; 949–964. The boys have no practice in speaking; most public schools have abandoned conversation classes; 965. With exceptions, boys who enter at 10 or 11 have to begin French; there is great difficulty in getting them to pronounce; 966–971. French does not enter into the general examination; but prizes are given for the best scholars in each Form, and in order to find them out he has an examination in each half year; 972–976. The boys are exercised in French composition, and in *viva voce* translations from French into English; 977-979. Some of the boys in the Sixth Form are learning German; they are intelligent boys, and in six months they acquire more knowledge than others in three years; in the six months the head boy was able to appreciate Schiller's *Wallenstein* with ease; thinks therefore it is not desirable for boys to take up German until they are tolerably high in the School; 980. The only improvement he can suggest with regard to modern languages would be to give more time; French is part of the school curriculum, and therefore compulsory; German is optional, 981–985. Arrangement of Forms; the Classical division kept up in the Fifth and Sixth Forms; 986–992. Gives extra instruction to four or five private pupils, at a charge of 8 guineas a year; 993–995.

BLOXAM, Councillor. (*See* Evidence of the Mayor and Corporation of Shrewsbury, page 325.)

BRAYNE, Councillor. (*See* Evidence of the Mayor and Corporation of Shrewsbury, page 325.)

BURTON, ROBERT, Esq. (*See* Evidence of the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.)

BURTON, The Rev. R. L. (*See* Evidence of the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.)

CALVERT, Mr. EDWARD, page 346.

Is an assistant master at Shrewsbury school; in February 1852 he came as a kind of private secretary to Dr. Kennedy; in August of that year he took the Fifth Form regularly; in February 1859 he left, and took a school in the colonies; and in August 1860 returned to Shrewsbury, and has recently taken the superintendence of the non-collegiate class; 844–847. The non-collegiate class was formed about four years since to meet a kind of demand of the people of the town, which appeared pressing at that time, for a more commercial kind of education, but as that was not at all the object of the school, it was thought that the demand might be met by establishing a class which should prepare the pupil for such employment as did not require a scholar-like classical education; accordingly certain boys whose parents wished them not to go to college,

Calvert, Mr. Edward—*cont.*

were allowed to give up Greek altogether, and all Latin composition, except elementary, and give more time to mathematics, modern languages, and English composition; the number of these boys has varied from 18 to 24; in fact, these boys are excluded from the Sixth Form; 848–852. A curious instance of the operation of this scheme; a solicitor of the town intending his son for his own profession, placed him in this class, where his progress in Latin was so great that by it alone, he placed himself at the head of the Fifth Form; at witness's suggestion, the father then consented to the boy learning Greek, and in seven months, never having seen a Greek book before, he was able with a little preparation to construe a passage from the *Odyssey*; with grammar and dictionary he would probably in less than an hour construe a chance passage of 30 lines; 853–861. Is unable to say whether this non-collegiate class has given satisfaction to the parents; it has not to him; believes it has a tendency to encourage indolence; 862–867 and 872, 873. Probably some extra progress has been made in modern history in the new class; 874, 875. Boys give each other construes, although doing so may affect their own position; they did so when he was a boy; their emulation, so to speak, does not quench their philanthropy; 868–870. Private tuition at Shrewsbury, charged at 16*l.* 16*s.* a year, is different from private tuition in other schools; in those it is the rule, here it is the exception; has five private pupils, but four is his average; there are no other private pupils, unless Mr. Bentley is giving some very elementary lessons in the lower part of the school; 876–887. One of his pupils wished to go for a scholarship at Oxford; he worked very hard and obtained it, and now he is preparing for Oxford; the private tuition is like the instruction of a private tutor at Cambridge, not like that of a private tutor at Eton; 889–890. Witness has just been appointed master to superintend the private tuition of all boys below the Sixth Form, but the new system is not yet in operation; 891–895. The non-collegiate system, though a little complicated, is found to work without difficulty; 896.

EDWARDES, T. H. HOPE, Esq. (*See* Evidence of the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.)

EDWARDS, Councillor. (*See* Evidence of Members of the Corporation of Shrewsbury, page 325.)

FISHER, Rev. G. W., page 348.

Has been Mathematical Master at Shrewsbury School two years; 809–901. Mathematics part of the regular duties of the school, and therefore compulsory; teaches the whole of the School mathematics, from arithmetic to the differential calculus; 909–916. Time devoted to teaching: four hours a week for all except the Lower Sixth, who get three hours; 916–919. The other teaching of the School does not conflict with the mathematical; the great drawback arises from the chief lessons coming in the afternoon, so that the extra half-holidays interfere; 922–923. The same proportion of marks given for mathematics as for classics; 924–927. The papers vary with the amount of reading; if no boy has read the differential calculus the subject would not be included in the papers; about seven boys have read it in his time; boys of average ability seldom get beyond trigonometry; 928–931. Examinations in mathematics take place about the same time as classics; 931–932. It is not generally the case that the best classical scholars are amongst the best mathematicians; but the best mathematicians are generally average classical scholars; studious boys in mathematics will be studious boys in classics; in some cases a studious disposition has had the effect of bringing boys up amongst the highest in both; 933–936.

GRAVES, CHARLES EDWARD, Esq., page 351.

Was five years at Shrewsbury, which he left in October 1858, since which he has been to St. John's College, Cambridge, where he graduated in honors, being second in the first class of the classical tripos; 996–1002. In the School, the town boys and the boarders lived together very much on an equality; out of School they did not see much of each other, especially in the lower part of the School; socially there was no difference whatever; 1003, 1004. Those of the town boys who chose to do so played at cricket with the boarders; but, as a general rule, they went home; was him-

GRAVES, CHARLES EDWARD, Esq.—*cont:*
self a town boy; the town boy was always received, if he made the advance; 1005–1011. The monitorial system prevails at Shrewsbury; the upper Sixth Form are præpostors; their duties were not defined; they were supposed to look after the boys in general, out of doors, and check a boy doing wrong, and they had the power to inflict punishment, but that power was exercised only occasionally; as a matter of tradition the præpostors could set impositions and use the cane, but no instance occurred, while he was at school, of the power being exercised; 1012–1022. There was but little drinking at the School, or public house visiting; generally speaking the latter would be against School discipline, 1023–1027 and 1038–1040. The School-boys all wear a cap, except the Upper Sixth; it is an old custom; the town boys do not wear the cap; the School boys are under discipline in the town, the town boys are not; 1029–1037. The tone of the school was high; there was an honorable and gentlemanly feeling in the School, a feeling of reprobation of lying and vice and anything mean; 1041–1042. A number of boys, neither boarding at the School nor at home, lodged with tradesmen in the town; over these the School has no control or discipline; but he never heard of any mischief resulting; it was merely an arrangement between the parents and those who kept the lodging house; 1043–1056. There was not much fagging at Shrewsbury; only the præpostors in his time, 12 in number, had the power of fagging; they exercised the power in moderation; believes the only fagging consisted in getting the fag master's breakfast; 1057–1064. Knows almost nothing of the School boarding houses; the lower Sixth Form used to complain of their reading rooms being close and hot in the evening; 1065–1678. The boys would sometimes complain of the quality of their meat; 1077–1082. Mode of spending Sunday; used to go to church with his parents in the morning; the rest of the day he was with the rest of the boys, the boarders; there was a lesson at 8 o'clock, chapel in the afternoon, and lessons in Scripture History, Greek Testament, History of the Reformation, &c.; town boys were with their parents in the evening; 1083–1104. Average School work occupied five hours, with three hours preparation in addition; 1105–1110. Never suffered in health from being overworked, nor heard of any one else suffering; 1111, 1112. There were private tutors in the School, rather as a private arrangement than as part of the School system; remembers only two instances in which such aid was resorted to, and that was for extra classical work in preparing for the University; many boys prepare for the Universities without the benefit of private tuition; the most brilliant boys had not private tuition; but if a boy thought he was not sufficiently prepared, he would have a private tutor; 1113–1122. Thinks the Shrewsbury boys go to the Universities with about the same amount of reading as other boys; 1123. Enumerates the classical books which he read at Shrewsbury before going to the University; 1124–1166. (*Mr. Thompson:*—You seem to have read about twice as much as the boys from any other school. (*The Witness:*—Probably a majority of the præpostors have read as much; 1144, 1145. Was five years at Shrewsbury, four under Dr. Kennedy; at the end of his fourth year he obtained an exhibition; does not think he was longer than ordinary under Dr. Kennedy; thinks Dr. Kennedy a consummate teacher, and attributes his success to the latter's personal teaching; 1167–1177 and 1217–1221. Mode of disposing of the exhibitions; position in the School determined by examinations, both of school work and holiday work; the head boy entitled to the exhibitions, unless there intervened the preferential claims of the son of a burgess of Shrewsbury, or the son of a person born in Shropshire; details as to the practice where there are more candidates than exhibitions; 1178–1217. The chief stimulant to industry at Shrewsbury is a desire for a high place at school; perhaps the list in gilt letters has its influence also; 1222–1225. Never heard complaint in reference to the cricket-ground or the want of a play-ground; 1226, 1227. Games; 1262–1269. Found no fault with the early school in winter, 7 o'clock; 1226–1282. Learned French; it was obligatory at school; knew a little French before he went to the school, and learned more at home than at school; 1233–1246. Some of his companions learned German; Dr. Kennedy gave them a course of lessons; these were continued till the boys got on far enough to continue by themselves, and then dropped; 1247, 1248. Geography and modern history, to what extent taught; 1249–1253 and 1262. There was a great deal of private general reading; newspapers, novels, reviews, Hallam; 1254–1261 and 1263. Cricket, football, 1264–1269. Very little flogging at Shrewsbury; out of 100 boys there would be only two or three floggings in a term; 1270–1279. Describes in detail the nature of the examination in each half-year; 1280–1307. Having left Shrewsbury three years, and looking back to the time he passed in the School, considers that the time he spent there, educationally speaking, was very well spent; he cannot suggest an improvement in the School; 1308–1310. School details; 1311–1331.

HAYCOCK, ALDERMAN. (*See* Evidence of Members of the Corporation of Shrewsbury, page 325.)

HUGHES, ALDERMAN. (*See* Evidence of Members of the Corporation of Shrewsbury, page 325.)

KENNEDY, THE REV. BENJAMIN H., D.D., Head Master of Shrewsbury School. (There were also examined at the same time, the REV. JOHN YARDLEY, Vicar of St. Chad's, Shrewsbury; the REV. E. C. L. WIGHTMAN, Vicar of St. Alkmund's; the REV. THOMAS B. LLOYD, Perpetual Curate of St. Mary's; T. W. TROUNCER, ESQ., Mayor of Shrewsbury; and J. J. PEELE, ESQ., Town Clerk and Bailiff of the Free School.) Page 313. SHREWSBURY

A memorial having been presented to the Commissioners, signed by four out of five of the Trustees of Dr. Millington's Charity, also by the Mayor of Shrewsbury and the Town Clerk and Bailiff of the Free School, the memorialists appear, and the witness, as their mouthpiece, explains their wishes: it was the intention of Dr. Millington, who was born in the town, and educated at the Shrewsbury School and Magdalen College, that the School and College should equally share the benefit of the estate; and one half having been alienated entirely from the Schools for the sole benefit of Magdalen College, they contend that the School has an equitable claim to the other moiety, although, by a decree of the Court of Chancery, the College now possesses three-fourths, and the School only one-fourth; 1, 2. Gave notice to Mr. Bright, Tutor of the College, of the intention to present the memorial, and expects opposition; offered, the year before last, to acquiesce in the surrender of the fellowships to Magdalen College, if the College would acquiesce in the surrender of the scholarships to Shrewsbury School, but this offer was officially declined on behalf of the College; 3–8. The Master of Magdalen College is the fifth Trustee of the School; he does not join in the memorial, nor has he been applied to for the purpose; 9–11. Are quite aware that the Commissioners have no power to give effect to the wishes of the memorialists; but think their recommendation may result in an Act of Parliament, as was the case with reference to the two Universities; 12–18. The Millington estate is let on lease at 250*l.* a year, probably at rack-rent; there is also an accumulated fund of 10,300*l.* consols; thus the estate is very nearly divisible into two parts, and the proposal of the memorialists is, let the College take the estate, and give the money for the benefit of Shrewsbury School, in such a way as the Commissioners may think proper to recommend and Parliament to sanction; the College have appropriated to themselves and alienated from the School two fellowships, which they have consolidated, and the memorialists ask that the four scholarships, of about equal value, instead of being appropriated to Magdalen College, should, for the benefit of the School, become exhibitions open to any college in either University; there cannot be a more respectable, well-conducted college than Magdalen, but it is one of the smallest in the University, and every parent who wishes to send his son to a public school, with a view to scholarships or exhibitions, would be more likely to send him to a school whence the further place of education was open to his choice; 19–51, and 538–541.

Further examined alone.

Has been Head Master of Shrewsbury School 26 years; 52, 53. The property of the School consists of the School buildings, Master's houses, tithes, a house at Grinshill, two chief rents, and money in the funds; the latter, 9000*l.*, forms part of the school estate, and 3000*l.* of it is set apart by the Trustees for the purchase of a junior house and studies; 54, 55. Shrewsbury School founded by letters patent of Edward VI., 1551, addressed to the bailiff and burgesses of Shrewsbury and giving them certain tithes to found a School, entitled, "*Libera Schola Grammaticalis Regis Edwardi Sixti;*" there has since, been a change in the constitution of the Trustees, the bailiffs and burgesses having ceased to have any share in the goverment of the School; 56–61. Has argued that "*Libera Schola*" means, exempt by royal grant from other superiority; an attempt to controvert the argument was made by Mr. Grady, a barrister; the argument was raised in an antiquarian, not in any practical view, except in so far that if recognised as valid it took away the power of raising a grievance which some people are fond of exercising; 62–65. Mentions some arrangements between the school and corporation resulting in the 33 Geo. III., a main feature of which is "the gift of the right of gratuitous instruc-" tion to all sons of burgesses," but this provision has been greatly modified by the Municipal Reform Act of 1835, which is diminishing the number of old burgesses; at present the number of burgesses' sons is about 25 out of 131; the number was 65 when he became Head Master; it has been as low as 13 or 14; attributes the diminution to the falling off in the number of burgesses, 66–77. Examination as to the new "scheme:" the Act of Parliament declared that any surplus revenue should be expended in the creation of new exhibitions, and an exhibition of 100*l.*, more valuable than the rest, in honour of Dr. Butler, was so created; the Trustees petitioned the Court of Chancery for a scheme for the distribution of the surplus to other objects, one being the improvement of the living; the late Sir Lancelot Shadwell, the Vice-Chancellor at the time, refused his sanction and dismissed the petition, but Lord Cottenham, whose bias was known to be in favour of extending the power of the Court of Chancery as much as possible, reversed the decision of the Vice-Chancellor, and sent the scheme to the Master for revision, deciding in fact that the Court of Chancery had power to frame a scheme over-riding the Act of Parliament; one result was the reduction of the Butler exhibition to 50*l.*; 78–91. Lord Powis and the Careswell Trustees opened their

SHREWSBURY. KENNEDY, The Rev. BENJAMIN H., D.D.—*cont.*

exhibitions, with good results; 92–98. Generally, the "scheme" is acted upon; it is not with regard to the particular examination it requires; exhibitions, about two a year, are given according to the result of the school examination, conducted by himself, not according to the special examination provided by the "scheme;" should a boy challenge his decision, or should there be more candidates than exhibitions, the special examination must then take place; 99–117. Once, in 1840, a contest actually occurred, and a special examination was made by a Cambridge man; 118, 119. There is scarcely anything like selection; the boys know each other's strength from the school examination; there was no boy in the school who would have thought of offering himself in competition with the boy who got the exhibition last October twelvemonth; a few years ago, there were four candidates for three exhibitions, and he intended to ask the Trustees to appoint an examiner, but the boys talked the matter over among themselves, and one of them withdrew his name; in fact the school examination operates as an examination for the exhibitions; it brings out the boys fittest for the exhibitions; 120–130. A burgess's son, if qualified, has a preferential claim over a Shrewsbury boy, and the latter over a Shropshire boy; years ago, one of the present Trustees, offered himself for an exhibition; he was a burgess's son, but not being born within the limits of the borough could only claim as a Shropshire boy; he was opposed by a burgess's son, born within the borough, and who would have had the preferential claim, but witness refused to certify competency, and the other boy obtained the exhibition and distinguished himself at the University; 131–136. The scheme provides that all the exhibitions, except the six at the head of the list, shall be open to all Colleges and Halls in Oxford and Cambridge, that is when any shall be created; further details on this subject; 137–150. Scheme provision as to the playground, library, and prizes; 151, 152. A class feeling exists at Shrewsbury as it must always exist where two classes mix in a School, but it does not exist here more than in other places; his own wish has always been to promote the best feeling between boarders and day-scholars; among the day-scholars are the sons of tradesmen, not small tradesmen, this class is more apt to join the non-collegiate class; the day boys have an equal right to the playgrounds with the boarders, but they do not use them equally; they come at lesson hours and go home after lessons; the two classes are about equal in numbers at present; 288–299 and 666–673. Some gentlemen of Shrewsbury send their sons to the School as boarders, for the purpose of giving them the full advantage of English public school life; others deem it wise to send their children further from home; is of the latter opinion; 300–301. A free burgess's boy pays nothing; other boys 15 guineas each; but the fee is often remitted in favour of the sons of poor clergymen; 153–156 and 283, 284. The income of the Under Master is about 500*l.* or 600*l.* a year; the Senior Assistant Master 225*l.*, the Second Assistant Master, 200*l.*; the Mathematical Master, 340*l.*; the French Master 340*l.*; and the writing Master, 125*l.*; private lessons, boarders, and supply of stationery give some addition to these incomes; 157-171, and 198-200. Charge for private lessons, 286, 287. Is able to work the School satisfactorily with the means which these salaries place at his disposal, but would be glad to increase them; has not been able to obtain men of such first-rate University distinction as Harrow and Rugby, where the Masters have houses and the profits of houses, but nevertheless has been at no loss for good Masters; more details as to the Masters; 172-185. The French Master's position is the same as that of the other Masters, except as to dress; not being a University man he does not wear the University dress; the Bishop of Lichfield offered to ordain him, but he declined; he is as much respected as the classical masters; he is an Englishman, but was educated at Paris and Baden-Baden; French the only modern language taught in school, but Mr. Bentley gives private lessons in German; 186-194. Houses and lodgings for the Masters, and dinners, 195-197. Duty of tutor to give supplementary teaching out of school; analogous to the private tutorial system of other schools; has not found at Shrewsbury that a boy able and desirous to do himself justice in the school needs assistance out of it, but there will be boys to whom such assistance may be desirable; had six years' experience at Harrow where the tutorial system prevails, but was not disposed to introduce it at Shrewsbury; 201-212, 238, 239, and 542-546. Describes the non-collegiate class; established five years ago to meet the wants of those who do not intend to send their sons to a University; the boys are incorporated with the School generally, take their status according to Latin, and do all the Latin lessons in their class; but when the Greek comes, instead of Greek and original Latin composition, the non-collegiate boys would be put to modern languages, history, English composition, and additional mathematics, and what, if there were more of it, he might call "physical science"; there are 18 or 20 such non-collegiate boys; it does not follow that all the rest are going to College, but in their case the parents are willing that the usual course should be followed; thinks the system works tolerably well; the non-collegiate boys have a fair education, and will be tolerably well prepared for the profession to which they devote themselves; 213-226, 232-237, and 549-550. Gives an exceptional instance (see 853-861, in evidence of Mr. Calvert,) of the re-transfer of a boy from this class to the collegiate school; 227-230. The non-

KENNEDY, The Rev. BENJAMIN H., D.D.—*cont.*

collegiate boys are not looked upon by their school-fellows differently from the rest; one or two of them are remarkably intelligent boys; but some of them are the idle boys of the School; 231. There was no special master for mathematics till three years after witness came to Shrewsbury; mathematics were taught as an accomplishment, but they were not regarded as essential, nor part of the curriculum; now they are; 240-244, Introduced French voluntarily before the "scheme" required it; it is compulsory on all but the præpostors who require to concentrate their forces on their class-work, but even these would be recommended to keep up their French; 244-255. Twelve is the nominal number of præpostors; a præpostor is never deprived of rank, even when beaten in examination; 20 marks difference required to change the place of a præpostor, 50 a head boy; a boy might be a præpostor three or four years; 249-251. A little German taught in the School; 253, 254. From 20 to 25 boys a proper number to one master, 256–258. At present the Trustees of the School are self-elected, and St. John's College has the appointment of Head Master; thinks it would be advantageous if the Trustees, the Governing Body at present consisting of 12 or 13 members, were partly self-elected and partly nominated; he would like to see power given to St. John's to nominate three Trustees, and the Corporation of Shrewsbury three others; 259–262, and 265–269. The direction of the studies of the school is vested in the Head Master absolutely by the Act; but the "scheme" has modified his power; the Under Masters sup with him on Saturdays, when they talk over the affairs of the School; is cognizant of all the books and work of the school; 263, 264, 270–272, 326–328, and 449–454. All the masters, except the Modern Language Master, are University men, and generally they have been clergymen; hardly ever gets a clergyman to begin with, but the Bishop of Lichfield is good enough to take the mastership as a title for orders, and the masters are glad to be ordained; desirable to have more than one clergyman in the School, as the Sunday service and morning prayers have to be read, and if one clergyman is not well there is another to take his place; 273–276. The Head or Second Master can only be removed on good cause and with the approbation of the Bishop of Lichfield; 277–280. Provision and practice as to pensions; 281, 282. Boys are removed from one boarding house to another as they advance in years; they are kept in order in the junior houses by a sort of monitorial authority; 302–304. Diet uniform: bread and butter and tea (with sugar and milk) for breakfast and tea, and two meats, vegetables, bread, and table beer (with pudding and tart four days a week) for dinner; does not object to meat twice a day, but does not see how to give it for the same terms; meat twice a day has never been the custom at Shrewsbury, and considering how many generations of boys have gone on without it, cannot say it is absolutely necessary; in his own time the boys had no tea, but only bread and cheese and milk for the evening meal; the health of the boys is remarkably good; there has not been a boy in the sick room this half year; 305–311. About three years after he became Head Master he introduced the cap as a police regulation, and considers it to have had a most important moral tendency; persons in any part of the town have no longer an excuse for supplying a boy with or abetting him in anything contrary to morality and discipline, and he believes that boys have more self-respect when certain they are known as members of the School; is certain that good has resulted; 312–316. A few boys live in the town with respectable persons to whom their parents have chosen to confide them, and attend the School as day scholars; the masters assume no responsibility for such boys out of school hours; they are desired not to wear the school cap except in the way to and from school; they are not allowed to wear the cap except when under discipline; if told that such a boy was seen smoking or going into a public-house, he would write a letter to the parent desiring the boy to be removed, unless it was quite certain that he had committed such offence for the last time; 318–324. In such a case, a præpostor (who may be a town boy) might interfere; 322–325. The boys who come to Shrewsbury for a finish for the sake of a public school education are generally sons of Welch country squires or Lancashire manufacturers; they come at rather an advanced age, and are generally satisfied if they get into the Fifth Form; 329–331. Last year the number of boys reached 141; it has fallen off a little this year; has no doubt that the falling off in numbers has been caused by the foundation of so many proprietary schools; 332, 333. The condition of the old buildings and the want of proper accommodation may have had something to do with it; Mr. Bather, one of the Trustees, himself an old Shrewsbury man, is of that opinion, and perhaps he is right; old Shrewsbury men in general do not send their sons to the School; a recollection of the discomforts they themselves endured at Shrewsbury may perhaps be a cause; about the time he took Shrewsbury, Rugby (under Arnold) and Harrow made a great start, but Shrewsbury had been most interfered with by Marlborough, Rossall, and Cheltenham, more especially the latter; 334–339.

Further examined.

Explains "merit money:" all the marks given for work, good exercises, punctuality at chapel, &c., are considered monthly, and, if deserved, merit money is awarded, according

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to the boy's place in the School; the maximum for the head boy is a half-guinea, the præpostors 6*s.*, the Lower Sixth and Upper Fifth 5*s.*, the Lower Fifth 4*s.*; then it goes down to 3*s.* 6*d.*, and for the little boys to a half-crown; the maximum given only for all the highest marks; the minimum goes as low as 1*s.*, or in the case of a very little boy, 6*d.*; the system introduced by Dr. Butler; 433–436. No rule as to age on admission; it is a matter of discretion; a new boy is placed in any remove for which he is deemed fit; sometimes, for the good of the School and his own good, a boy's age and size give him a remove to a higher place; if fit for it, a new boy may be placed in the Lower Sixth, but it does not occur oftener than once a year, and he is never made a præpostor; boys fit for the Lower Sixth come generally from small grammar schools; this practice is peculiar to Shrewsbury, and the unreserved promotion of merit is perhaps one cause of Shrewsbury success; 437–446. Some of these boys have turned out first-rate scholars; names one who was placed in the Sixth Form at first; he was 16, and soon rose to be a præpostor, after two and a half years at school, he went to Cambridge, where he was 15th Wrangler, bracketed senior classic with a schoolfellow, and senior medallist; 447, 448. The Head Master has power to modify the course of study and change the books, but heseldom exercises it, the expense being an important matter, especially with the day scholars; the Under Masters have not the power; 449–451. Prepared a Latin and a Greek grammar; Mr. Holmes's success with these books, his career very brilliant at Cambridge, where in his first year he gained the University scholarship, three Porson prizes, and numerous other distinctions; 452. Promotions mainly by proficiency; 455–460. Attention paid to English composition, by demanding elegance in the translation from Latin and Greek; English etymologies; English verse composition neglected for want of time, but Milton sometimes resorted to, and boys occasionally write English poetry out of school hours; 461–474. Private readng of English literature; 470. *Vivâ voce* translation from Greek into English, and from English into Latin practised; translating a page of Gibbon into Latin would be one of the hardest things you could give a Sixth Form to do; with preparation, he would do it; 475–483. Reasons for introducing it; 484–486. Repetition of Latin prose essential to the formation of a good Latin style; Latin repetition practised; Greek repetition not in use, for want of time; mode of teaching Greek; 487–498. French not considered in the general examinations, partly because there is not time to attain proficiency, partly because at the Universities there is a desire for boys who are strong in some one subject, such as classics or mathematics rather than those who have obtained moderate proficiency in several; but prizes are given for French on a level with other prizes in the school, *e.g.*, the works of Molière well bound in two octavo volumes; 499–501 and 507–509. Welch boys least successful in learning French; 506. Mode of teaching history; 502–506. Details as to examinations and prizes; 510–518 and 533–535. The Careswell exhibition; examiner appointed by the Dean of Christ Church; the Trustees adopted the recommendation of the masters and threw their exhibition open; they had some surplus revenue, and they established a prize open to the six schools without limitation of county; would prefer that no preference should be given to Shropshire in the exhibitions; such preferences are prejudicial to the School; there are 14 exhibitions appropriated to this and five other Shropshire schools; one has four, some have three, some two; if they can find a competent candidate for an exhibition they have a right to it; Shiffnall and Donnington never send candidates; there are few from Bridgnorth; Newport and Wem generally have candidates; if any one of the schools has no candidate the exhibitions are thrown open to the other five schools, and Shrewsbury generally obtains them, but not without exception; 519–532 and 536, 537. More on this subject; 538–541. The ordinary school work in classics and mathematics is sufficient to ensure success in competitive examinations to an able and attentive boy; India, Woolwich, and Civil Service examinations; 557–559. Libraries; 560–566. Choral service established and given up; 567–569. Music; 576–579. School of Design and Drawing; attended chiefly by the non-collegiate boys; 570–575. Boys who have no penal marks during the half allowed to go home on the Saturday previous to the Wednesday which begins the holidays; the system peculiar to Shrewsbury; nothing the boys value so much as going home a few days earlier; the result is good; as many as 20 have had the privilege; this half the number is 14 or 15; 580–582. Half holidays earned by good conduct also; 585, 586. Punishment of writing out; 583–584. Other punishments; flogging reserved for offences of a moral character or serious breaches of discipline; no literary faults so punished unless they assume an aspect of moral guilt; no merely stupid boy is in danger of flogging; the flogging is administered in the school-library in the presence of the monitor of the form, and where a signal example is requisite in the presence of the whole school; is always loth to flog a boy of advanced age, but has sometimes flogged a boy in compassion to him or his father to save his expulsion; on an average there would be half a dozen cases of flogging in the half year; has passed through a half year without a single flogging; sometimes a Fifth Form boy is flogged, but practically flogging is confined to the lower boys; 587–597. Falsehood and smoking, both liable to flogging; evidence as to smoking; an illustrative anecdote; 600–604.

KENNEDY, The Rev. BENJAMIN H., D.D.—*cont.*

Bullying considered a grave offence; there is very little of it; the feeling of the upper boys against it; 598, 599. The præpostors obtain their rank by literary merit only; they are the first twelve in the Sixth Form; if other boys get above them in the remove on examination, the præpostor would still keep his office, unless degradation became necessary from other causes; 605–607. They are allowed to wear a hat as a proof of confidence; 608–611. Going out of bounds; 600 and 610, 611. A compromise between the præpostors and himself relative to the game of "hounds," and the "leaving" breakfast at an inn; the "hounds" was confined to the space within the river, and the leaving breakfast and "hounds" dinner removed from the inn to the pastry-cook's, wine, spirits, and strong ale being prohibited, and bitter beer alone permitted; the præpostors held out for some days, and then gave in their concession; 612–621. The monitorial power at Shrewsbury vests in the præpostors; there are 12 of them at present; details as to their power of inflicting punishment; 622–632. Compulsory foot ball a regulation of the boys themselves; 633–635. Fagging not extensive or menial; two of the lesser boys keep goal at foot ball, and the rest join in the games; 636–645. The holiday system remains as he found it; holiday tasks; 646–661. The holidays will probably be abridged; 652. Being told that the town council had complained that morning of the inconveniently early commencement of the school, at half past seven, for Shrewsbury boys living at some distance from the School, he states the difficulties attendant on the case, and what he has done by way of remedy; 654-664. Time for play; size of the playground, racket court, and cricket ground; the question as to the social relations of the boarders and day boys revived; 665–673. Swimming, drilling, rifle corps declining, games expensive, taxation for them is in hands of head boy; 674–687. Partaking of the Holy Communion voluntary; it is well attended; never talks on the subject individually unless the boy seeks it; 688–690. Value of a university education in public opinion diminishing; people ask what bearing classics have on money making; considers classics and mathematics the elements of liberal education; 691–693. A further development in the direction of English, French, and German, he would call a liberal "non-collegiate education;" 694. Considers Latin the proper basis of a public school liberal education, and that its development is in the direction of Greek on the one hand and modern languages on the other, as far as languages is concerned; considers mathematical training a proper complement to both; 695–698. Does not consider physical science as furnishing a basis of education at all; considers it rather as an assemblage of facts, than as supplying principles; it would be better as an adjunct to a course of education than as a part of elementary teaching; it might act as a kind of discipline of the senses not of the mind; 699–706. Suggests that a number of needy boys might be added to the list of the burgesses' sons, as that list naturally diminishes by the operation of the Municipal Reform Act, so that a number, to be fixed, might continue to receive a gratuitous education, fitting them, if of ability and good conduct, for the learned professions; 707–710. Reasons for success of Shrewsbury men at Cambridge, and not at Oxford; 711–716. Time consumed in school work; 717–722.

Letter from DR. KENNEDY, showing the various improvements and comforts introduced into the Shrewsbury Schoo since 1836, explanatory of his examination in 335–339; p. 350.

LLOYD, the REV. THOMAS B. (*See* Evidence of Dr. Kennedy, and others, page 313.)

LLOYD, W. BUTLER, ESQ. (*See* Evidence of the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.)

LOXDALE, JOHN, ESQ. (*See* Evidence of the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.)

NORTON, COUNCILLOR. (*See* Evidence of the Corporation of Shrewsbury, page 325.)

PARRY, COUNCILLOR. (*See* Evidence of the Corporation of Shrewsbury, page 325.)

PEELE, J. J., ESQ., Town Clerk of Shrewsbury, and Bailiff Treasurer of the Schools. (*See* Evidence of Dr. Kennedy, and others, page 313.)

Further examined with the Corporation of Shrewsbury, page 325.

Further examined with the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.

Further examined alone, page 343.

Is Bailiff and Treasurer of Shrewsbury School; 786. The property of the School consists of the School buildings, Master's houses, tithes, freehold house at Grinshill, two chief rents, and money in the funds; the money arises from savings of surplus income, out of which additional exhibitions have from time to time been founded, and an additional provision made for clerical duties, leaving an existing balance amounting to 9,000*l.*; 787, 788. There has been a surplus of 200*l.* or 300*l.* every year except one, when a new "scheme," propounded by the Trustees to Chancery, was litigated at a cost of 1,000*l.*; 789. The Trustees promoted the scheme, the objects of which were to make alterations in the exhibitions both as to period and amount, to increase the stipends of the clergy,

SHREWSBURY. PEELE, J. J., Esq.—*cont.*

and to provide residences for the incumbents of the School livings; the present Master of the Rolls, who was Solicitor-General at the time, advised the application; the Vice-Chancellor, Sir L. Shadwell, decided that there was no jurisdiction, as the object was to override some provisions of an Act of Parliament; but the Lord Chancellor (Cottenham) reversed that decision, granted the prayer of the petition, and a reference was made to the Master, and a new scheme framed, which was approved by the Court; believes the scheme is in partial opposition to the special Act of Parliament; 790–807. No money has been paid to an examiner under the "scheme," nor to Dr. Kennedy for books, nor has a playground been provided by the Trustees, nor have the exhibitions in the University been opened; 808–816. Commutation of tithes has benefited the School by preventing litigation; 817, 818. No gratuitous education or preference claim to exhibitions, for the sons of burgesses, is provided in the grants of Edward VI. or Elizabeth; their only privilege in the ordinances of Ashton, in the reign of the latter, was admission at half the entrance fee paid by other residents; the preferential rights to the exhibitions are recognized in ancient documents, but there is nothing concerning the free education of the sons of burgesses till the Act of Parliament; when the burgesses gave up the Trusteeship and other matters, they probably stipulated for a free education for their sons, and for a first claim to benefices and Founder's exhibitions; further details on this and other points; 819–831. Opinions as to the best mode of enlarging and improving the School; disapproves of the suggestion that 25,000*l.* should be borrowed on debentures; doubts whether the money could be obtained in that way; after the completion of the purchase of the Rev. Mr. Butler's houses and land, there will remain 6,000*l.* for improvements, and this he would use, at the same time appealing for donations and assistance to old Shrewsbury men; 832–843.

SHREWSBURY, Corporation of, page 325.

Mr. Trouncer, the Mayor, hands in a memorial from the Corporation to the Commissioners, suggesting improvements in the School, and asking opportunity for suggestions as to exhibitions, fellowships, and scholarships. *Mr. Southam.*—Has resided in Shrewsbury nearly all his life, and has a very large family, but cannot send his sons to the School without paying the same fee as a stranger; being one of the largest ratepayers in the town, thinks he ought to have his sons educated gratuitously, or on payment of a small fee; another disadvantage of Shrewsbury is, that the existence of this School prevents the opening of other schools for the middle classes; is not one of the burgesses, but thinks the residents entitled to the same privileges as the burgesses, who are a diminishing body. (*Mr. Peele* explains that formerly any respectable inhabitant was made a burgess on payment of a fee of 10 or 15 guineas, but this was stopped by the Municipal Corporation Act; 339–344. (*Mr. Southam* wishes for a classical, but not a college education; does not know whether the non-collegiate class in the School would meet his wishes; feels that while there is education provided for the upper and lower classes, there is none for the middle; objects to the early school in winter; thinks a fee of 5 guineas a year, instead of 15, would meet the expense not borne by the foundation; 345–362. The subject pursued at length; 368–396. (*Mr. Peele* further explains the burgess right; a descendant of a burgess, a person who has served seven years to an incorporated trade of the town, or one born within the ancient liberties, may take up his burgessship, and his son, if born in the town, would have the privilege of gratuitous education; the incumbent of one of the parishes came to Shrewsbury with several sons, and it was stated to him that his ancestors, some generations before, had been sworn burgesses; his pedigree was proved, he was sworn a burgess, and his sons were admitted to the School; 363–367. (*Mr. E. Hughes* has two sons at the School, one in the classical, the other in the non-collegiate school, and is satisfied; still agrees with Mr. Southam that the non-collegiate School might be improved; so long as the burgesses' rights are preserved, the burgesses would not object to extend the School, by capitation or otherwise, to all who claimed the benefit; there are about 380 burgesses' sons entitled to the privileges of the School, and in the county probably many thousands; was a Shrewsbury boy himself, under Dr. Butler; the education in his time was classical only; does not regret the time he spent there; on the contrary, owes his position in the town to it; still, an important part of his education was neglected; when he left school he did not know that 2 and 2 made 4; an improvement had since taken place, but even now there was not enough arithmetic taught; 396–405. (*Mr. J. H. Edwards* expresses his opinion of various town and

SHREWSBURY, Corporation of.—*cont.*

school matters; describes the school he wants to see established. (*Lord Clarendon.*—Pretty much Dr. Kennedy's non-collegiate education. (*Mr. Edwards.*—Pretty much. Opinion as to Shrewsbury School preventing the establishment of other schools at Shrewsbury; objects to the early school in winter; 405–432.

SHREWSBURY SCHOOL; the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.

Concur in an opinion expressed by Lord Clarendon that the state of the buildings at Shrewsbury is the operative cause of the decline of the School; however attached they may be to the School from certain reminiscences, there are reminiscences of another character which deter parents from sending their sons to a place where they themselves suffered from want of accommodation; 723–725. (*Mr. Peele.*—The Trustees have applied to the Charity Commissioners to sanction a purchase of some property from the Rev. Mr. Butler and the plan of Mr. Christian, architect, for making the new property as well as the old available for the School, using the funded surplus revenues of between 9,000*l.* and 10,000*l.* for the purpose, and the Commissioners have treated the application favourably, but the matter is in abeyance pending the present enquiry; 726–729. (*Mr. Warter.*—The scheme at present is to build a new Second Master's house, that being in the worst state, but the architect's plan embraces the Head Master's house also, with accommodation for 80 boarders; 729–734. Borrowing money for improvements impracticable; 735–742. (*Mr. Bather.*—It was suggested that the Trustees should make an appeal to old Shrewsbury men to contribute towards the expenses; thinks this would realize several thousand pounds; suggests new arrangements with regard to the boarding houses; when he was at the School there were 301 boys in it; the highest number of late has been 140. (*Mr. J. Lloyd.*—At one time there were 285 boarders; 743–758. Opinions as to fees and salaries; 759–764. (*Mr. Bather.*—With regard to the non-collegiate class, feels, as a Trustee, that he ought to object; under the present scheme it could not be carried out; the scheme states what shall be taught in the school, and the Trustees do not see what right the Master had to make exception as to one part of it; he might as well leave out the Church Catechism or the Liturgy as Greek and Latin composition; there are certain things coming in, as the arts and sciences, which may be taught or not, but the things stated in the first part of the scheme are compulsory on the Masters to teach, and they have no right to omit anything; their duty is to teach Greek and Latin to every boy who comes to the School, and omitting the Greek destroys the character of the School. (*The Mayor.*—Thinks Dr. Kennedy's alteration is a great improvement. (*Lord Lyttelton.*—The question is whether it is legal or not. (*Mr. Warter.*—After the non-collegiate class had been started, it struck Dr. Kennedy that he had no authority to do it by the clause, and he submitted the difficulty to the Trustees, who declined to interfere. (*Mr. Bather* looks upon this class as the thin edge of the wedge, which, if driven home, would convert a classical into a commercial school; 764–773. The Trustees have neglected to carry out the examination by an examiner appointed by the Bishop of Lichfield, as required by the scheme, but substantially perhaps the work is done by the examination of Dr. Kennedy, and no bad results follow; as a precedent the neglect is as bad as can be; the subject pursued; 774–780. (*Mr. Peele.*—The burgesses attach great importance to their preferential claims to exhibitions; 781, 782. Item of "arrears" explained; one or two of the great tithe owners had not paid in time but paid afterwards; 783. (*Mr. Warter.*—Physical sciences have not been considered by the Trustees; thinks the majority would be in favour of the teaching; 784, 785.

SOUTHAM, COUNCILLOR. (*See* Evidence of Corporation of Shrewsbury, page 325.)

TROUNCER, J. W., ESQ., Mayor of Shrewsbury. (*See* Evidence of Dr. Kennedy and others, page 313; *see also* Evidence of the Corporation of Shrewsbury, page 325; *see also* Evidence of Governors, Trustees, and Treasurer of Shrewsbury School, page 339.)

WARTER, the REV. EDWARD. (*See* Evidence of the Governors, Trustees, and Treasurer of Shrewsbury School, page 339.)

WIGHTMAN, REV. E. C. L., Vicar of St. Alkmund's. (*See* Evidence of Dr. Kennedy and others, page 313.)

YARDLEY, the REV. JOHN, Vicar of St. Chad's, Shrewsbury. (*See* Evidence of Dr. Kennedy and others, page 313.)

MINUTES OF EVIDENCE.

GENERAL EVIDENCE.

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Victoria Street, Monday, 17th November 1862.

PRESENT :

Earl of Clarendon.	Hon. Edward Twisleton.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.
Sir S. Northcote.	

The EARL OF CLARENDON in the Chair.

GENERAL EVIDENCE.

W. B. Carpenter, Esq., M.D.

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W. B. Carpenter, Esq., M.D., F.R.S., called in and examined.

1. (*Lord Clarendon.*) I believe, Dr. Carpenter, you are the Registrar of the London University ?—I am.

2. How long have you been Registrar ?—Six years.

3. I believe you are likewise a member of the Council of the Royal Society ?—Yes.

4. As you have very kindly consented to give us your opinion on certain matters connected with the subject of our inquiry, and particularly with reference to the natural sciences, I would beg leave in the first place to ask you what are the subjects, some acquaintance with which is essential for matriculation at the London University, and how far an elementary knowledge of the sciences is necessary for matriculation ?—An elementary knowledge of the physical sciences is required to the extent which you will find in the programme before you.

5. (*Mr. Thompson.*) I see it says, "The knowledge " of these subjects is such as may be attained by at- " tending a course of experimental lectures " ?—Yes. It is not intended that any of those subjects should be treated mathematically, but there must be simply a knowledge of the facts, and the laws of those facts ; for example, the laws of motion, the composition of forces, and the principles of the action of the simple machines, the centre of gravity, and the law of the motion of falling bodies. It is required that the candidate should be acquainted with those as facts of nature,—not with the mathematical demonstration of the laws, but simply with the laws, and that he should be able to apply those laws. The questions which are asked are not merely what are the laws, but questions involving the application of those laws to cases which may not have been within the knowledge of the student.

6. (*Lord Clarendon.*) How would you draw the line between those facts and the mathematical demonstration of them ?—The composition and resolution of forces, for example, treated mathematically, requires an advanced knowledge of mathematics ; but the general fact that a body acted on by two forces in different directions will move in a diagonal line which expresses the result of those two forces, and the mode in which that fact is applied in the common occurrences of life, such as, for instance, rowing a boat across the stream with a tidal current, are subjects of examination with which the candidate is expected to be conversant. So again, with the pressure of liquids and gases, and the knowledge of what specific gravity means, and of how specific gravity may be ascertained; with the principle of the action of the barometer, the syphon, the common pump, the forcing pump, and the air pump. In acoustics he should be able to explain the nature of sound, and to answer all the elementary questions in regard to echoes and the rate of the transmission of sound, but without any mathematical treatment of those subjects. In optics he is expected to understand the laws of reflection and refraction, and the formation of images by simple lenses. Questions are asked to test the candidate's knowledge of those laws, and his power of applying them, but not going into the higher departments of optics. Under the head of Chemistry, the candidate is required to have studied the phenomena and laws of heat, the sources of heat, the general effect of the expansion of bodies, the action of the thermometer, and the relation between the different scales in common use. Such questions are frequently asked, as, for instance, " convert 60° of Fahrenheit into the corresponding " degree of a Réaumur or a Centigrade thermometer." This is useful to every person who reads foreign scientific books ; as these express temperatures in degrees of the Centigrade scale, with the exception of those that give them in Réaumur. Then there is the difference between the temperature and quantity of heat, the doctrines of specific and latent heat, and the various modes of measuring heat, the action of heat on the condition of bodies producing liquefaction, ebullition, and evaporation, the doctrines of conduction, convection, and radiation of heat; all these being subjects a knowledge of which is applicable in all the familiar concerns of life. The requirements in Chemistry (strictly so called) are limited to the non-metallic elements. Formerly a wider range was taken, but it was found that it was practically better to limit the requirements to the non-metallic elements, and to expect a higher range of knowledge in them; because every student in chemistry necessarily commences with the non-metallic elements, such as oxygen, hydrogen, carbon, nitrogen, chlorine, bromine, iodine, fluorine, sulphur, phosphorus,

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and silicon. In every course of chemistry these are always the first subjects of discussion; and it is in regard to the properties of those substances and their combinations that the laws of chemical action are first elicited. Then there is the doctrine of combining proportions by weight and by volume; the general nature of acids, bases, and salts; symbols, and nomenclature. These are the subjects first treated of; and therefore it was thought best to require a better and more thorough knowledge on those subjects, than a more vague and discursive knowledge of a larger range of subjects. Then, as connected with the foregoing, and as having very important and practical applications, there is the constitution of the atmosphere with the effects of animal and vegetable life on its composition; and, further, the phenomena of combustion, the structure and properties of flame, and the nature and properties of ordinary fuel. These have practical applications in common life, which every person should be prepared to understand scientifically. So again with regard to water, the chemical peculiarities of natural waters, and then the most important compounds of the non-metallic substances, carbonic acid, the oxides and acids of nitrogen, ammonia, olefiant gas, marsh gas, sulphurous and sulphuric acids, and sulphuretted hydrogen, are named as subjects of which every well educated person ought to know something. So, again, with hydrochloric acid, phosphoric acid, phosphuretted hydrogen, and silica.—I think the view of the Senate in forming this programme was not only that the knowledge here exacted would be a most valuable basis to the more extended study of the subject; but that in itself it would be very valuable for every person who desires to proceed to the degrees of the University to obtain *in limine* this knowledge, and thus to have his mind brought in contact with chemical facts and chemical principles.

7. This preliminary knowledge, then, to which you have called our attention, is that which is required in these different subjects, for Matriculation?—Yes.

8. In all these subjects?—Yes. I should explain perhaps that this Matriculation examination is the entrance examination of the University, which every candidate is required to go through, whatever may be his ulterior destination. There are three faculties in which he may proceed—Arts, Science, and Medicine; and all candidates pass the same matriculation examination.

9. Do many of the young men who have passed through our great public schools apply for admission into the London University?—Not any large proportion. They more frequently come from the proprietary schools. I presume you are speaking of such schools as Harrow, Eton, Winchester, and Westminster?

10. Yes?—A much larger proportion come up from the various proprietary schools. Several come to us from Marlborough College, which is, I think, a school for the sons of the clergy.

(*Lord Devon.*) Not exclusively.

(*Dr. Carpenter.*) A good many come from that, but very few from either Eton, Harrow, or Rugby.

11. (*Lord Clarendon.*) Do you find that the young men coming up to you from proprietary or private schools are generally prepared to pass their matriculation in the subjects of which you have just given us a list?—Yes, very generally. I cannot say how far they are prepared by courses of instruction given in the schools; but the rejections in those subjects are not larger in proportion than they are in other subjects, mathematics and history for instance.

12. In fact, it being known that an elementary knowledge of those subjects is required for matriculation, the boys are prepared?—Yes.

13. But you do not know whether they are prepared for the London University at the schools, or whether there is some intermediate tuition that they have the benefit of?—I know in regard to some public schools, University College school for instance, that there are regular courses of instruction. In many private schools which regularly send up candidates for matriculation, I know that there are regular courses of instruction; but I cannot say with regard to the general body of proprietary schools whether such is the case.

14. Do you happen to know whether in the examination for matriculation in classics more is required from young men at the London University than is required at Oxford and Cambridge?—Do you mean at the matriculation at Oxford or Cambridge?

15. Yes?—That I believe varies very much with the different Colleges. At some Colleges it is very slight. At Balliol College, on the other hand, it is a very severe examination, almost like a scholarship examination. Ours is much more severe, however, than at many colleges; I might say that it is fully upon a par with the "middle-class" examinations of Oxford and Cambridge, because we have had many candidates who have gone to both.

16. You are speaking of matriculation?—Yes; the amount of classics required at our matriculation examination is as much as is required at the senior middle-class examination.

17. (*Sir S. Northcote.*) Do you mean the examination for the degree of A.A.?—Yes. There is a senior and a junior examination. We have had several candidates who have passed that examination and who have come up afterwards to ours, and they have said that ours is quite as strict.

18. (*Lord Clarendon.*) That is in classics?—Yes.

19. (*Mr. Vaughan.*) Who is the classical examiner for the matriculation?—At the present time Dr. William Smith and Mr. Blakesley.

20. (*Lord Clarendon.*) Will you give me leave to ask your opinion as to the ability of graduates who have taken degrees in Science, as compared with those who have taken degrees in Arts?—Our scientific degrees are of too short standing to enable me to give an opinion.

21. You mean to say that the degree in science is but recently instituted?—Yes, it is a new degree. I might perhaps make a remark in regard to the relative character of our graduates in Medicine, because our training of medical graduates is essentially a scientific one. We lay very great stress on the scientific proficiency in Chemistry, Anatomy, and Physiology, as a basis for its practical applications in Medicine, Surgery, and Midwifery; and this scientific part of the curriculum, which lasts two years, may be considered as the equivalent of the Arts curriculum, of which the duration is the same. Taken in connection with the matriculation examination which precedes it, the first portion of the M.B. curriculum may be considered as very closely representing that of a Cambridge B.A. who "goes out" in Science. It is quite conceded by all who are acquainted with the University of London that its Medical graduates take a decidedly higher stand as a body than its Arts graduates; and that the *prestige* of the University of London rests very much on the character and attainments of its Medical graduates. I could state various facts which show that our Medical graduates are now coming to take the highest position in the medical profession for their standing; the physician to the Queen, for instance, is one of our graduates.

22. Have you been able to form any opinion as to the use of the physical sciences as a training of the mind as compared with pure mathematics?—I think that their function is quite different. I think that each is a supplement to the other. I should be very sorry to see either left out. It appears to me that the use of the physical sciences is to train a class of mental faculties which are ignored, so to speak, by a purely classical or a purely mathematical training, or by both combined. The observation of external phenomena, and the exercise of the reasoning faculties upon such phenomena, are matters altogether left out of the ordinary public school education. I am speaking of schools in which classics and mathematics are the sole means of mental discipline. Mathematical train-

ing is limited to one very special kind of mental action.

23. In the schools?—I mean that mathematical training exercises the mind most strenuously in a very narrow groove, so to speak. It starts with axioms which have nothing to do with external phenomena, but which the mind finds in itself; and the whole science of mathematics may be evolved out of the original axioms which the mind finds in itself. I do not go into the question whether they are intuitive, or whether they are generalizations of phenomena formed at a very early age; in either case the mind finds it in itself. Now it is the essence of scientific training that the mind finds the objects of its study in the external world. As Bacon says, "*Homo minister et* "*interpres naturæ*," so it appears to me that a training which leaves out of view the relation of Man to external Nature is a very defective one, and that the faculties which bring his intelligence into relation with the phenomena of the external world are subjects for education and for discipline equally important with the faculties by which he exercises his reason purely upon abstractions.

24. Then you consider that the mind, if it only had the training that could be given by close study, of classics, and of pure mathematics, has not had so great an advantage in training as if the study of physical science had been added?—I am quite of that opinion; and I may add that having given considerable attention to the reputed phenomena of mesmerism, electro-biology, spiritualism, &c., I have had occasion to observe that the *want of scientific habits of mind* is the source of a vast amount of prevalent misconception as to what constitutes adequate proof of the marvels reported by witnesses neither untruthful nor unintelligent as to ordinary matters. I could name striking instances of such misconception in men of high literary cultivation or high mathematical attainments; whilst I have met with no one who had undergone the discipline of an adequate course of scientific study, who has not at once recognized the fallacies in such testimony, when they have been pointed out to him.

25. (*Lord Devon.*) I observe, Dr. Carpenter, that your matriculation examinations do not take place until the applicant is past 16?—Yes.

26. Being of that age, you see great benefit in making natural philosophy and chemistry part of that examination in addition to a certain examination in classics, and you consider that not merely as fitting a boy for success in the active business of after life, but also as a means of training the mind, and that much benefit results from such combination. I should like to ask you whether you would consider that similar recommendations exist to the introduction of physical sciences at an earlier age. You applied your observations to your own candidates for matriculation?—I think that there is great advantage in commencing very early. I have commenced with my own children at a very early period in training their observing faculties simply to recognize and to understand, and to describe correctly what they see, showing them simple experiments, and desiring them to write down an account of them; and from my own experience I should say that a boy of 10 years old is quite capable of understanding a very large proportion of what is here set down under the head of natural philosophy.

27. (*Lord Clarendon.*) Is there not a danger of disturbing the power of sustained attention, if too many subjects of instruction are brought before boys at an early age?—I think that very much depends on the manner in which it is done. A good teacher need never forfeit the training of sustained attention by directing that attention to the facts of nature, because the attention is as healthfully exercised in the observation of what is going on before the child, as it is in the study of a book.

28. Were you at a public school yourself?—I was not.

29. You were at a large classical school, were you not?—I was brought up in a private school.

30. A large school?—About 20 was the average number.

31. Should you, from your experience as a boy, confirm the opinion which you have now expressed?—In the school in which I was brought up all these subjects were taught systematically, and I certainly believe that there was no deficiency there of power of attention, and that the training which was given in classics and mathematics, which was a very substantial one, was not at all impaired by the attention to these other subjects.

32. At what age did attention to these subjects commence at your school?—I should think that about 12 years might be taken as the average.

33. Have you any practical acquaintance with the system of our public schools?—Not practically. I know the system generally.

34. You know the amount of time, perhaps, given to particular subjects, speaking generally?—Yes.

35. Have you formed any opinion as to whether it would be desirable to diminish the proportion of time given, say to classics or mathematics, for the purpose of introducing physical science?—I have formed an opinion that at the earlier age, say from 10 to 12 or 13, the amount of study given to classics may be advantageously diminished. I have been led to conclude, from considerable opportunities of observation, that those who have commenced classics later than usual and have been of average intelligence, have by the age of 16 acquired as good a classical knowledge as those who have begun earlier, whose minds have been fixed upon classical study for two or three years longer. I may state that that is quite the opinion of many gentlemen of very large experience in education, and I believe I may quote Professor Pillans of Edinburgh as entertaining it. Dr. Hodgson, who had for a long time a large public school in the neighbourhood of Manchester, wrote a pamphlet some years ago in defence of that opinion.

36. In the cases to which you refer, what had been the previous education of the lads before they took up classics; of a fair general character?—Yes. I may specify the case of one of my own sons, on whom I thought I would try the plan, partly in consequence of the impression made on me by Dr. Hodgson's pamphlet, and partly on account of a deficiency of bodily and mental vigour in the boy himself. The training was general, with French; a good deal of attention being given to that language because I quite hold that every child ought very early to begin the study of another language. I agree with those who consider that we do not understand the meaning and the value of language, until we have tried to put our thoughts into a language different from our own.

37. You adopted French therefore partly with the view of teaching the principles and application of grammar?—Yes.

38. Which is one recommendation as you know on which classical instruction is based?—Yes; and I chose French on account of its giving in many respects the construction of Latin.

39. (*Mr. Thompson.*) You would then prefer to begin with French?—I think there is a great deal to be said for that. I do not say that I would do so with every boy; but the observation was drawn from me in reference to this question,—whether time might be spared from classical studies in the earlier period of education. I could quote several instances of young men who have shown a very remarkable proficiency in classical study at the age of 16 and 17 who began very late, at 13 and 14.

40. (*Lord Devon.*) I understand you to attach very high importance to the philosophical study of language?—Yes.

41. (*Lord Clarendon.*) And to its being commenced early?—Yes.

42. (*Mr. Thompson.*) How long has this examination existed?—It has existed from the commencement of the university in 1849.

43. In this form?—Not quite. There have been

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alterations from time to time. At one time there was an option between chemistry and natural philosophy, but they were both made imperative about seven years ago.

44. Has it become more stringent or less stringent in the course of time?—Decidedly more stringent. At first only one book of Euclid was required. About three years ago, in consequence of representations from teachers, the requirement was extended to the first four books. I may state that whenever there has been an increase of stringency, there has been a temporary reduction in the number of candidates, but only temporary, for the next year the number has advanced beyond any previous number. We have had a constant increase in the number of candidates.

45. What was the number last year, do you recollect?—About 480.

46. And of those what proportion do you think passed?—About two-thirds. I am speaking in round numbers.

47. And one-third were rejected?—Yes.

48. (*Lord Clarendon.*) Was that for matriculation or degree?—Matriculation.

49. (*Mr. Thompson.*) Do you ever yourself examine on any of those subjects?—No. I was nine years Examiner in the University before I became Registrar; but in the Medical faculty.

50. You have not examined in natural philosophy, for instance?—No.

51. You do not know what proportion of candidates were rejected in consequence of failure in natural philosophy?—I do know, because all the reports came through my hands. Sometimes candidates are rejected in one or two subjects; but more generally they are rejected in three, four, five, or six subjects; and I can say this, that the number of rejections in natural philosophy and chemistry is about the same, for instance, as in mathematics, in classics, in English, or in French. There is a very general average through the whole series of subjects.

52. I suppose marks are given in this examination?—Yes.

53. What proportion of marks, do you happen to know, is it necessary for a candidate to get?—I think one-third is the usual passing proportion.

54. (*Mr. Twisleton.*) I believe you are author of a work called "The Principles of Physiology, General "and Comparative"?—Yes.

55. You are likewise author of a work called "The "Microscope and its Revelations"?—Yes.

56. I believe you are also the author of an "Intro-"duction to the study of Foraminifera"?—Yes.

57. Do you consider that your taste for those studies was awakened at school?—My taste for physical and chemical science was certainly awakened at school. The training that I had in my school course, and the advantages which I had of attending lectures at the Philosophical Institution at Bristol at the time that I was going through that course, certainly tended to develop my taste for science generally. At that time I knew next to nothing of natural history; and I suppose it was the circumstance of my having entered the medical profession, and being led to seek for scientific culture in the subjects on which medicine is founded, that caused me to direct my attention to natural history and physiology,—physiology as based on natural history in fact.

58. You were likewise instructed in mathematics at school?—Yes.

59. Had you any occasion to observe at school that there was one class of minds which had a great aptitude for mathematics, another for the physical sciences, and another for the classics, so that there were three different types of mental intelligence?—Yes.

60. Do you not consider that it is an injury to a boy who may have a turn for the sciences of observation or for other natural sciences, that he has no instruction in them whatever up to the time he is 18, up to the time of his going to the university?—I feel that very strongly. I am quite satisfied that there is such a class of minds. I see it in the candidates for our degrees in science. Though the degrees have only been instituted two or three years, yet I am quite certain from what I have seen of those who have become candidates for them that there is a very decided aptitude for physical sciences, and that those generally are persons who have a distaste for classics. I may say with regard to myself that I never had any taste for classics. I went through a very long course of classical training, and I feel very strongly indeed the value of the discipline which it gave me; but I never, as a boy, had any taste for classics (though now I can come back and read a classical author with pleasure), because I was weary of the drudgery of the ordinary routine of instruction (to which I had been subjected from an unusually early age), whilst at 16 my mind was not sufficiently advanced in that direction to appreciate the higher beauties of a classical author. For instance, I could then read the Prometheus, but I did not understand its argument.

61. It would be an injury to the mental capital of a nation, so to say, to give no instruction to boys in the physical sciences up to 18?—I should certainly consider that it leaves that branch of the mental faculties which every individual has in a certain degree, uncultivated, and would leave without cultivation those powers which certain individuals have in a very remarkable degree.

62. Is it not the case that there are some boys at school who have only a slight aptitude for classical studies, who have an aptitude for the sciences of observation and the experimental sciences?—I am quite certain of that. I have five sons, and in their education I endeavour to train what I perceive to be the special aptitude of each. Thus my eldest son has shown a decided aptitude for the physical and chemical sciences: he has taken his Bachelor of Arts degree in the university, and has now taken that of Bachelor of Science. He took the Bachelor of Arts degree because at that time there was no degree in Science: he went through the classical training required for it, but his whole bent is for the exact sciences. On the other hand my second son has as strong a turn for literary culture as my eldest son has for scientific, and I have encouraged that just as much as I would the scientific culture; taking care, however, in each case that the other subjects were not neglected.

63. (*Mr. Vaughan.*) I think you mentioned that you considered that the study of physical science at an early age was conducive to the cultivation of the intellectual faculties as well as of the senses?—I think so decidedly, if it is rightly taught. I think very much depends on the teacher.

64. Do you think that that kind of cultivation of the intellectual faculties which physical science requires and encourages is such as the man may be safely called upon to go through at an early period of life?—I feel quite sure of it, because it is done to a very large extent in our National schools, and in our British and Foreign schools. I happen to know that from this circumstance: a few years ago Lord Ashburton requested me to examine for a prize which he at that time gave to the masters of schools in, I think, Hampshire, Wiltshire, and Dorsetshire. I set three or four papers on physical science and its applications—very much the kind of papers that one would set for the matriculation examination, with as much as possible of practical application to the common affairs of life, to what I think the Dean of Hereford calls "common things,"—but requiring a knowledge of principles; and I was extremely surprised at the excellence of the answers which I got. One master, a young man not above 20 years of age, answered every question perfectly well.

65. Do you think that the mind, ordinarily speaking, is as apt for the exercise of its faculties upon the subjects of natural science as upon grammar and mathematical subjects, at the early period of life?—I should say more so; that it is more easy to fix a child's attention upon something which it sees, than upon an abstraction.

66. Do you think that in that point of view, in fact, it is so far a subject better calculated to call out a healthy action of the reasoning powers than the more abstract subjects of grammar and mathematics?—I think it is, at the early period. I think that a lad of from 10 to 12 years of age is better fitted to be led to observe and reason upon what he observes in objective phenomena, than he is to reason upon abstractions. I think that from say 12 years of age, the powers may be healthfully exercised upon abstractions; but as far as I can judge, a child in learning a language learns by rote purely or almost purely up to say 12 years of age; but after that he begins, if he is well taught, to understand the *rationale* (so to speak) of the rules, but it is a mere matter of memory with him up to that time.

67. In fact you doubt whether in the cultivation of language the reasoning powers are much exercised at all at that time?—Yes.

68. And is it upon that ground also in part that you have suggested the propriety of deferring the attempt to teach the scientific study of grammar, such as is required in the cultivation of the classical languages to a later period?—Yes; partly for that reason, and partly because the beauties of a classical author cannot be understood in the earlier period. A lad of 12 years if reading Virgil, for instance, will I think not have much appreciation of the beauty of his style and diction unless he is a lad of a remarkably poetic turn of mind. I do not think Horace can be at all understood by a lad 12 years of age; that poet's turn of thought would be quite unintelligible to him, usually speaking.

69. Have you been sufficiently in company with youths emerging from childhood, to say whether there is in your opinion at all a natural curiosity which arises at that time for the observation and comprehension of the phenomena of nature?—I should say there is. I have seen a great deal of youths of different ages in the course of my life. I have been always interested in education, and have seen and known a great deal of what takes place in education among the humbler classes; and amongst them there is most decidedly a readiness of observation, and a readiness of power of apprehension and of reasoning upon phenomena of nature, which shows that that must be universal.

70. Have you observed that besides that power there is a curiosity with regard to the phenomena and an interest in that sense with regard to the phenomena of the outward world?—I think there is if it is not repressed. My opinion is that the tendency of public school education is to repress all that curiosity, to withdraw the attention so completely from those subjects that it has no development.

71. With regard to the study of language, I think you said that you had had some opportunity of observing that youths who began later could make so much progress owing to the different state of their faculties then as that they could recover the amount that had been lost to the study of language by deferring it?—Yes; providing always that their mental habits have been properly trained, that the power of sustained attention for instance has been exercised in other ways.

72. Are you aware whether there has ever been established any school in which there has been a systematic attempt to teach the classical languages at a later period of life in preference to teaching them earlier according to the common system?—I am not aware that that has been carried out on a large scale.

73. But your own observation, as I understand you, has supplied you with the facts?—I have seen many individuals.

74. (*Mr. Thompson.*) Individuals who have really distinguished themselves you mean?—Yes.

75. (*Mr. Vaughan.*) In speaking of the physical sciences as an instrument of education early in life, can you tell us what you would include amongst those physical sciences?—I should include very much what is laid down in this programme, as regards natural philosophy and chemistry; but I should also include some training in the natural sciences, zoology, botany, and physiology, because I think that they exercise an order of faculties distinct from what are exercised here. The sciences of classification are I think very valuable in training the mind in observation of complex phenomena. Every animal, every plant, to a zoologist and a botanist, is a complex assemblage of phenomena. Now in the physical sciences the phenomena are reduced to their simplest form; but the decomposition of these complex combinations, and then the recomposition of them in classification is I think a most valuable exercise to the mind.

76. I asked the question because I observe that the science which I understand you to have particularly cultivated, which is physiology, is omitted amongst those that are required for matriculation?—Yes.

77. Can you tell us what is the reason of that omission?—I think that physiology was considered too advanced a subject. It is included in all the later examinations. Our Bachelors of Arts have to go through an examination in physiology as well as Bachelors of Science. It is an elementary examination, but I think it was considered a subject more for the advanced student. I would not say physiology at so early an age, but the sciences of classification, such as zoology and botany.

78. What is the age at which you think physiology might be usually commenced?—I think it might be combined with zoology, because no one can learn zoology in the modern sense without some knowledge of the structure of animals. Zoology was formerly a science of mere classification based on external characters; but now the whole modern system of zoology being based upon a knowledge of internal structure, it is impossible to study it without that knowledge, and with that knowledge the elements of physiology would be almost necessarily combined; for instance, the structure of the respiratory apparatus in the different groups of the animal kingdom is a matter of the highest importance in classification; the difference between a fish (for instance) and an air-breathing animal is based on that difference of respiration; so that the mode in which all the leading functions of life are performed necessarily comes to be learnt in zoology without making a special study of physiology.

79. Then is it or is it not the case that physiology applies the truest and most philosophical principles of classification?—Unquestionably.

80. Therefore the classificatory part can hardly be learnt intelligently without some knowledge of those principles?—That is so. The classification is rather founded on the structure, while the science of physiology deals with the action. The knowledge of structure is essential to both. It is essential on the one hand to a true zoological classification, it is essential on the other hand to a knowledge of the function.

81. Now with regard to their bearing on literary studies: do you think that the mixture of the physical sciences with the literary studies would be a mixture which would be conducive of benefit to both, or otherwise?—I think decidedly conducive of benefit, because I cannot think that any mental training can be really adequate, which is one-sided; and again, all experience shows that a change of study from one subject to another is advantageous in this way, that it is a positive refreshment to the mind. I believe that a lad who has been exercised a certain number of hours in the study of language, or in the study of mathematics, would enjoy going to the study of physical science. If it is properly handled by a good teacher, he would enjoy that as much as he would enjoy going into some desultory course of reading for recreation.

82. In fact the exchange would produce very much less physical exhaustion than the continuance of the same study for the same number of hours?—Yes, I feel sure of that. I may mention that there is at present going on a good deal of inquiry in regard to

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the number of hours which can be healthfully employed in study by the class of children who attend the National and British Schools; and it is a subject in which I have taken a great deal of interest. I have happened to come in contact with a good many individuals who are working out experiments in different ways, and there is a very general conviction amongst the better and more intelligent class of masters in those schools, that four hours a day is as much as can be healthfully employed in purely intellectual acquirement by children of that class. Now I believe that the allowance which is healthful for children of that class may be perhaps doubled for those of an educated class.

83. (*Lord Clarendon.*) At what age?—Say from 8 to 12; but the prevalence of this conviction shows that the masters practically do not find that the children learn more who are at school for 6 or 7 hours, than those who are at school for only from $3\frac{1}{2}$ to 4 hours.

84. (*Mr. Vaughan.*) Do you think that you would find a different, that is a larger measure of hours suitable to health if there was this difference in studies at different times of the day?—Yes, I feel sure of it.

85. I suppose you say that as a physiologist?—Certainly, I should be very sorry to be tied down to one study all my life.

86. I mean as to the effect on the constitution?—Yes, I am speaking as a physiologist decidedly. I am quite satisfied of it as a fact in our mental constitution.

87. (*Mr. Twisleton.*) You mentioned a difference of the time that might be devoted to intellectual occupation in that class and in another class. Will you explain why there was a difference?—I think that the children of educated parents have much less difficulty in applying their minds to intellectual study. It is a much less effort to them to apply their minds, than it is to children of uneducated parents. I am satisfied that there is an inheritance of aptitude for intellectual pursuits. I think I might say that as much as eight hours a day could be given to intellectual study by the child of an educated stock, with no worse result, no more fatigue, than four hours by the child of an uneducated stock.

88. (*Sir S. Northcote.*) You said just now that you thought there were instances of boys taking up the study of classics late, and if they were properly trained in other ways making up for the lost time by the superiority of their power of application and of learning. Do you think that that might be the case also in the study of physical science, that a boy taking to study physical science late might make up for lost time by beginning at an age at which his powers were more developed?—I have no doubt he might make up for lost time: but I think that the natural period for commencing the study of physical science is at an earlier age, because I think any right system of education will take up the faculties in the order of their development; and it is quite certain that the observing faculties are developed before the reasoning powers. An infant during the first year of its life is educating its observing faculties in a way we really scarcely give it credit for; and the training of the observing faculties by attention to the phenomena of nature, both in physical and in natural science, seems to me to be the natural application of time at the age of say from 8 to 12.

89. In the case you spoke of, of a boy beginning classics not earlier than 12, and gaining on others by the time he was 16, you said he had had training in the French language at an earlier period?—Yes.

90. You may consider, I suppose, the training in any language as preparation for the training in another. Therefore, in the case of that boy the training in language or in grammar was begun at an early age, was it not?—Yes, but nothing like the time was given to it which would have been given to classical study, supposing he had been going through a course of classical training.

91. Do you not think, then, that your argument resolves into this, that to begin studying classics through French is a good way of beginning to study them?—That was the point to the best of my recollection very strongly advocated by Dr. Hodgson in an article which he wrote on the subject in, I think, the Westminster Review, which was afterwards published separately.

92. I understood you a little while ago in answer to question put by Lord Devon to say that you thought room might be made in our system of education for the early study of physical science without overworking the boy by putting off the beginning of the study of classics till a rather later period of life. That was so, was it not?—Yes.

93. At the same time you supported your argument by the case of a boy who had studied French as an introduction to the study of Latin and Greek, and had not suffered in his classical studies by deferring them. Would you not think that a boy would suffer in the study of languages by wholly giving his early years to the study of physical science, and not taking up language at all till he got to the age say of 12?—Yes, I think he would. I think that neglecting the study of language altogether would be a very undesirable thing; but what I mean is this, I should prefer to see the faculties which are concerned in the cultivation of physical science trained at the earlier period, because I believe that is the natural period at which the observing faculties and the elementary reasoning processes may be best cultivated, and the period at which the mind is not prepared for the more advanced culture of language.

94. But is it not the period at which it is also prepared for the commencement of the culture of language?—Certainly, but then I think all that the culture of language may give at that period may be given in a smaller number of hours than are usually devoted to it.

95. (*Mr. Thompson.*) You would say that verbal memory was as striking a characteristic of very young minds as the tendency to observation?—Certainly, and I consider that the training in a language is a most valuable instrument for cultivating the verbal memory.

96. (*Sir S. Northcote.*) Has it ever struck you that there is a period in a boy's life, perhaps at the age of 13, 14, or 15, when the moral character seems to be developed rather than the intellectual, when there is a pause in the power of acquiring intellectual knowledge, and a development of moral character?—I am very much of that opinion. I would not say there was a pause. I think that the introduction of a new element, so to speak, the moral element, modifies the exercise of the intellectual powers.

97. But that the period before that is the time in a boy's life in which he ought to acquire a good deal of the routine and rudimentary knowledge he is to make use of in after life?—Yes.

98. And this knowledge he can acquire with less distaste and more advantage than he would if it were left to a later period. Would it not be the case that with reference to the disagreeable part of the beginning of Latin and Greek, he would acquire it better in the earlier years before that development of the moral system begins?—In the cases to which I have alluded, those things that are so disagreeable to the child have not been felt so disagreeable to the youth beginning at a later period. I may give a curious illustration from another subject which occurs to me. I remember hearing Professor Key, of University College, mention that he had in early life a private pupil, who had gone through the complete Eton course, which at that time was only classical. Even ordinary arithmetic was not taught, much less any mathematics; and he happened to find out accidentally that this young man, an intelligent young man in other respects, not only had never learned his multiplication table, but did not know there was such a thing as a multiplication table. He was buying several pairs of silk stockings in a shop,

and to find out how much he had to pay he was adding the price of one pair to the second pair and that to the third pair, and so on. When he found how much his labour would be facilitated by the multiplication table, he applied himself to master it, and learnt it off in the course of a few days with the keenest pleasure.

99. (*Lord Clarendon.*) How long ago was that?—In the pre-mathematical period at Eton, I suppose.

100. (*Sir S. Northcote.*) Would you advocate putting off teaching a child the multiplication table till he became conscious by his own experience of the necessity for it?—No. I merely mention it as an illustration that things which are commonly regarded as very disagreeable, when better understood may come to be pleasant. So I have observed in classical study that when the *rationale*, if I may use the word, of the cases, the genders, and the construction of verbs comes to be appreciated as a matter of intelligence, they are learnt with far less difficulty than when acquired merely by rote.

101. Your experience is chiefly drawn from those young men who come as candidates for admission to the London University, is it not?—Yes.

102. Are not by far the larger proportion of those young men who intend to pursue physical studies in after life?—No; by no means a large proportion of those who go on to our arts degree.

103. So that you think they afford a fair sample of the rising generation?—Yes.

104. (*Mr. Twisleton.*) A question was asked as to the possibility of a boy well cultivated in classics making up afterwards for deficiency in the natural sciences. Would there not be a distinction between the sciences of observation and the sciences of experiment. Is it likely that a grown up person or a boy beyond a certain age would make up for neglect of the exercise of the faculty of observation?—I think not so well. If I am allowed to do so, I may mention my own experience in the matter. My greatest difficulty in the pursuit of systematic zoology and botany has arisen, I am quite satisfied, from the circumstance that I was not early trained in those sciences. I can recognise a flower or an animal when I see them, and I can remember their names. I have no difficulty as to verbal memory; but I have a difficulty in connecting the two things, the flower or the animal and the name; and I believe that if I had had an early training in the habit of systematic nomenclature, I should not have experienced that difficulty in later life.

105. Is it not to a certain extent the case with regard to the faculty of observation, as with regard to aptness for rapid calculation in arithmetic, that the habit should be acquired early?—Yes. I am very strongly of that opinion, and I know that it is very easily acquired under proper training. The late Professor Henslow studied the method of teaching natural science, I believe, as carefully as any one, and he was wonderfully successful in training that order of faculties.

106. As a member of the Council of the Royal Society, are you acquainted with some recommendations with regard to the introduction of the physical sciences as a study into public schools which were made by them?—I have before me the minutes of the Council of the 15th January 1857, containing the report of a Committee appointed to consider the question which had been brought before the Council, whether any measures could be adopted by the Government or Parliament that would improve the position of science or its cultivators in this country; and amongst various recommendations which were made were these two at the commencement—"1. The "Committee regard with much satisfaction the steps "already taken in the universities for advancing the "study of physical science by including several "branches of it in the public examinations, and "express their hope that the improvement thus "introduced may receive the extension which the "interests of science require, and that the public "schools may be thereby induced to make physical "science an integral part of their course of education. "2. The Committee recommend that the establishment of classes in metropolitan and provincial "schools, where those who have not the means or the "opportunity of studying at the universities may be "taught in the elements of physical science on a "systematic plan, be promoted by grants from Government in aid of such funds as may be locally "contributed for that purpose." These recommendations were adopted by the Council, and were forwarded to Government. The second has since been acted on by the Department of Science and Art.

107. (*Lord Clarendon.*) With reference to that recommendation I would ask whether you are not aware that at our great public schools the professed object is to train the mind?—Yes.

108. Some of them I believe consider that they adopt the best possible means for training the mind by the study of classics and mathematics?—Yes.

109. Is it the result of your experience that by the exclusion of the physical sciences, and of the methods of investigation employed in their study, that the mind does not receive as good a training as it might do?—I have been acquainted with several gentlemen who have passed with distinction through a course of public school and university training, and who have confessed to me with regret their inaptitude to understand any scientific subjects whatever,—their want not only of the knowledge but of the mental aptitude.

110. That is to say that you consider that the physical sciences and methods of investigation call forth different faculties of the mind from those which are developed by the studies of mathematics and classics?—Yes; I think so very decidedly.

111. And that therefore by neglecting the physical sciences those faculties lie dormant if they existed?—Yes.

112. (*Mr. Vaughan.*) I wish to understand a part of your evidence about which I am not quite clear, *i.e.*, whether you considered that the cultivation of language at the earlier period of life did not commonly cultivate the understanding, but only the verbal memory, or chiefly so?—I do not think it cultivates the higher mental faculties, because I think they are not in a state ready for cultivation at that period of life. There are various faculties which it does tend to cultivate, and to which I think it gives a very valuable training; but I do not think that the study of language can be insisted on, say from 10 to 12, as a means of intellectual discipline beyond a limited degree; and for that limited degree it seems to me that a comparatively small number of hours are quite sufficient. What I deprecate is the almost exclusive direction of the mind at that period to the study of language.

113. (*Mr. Twisleton.*) If your views are correct would there not be this advantage that in regard to a modern language the pronunciation could be learnt at a period when it could be learnt much better than afterwards?—Yes. It is quite certain that children learn the pronunciation of language as a speaking language much more readily than adults, and even more readily than young persons from 12 to 16. They are not afraid, they dash into it, they have no modesty to restrain them, no *mauvaise honte*. Every family that has been abroad knows perfectly well that its younger members come out in that way best.

The witness withdrew.

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SIR CHARLES LYELL, F.R.S., called in and examined.

1. (*Lord Clarendon.*) I believe, Sir Charles, you are the author of several works on geology ?—Yes.

2. Also of Travels in North America ?—Yes.

3. And you are a Fellow of the Royal Society ?—Yes.

4. I believe you took your degree at Oxford ?—Yes.

5. (*Mr. Twisleton.*) I believe you took honours at Oxford ?—Yes.

6. And you received a doctor's degree at Oxford six or seven years ago ?—Yes.

7. (*Lord Clarendon.*) As we know your attention has long been turned to this subject, I would beg to ask you, as the result of your observation and experience, what you considered to be the position of physical science and natural history in this country, as far as regards our educational system ?—I think it is hardly too strong a term to say that they have been ignored. There has been a move of late in the universities to restore them somewhat to that place which they formerly held at a time when the sciences were much less advanced, but when in proportion to what was then known they held a very fair position, and within the last 200 years I consider them to have been deprived of the proper position which they once held. The public schools being modelled in a great measure on the system of the universities, they have in like manner entirely neglected them, even in those schools where they are educated sometimes up to the age of 17 or 18. I think therefore that in that period of the progress of a nation when these branches of knowledge have been acquiring more and more importance, both theoretically and practically, that has been precisely the time when they have been more and more excluded from the teaching of the higher classes of this country.

8. To what would you attribute the neglect of these studies that has been shown at the schools in particular ?—I think that the schools being preparatory, in a great measure, to the universities, they frame their system in regard to those subjects which are to obtain the chief rewards, prizes, and honours at the university. Although a large proportion of the boys at our larger schools do not go to the universities (I do not know what proportion, but I know that it is very large,) nevertheless the system is planned as if they were all going there, and whatever be the plan adopted at the universities, and particularly whatever may be the matriculation, the entrance examination to the university, that will in no small degree govern what is taught in public schools if any branch of knowledge is entirely omitted. I am not speaking now of geology, of my own branch, or any particular one, but biological science, chemistry, natural history, geology, or mineralogy, are all so intimately connected that if the elements of any one are to a certain degree mastered, it will train the mind in the same way, and be the same exercise, and what I consider very useful training, and which to a certain extent the study of the classical languages and literature will not furnish. I am not at all advocating a very great number of these things being taught, in order that every public school should be the same, but if there is a representative of one or more of these branches that will in a great degree answer the purpose.

9. You consider that as there is no demand for physical sciences and natural history at the universities there is no attempt to supply them at the schools ?—Exactly; that is a great reason. However, it must not be forgotten that those schoolmasters are brought up in the universities without a knowledge of the sciences and natural history, and having no such knowledge, it is very natural that a great number of them should entertain some prejudice or think very slightingly of them. If the first, second, third, fourth, and fifth masters of a great school are all chosen out of that class, they have been in the habit of considering these subjects as of an inferior grade, and as not exercising the human mind to the same degree as the study of the Greek and Latin authors. Then I think there comes an additional difficulty, because these men are against the introduction, and to a certain extent not competent to teach these departments of study.

10. I suppose you consider that as the various branches of physics and natural history have developed and increased, the more restricted the systems both of the universities and of the schools have become, from there being fewer people competent to teach them ?—I do.

11. That they have fallen off from the time to which you referred just now when they did occupy a certain place both in schools and in universities ?—Quite so. I have endeavoured in a chapter that I wrote in my first travels in America, to show historically how it came about that the universities did not go on teaching these subjects. I think it is sometimes supposed that this depends in a great measure upon whether you teach by lectures or by a system like that of college tutors. I do not think that quite a fair way of viewing the subject. I do not think it is a question of whether you are to teach by public lectures or not. I think that it is more important than that. It is the question of whether, in a very large school, we will say that has a great many hundred pupils, you will divide the subjects amongst a great number of men who, having had a liberal education, have devoted their time chiefly to some branch, such as history, Greek, Latin, natural philosophy, chemistry, or geology. It is a question whether you will have the subjects divided to as great an extent as you can, and you may do that in large schools to a certain extent, though not so well as at the university. That is the question, in whatever manner you teach, whether you teach a small number in a room like this, or whether you have a large lecture room, still the question of subdivision of the subjects is in my opinion by far the most important towards efficient teaching; and it has so happened in our English universities, that what was the original plan of our academical system, as well as of all Europe, was entirely upset at the time of the Reformation, in consequence of the colleges—private corporations—usurping the powers and teaching of the university wholly revolutionising the system, and causing that in every one of these separate colleges there should only be two or three tutors, each of whom should teach almost everything, and who could not possibly subdivide the branches of human knowledge. Therefore I think they did quite right in giving up everything but the small number of subjects for which they were competent, for in most of these colleges they were obliged to take orders at a certain period. That I think has worked in the universities and in the schools and has made it far more difficult to introduce the elements of a greater number of studies than otherwise it would have been.

12. You would consider, then, that although the great majority of boys educated at our public schools do not go to the universities, yet the requirements of those who do go to the universities in fact regulate the system of the school ?—Quite so.

13. Therefore you would say that the majority do not have that education that you think would be best for them, and in fact are sacrificed to the minority who are proceeding to the universities ?—Yes.

14. (*Lord Lyttelton.*) Taking the particular schools which we have to deal with, Eton, Harrow, Westminster, Charterhouse, St. Paul's, Rugby, Merchant Taylors', Shrewsbury, and Winchester; are you prepared to say whether the majority in that body of schools go to the university or not ?—No, I am not quite prepared to say, but I feel confident that if you exclude those who are obliged to go because

they are going into the church that you will find it is quite a minority who go to the universities.

15. Or who intend to go, or who go there with a view to going to the universities?—I do not pretend to say.

16. You say "unless you exclude those who are "necessarily led to take orders." Do you think it is not so clear unless that is so?—Yes.

17. (*Lord Clarendon.*) I gather from what you said just now that you would be glad to see introduced into the matriculation examination, as a proof not only that they have been studied, but that some elementary knowledge has been acquired of the sciences to which you alluded, natural history, zoology, geology, and so on?—Yes, and chemistry and natural philosophy. I was speaking of the matriculation at the entrance to the university.

18. Not the University of London, but the Universities of Oxford and Cambridge?—Yes.

19. (*Mr. Thompson.*) That is the scheme adopted at the University of London (*handing same to the witness*). That would probably represent what you would wish to have introduced at the old universities?—Yes.

20. (*Lord Clarendon.*) You would not expect, I suppose, in the matriculation examination at the universities that the knowledge should be more than elementary?—Merely elementary.

21. As to the facts, not mathematical demonstrations?—Quite so. I think it is of immense importance that these subjects should be recognised, and however moderate, that there should be a beginning, because if they have not got through what may be called the grammar of these sciences, if they have not got through the first elementary difficulties, if they have not some idea, I should almost say some respect, for these things implanted at an early period, then they are at a great disadvantage in after life; even if they incline to those things, and even if it should happen to be the bent of their minds, as it is of some persons much more than others.

22. You would consider it a matter of national importance that in all the schools which Lord Lyttelton has just mentioned these studies should be recognised and some elementary knowledge of them required?—I should think it would be a very great improvement, without in the least disparaging the branches of literature which they now study. If I were framing it I should be satisfied with a very moderate amount, knowing the difficulty there is in introducing these things when once the system is what it has become.

23. You think that without some early examination, or some motive which would make it necessary to acquire these elements, a man would most likely remain ignorant of them all his life?—I am sure that is the case, and what is worse, that it very often prevents persons of rank and influence from undertaking these things, from following up these matters themselves, and from being enlightened patrons of, and giving a direction to these branches.

24. At all the public and private schools that you know of, physical science and natural history are altogether omitted, are they not?—Certainly.

25. Except such few instances as do not interfere with the general rule?—That is the case.

26. Of course the more you extend the range of these subjects the less you are entitled to ask at an examination?—Certainly.

27. With reference to what you were saying just now that the masters are generally clergymen who have been instructed for a particular profession, and have no knowledge of that which they have not learnt when young, would your opinion be that at the great schools there should be some one or two or three individuals all of whom should undertake the teaching of these sciences, or would you rely upon the classical and mathematical masters to acquire that sort of smattering of them that would be sufficient to enable boys to pass a matriculation examination?—I think it would be a very great improvement indeed if there were one or two who, while they were men of liberal education, would have devoted themselves principally to scientific subjects, because if you demanded German or French to be taught you would not expect that teacher to have the same amount of Greek and Latin that you would require in other masters, so I think it is still more necessary if you have a teacher to examine the boys in what they may have learnt at lectures or in any other way, that he should be a person who has acquired a moderate amount of classics, and a more profound knowledge of the science to which he may have principally devoted his life, more than would be possible for the ordinary masters who have been all their lives exclusively at Latin and Greek.

28. Have you ever turned your attention to what would be a convenient distribution of those sciences, such as natural philosophy or chemistry, either for the purposes of teaching at schools or for such a matriculation examination as you would contemplate as useful at the university?—No; I do not think I am quite prepared to give an opinion upon that.

29. Do you happen to be acquainted with the distribution of these subjects at the London University?—Yes.

(*Mr. Thompson.*) Allow me to call your attention to the programme of their examination (*handing it to the witness*).

(*Sir Charles Lyell.*) Is there not an omission entirely of zoology and botany?

(*Mr. Thompson.*) Yes, a deliberate omission.

(*Sir Charles Lyell.*) I cannot help thinking that, to however small an extent, there should be in addition one or other of those two branches, which belong to quite a different department. There are a great many persons who have a decided turn for those things, and there is a very false idea among those who have never been grounded in such branches, that they are comparatively trifling, and do not require the same searching mind, and the same severe study. Now of course you can only demand very little from boys who are examined in various languages, but suppose a boy, instead of many languages, substituted zoology or botany for one of them, I think a great deal of the same useful exercise of the mind might be derived from it. I think they ought not to be totally excluded from the system; there should be some one or other of them taught.

30. (*Lord Clarendon.*) Having considered, as you have, this omission of the physical sciences at our schools and universities as a question of national importance, and a matter of national regret, you must be aware that the excuse is always that there is not time, that the system now pursued at the schools, and afterwards at the universities, is very much devoted to the study of classics and precludes absolutely, from want of time, the study of these other and important sciences. Have you ever considered that question of time, and how these other studies could be joined to the classical studies without detriment to that which is considered to be the basis of our public school education?—Yes, I think that a great deal too much time is given to such things as writing Latin and Greek verses, and attempting even at school to acquire a degree of proficiency which would be very useful if a person specialised it afterwards, but which it is not desirable to require of young men before they are 18, and that a portion of that which they now acquire at the public schools should be left to be afterwards acquired at the universities at a later age, and that you should not at the expense of omitting these scientific subjects devote so very large a portion of time to the other departments.

31. At our public schools it is generally considered that the study of the classics is the best possible training for the mind, but would you consider that the mind does not get the best possible training if the study of the physical sciences is omitted, and would you consider that the study of physical science calls into operation and developes faculties of the mind that are not called into activity by classics or mathematics?

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—Yes, I do most decidedly; I think the reasoning powers and the judgment are more cultivated by these subjects than by the exclusive study of the classics.

32. Of classics and mathematics ?—Yes.

33. Pure mathematics?—Yes. I think mathematics applied often does that which pure mathematics will not do.

34. (*Lord Devon.*) Taking your view as to the great importance, not merely with a view to proficiency in any particular branch but with reference to the mental training generally, of incorporating physical science in the general education of British youth of the upper classes, at what period of school career should you consider it wise, safe, and most beneficial to the object in view to introduce that; would you postpone instruction in physical science until a groundwork was previously laid of classical literature, or would you concurrently, as it then must necessarily be, with a more limited degree of instruction in classical literature, give certain instruction in physical science to boys, say from 9 years old and upwards ?—Perhaps at 11 or 12 and upwards. One should consider first of all at what age a large number of them leave school, so that you should ensure the majority not leaving without having a foundation. When I had ascertained that, I should endeavour to take care that the age at which the majority left the school was not allowed to pass away without having broken ground, but I quite think that most probably the best way of beginning is the way they begin now, with the ancient languages.

35. It is sometimes said, and with great force, that the faculties of observation ripen, so to say, at an earlier period than the reasoning powers ?—Yes.

36. Do you think that that would or would not point to the conclusion that such sciences as botany and chemistry, perhaps, and so on, should be communicated at an earlier period ?—Yes, I have no children of my own, but I have nephews in whom I take as much interest, and I certainly have observed that the powers of observation and the interest of observing with accuracy are very early developed indeed, at 9 or 10, and they learn a vast deal of other things in consequence, if they can be taught any of these branches. I am sure they get on sometimes in Latin very much from the interest they take in the Latin names, for instance, of animals and plants. It sometimes helps memory in a way that is surprising.

37. You think that would be a great good, but on the whole you would prefer their beginning at an early period ?—Yes, indeed I should.

38. (*Lord Lyttelton.*) I understood you to say that these old established schools must have a peculiar difficulty in introducing the new studies and diminishing the old, because they *are* old schools and have an established system to deal with ?—Yes.

39. You are aware of the great number of new schools which have sprung up in England during the last few years, and which is increasing ?—Yes.

40. Does it appear to you that those schools, having no traditions whatever to affect them, no established system to break in upon, and depending absolutely for their existence on satisfying the demands of the public, have a great facility in introducing these new studies to any extent that may appear desirable, and that if so they may establish a very wholesome competition with the old schools, and to a great degree meet the necessity for the introduction of these new studies?—I think that the power and influence of fashion, and the imitation of the old established schools, is so very great that you are sure to have these proprietary schools modelled to a much greater extent than even the public would naturally wish in imitation of the older ones. If you could have a slight improvement in the old ones I think you would do more good. I have looked to these new establishments as calculated to work some reform; but I do not think that anything will have so great an effect on these very schools you speak of as a change or any slight modification of the system in the old schools.

41. Are you at all acquainted with the system of Wellington College ?—No.

42. You are not aware of the extent to which physical science, for instance, is introduced there ?—No, I remember hearing it spoken of by the late Prince Consort when it was being planned, but I have not had an opportunity of following it up.

43. (*Mr. Vaughan.*) Do you think that purely literary pursuits and the literature of the country generally would receive benefit by a degree of scientific education and instruction being given in the public schools and the universities in conjunction with a literary education ?—Indeed, I think it would. I think the literature would gain. I think the literary writings of a man like Hallam, for instance, who had taught himself science and natural history, are of a higher stamp than they would have been if he had not had that knowledge.

44. Do you think that from the increase of the cultivation of those branches of knowledge throughout Europe there is so much of that knowledge scattered through literary works now that a literary person is hardly able to understand the whole compass of literature without some scientific attainments ?—Yes, I think so. Perhaps I may be permitted to make a suggestion, it is rather a suggestion than anything I wish to give as evidence, but it is this. I know great alarm was manifested by the professors of science in the Scotch universities a few years ago, when the competitive system of examination was introduced. Several of them wrote to me to say, "You know very well that we have supplied a "want which has been caused by the ignoring in "England of scientific and biological branches of "knowledge, and now if this system of competitive "examination is founded, as it will be, on the notion "of university and public school men, they will be "sure to give such a number of marks to their "favourite branches that we shall no longer have any "except the medical students, who are forced to at-"tend the scientific department; they will come, but "we shall lose our other students. Suppose a man "wants to get into the Indian Civil Service, he "must then attend not to the things which we have "been teaching in Scotland, and which have been "supplemental to a certain extent to the wants "which the English university system has left "unsatisfied. Immediately we shall lose parts of our "class, and they will be obliged to devote themselves "to Latin and Greek, and those subjects which the "English have more exclusively studied." Now Mr. Twisleton is one of the examiners, and he will know more than I do whether these fears have been realized, but it appeared to me at the time to be a very serious danger, knowing how very useful a great portion of these men educated in Scotland have been in filling up places, colonial and otherwise, which we could not supply from the men brought up in our English public schools.

45. (*Mr. Thompson.*) You are now speaking of universities, not of schools?—Why I mention it is this, that at the Scotch colleges they correspond in age to a certain extent. At a place like St. Andrew's or Glasgow the ages of the men correspond with the last years at Eton and Winchester.

46. (*Lord Clarendon.*) 18 and 19?—About 16, 17, and 18.

47. (*Mr. Thompson.*) After getting a degree at St. Andrew's they come to Cambridge ?—Yes, very often. Therefore, if you have in any way modified by these late reforms—for I consider them great reforms—if the competitive examinations have in any degree forced the Scotch universities out of their old system, it is the more desirable to have some change.

48. (*Mr. Twisleton.*) Are you aware that under the present system of marks for competitive examinations in the East Indian Civil Service it is possible for a young man to obtain an appointment without

any knowledge of Latin or Greek whatever ?—I was not aware of that.

49. In your geological investigations in Germany have you become acquainted with many literary men there ?—Yes.

50. Among the class of literary men is there greater or less knowledge of the physical sciences than in England ?—There is decidedly more general knowledge even where there is no special knowledge. They understand a great deal more what we are about than the literary men and classical scholars of this country do.

51. Are you aware of the system of the German gymnasia ?—Yes, I have some idea of it.

52. Are you aware that a certain number of hours a week is set apart there for instruction in the physical sciences ?—Yes.

53. Are you disposed to attribute the greater knowledge of literary men in the physical sciences there to the instruction which they may have received in the schools ?—Certainly; I am sure that is the reason of it. There is generally in a moderate sized gymnasium a master appropriated to the teaching of these branches, and sometimes he has a considerable knowledge of the science, devoting himself in the holidays to some favorite branch, but obliged to get up a knowledge of a good many different ones, and to teach the elements to these boys. It is such a portion of the whole time as might easily be introduced into our schools. It has the most happy effect.

54. Are you aware that each gymnasium has usually a collection of natural history, and a collection of philosophical instruments ?—Certainly they have.

55. Have you ever had conversations with men in the small towns, who have information which you would not be likely to find in England ?—Quite so. I may mention Winchester as an instance, that I have practical experience of. I have been very much struck with it. If you were to go in Germany to a second-rate school, I mean a town of second-rate importance, and go to the gymnasium there, you would get information in scientific points that it would be quite in vain to look for in such a magnificently endowed establishment as Winchester. I remember one instance among others; I could mention several in Germany. I refer to Eisenach. I happened to stop there, and I found there was a teacher of natural philosophy and science, who had a collection belonging to the school, and there was a certain number of hours in the week devoted to it. The boys were exceedingly fond of it. Still it was a very limited number of hours in the week, and this man who had published, and has since published, some very good original papers on different branches, was very well acquainted with the different subjects which he was teaching. I heard him give a lesson in the school. There were the other masters who might correspond to our teachers of Latin and Greek in the school, but they found a place for a teacher exclusively of science.

56. (*Lord Clarendon.*) This was in the small town of Eisenach ?—Yes.

57. How many young men were there at this gymnasium ?—200 or 300.

58. Was he paid by the State, or was it by voluntary payment ?—I do not remember.

59. (*Sir S. Northcote.*) I should like to ask, generally, whether you consider that this superiority of education in these branches of knowledge which the Germans receive, produces a corresponding superiority in the educated classes of Germany over the educated classes of England ?—No; I think our political freedom is such an immense element that you really cannot compare the two cases. The higher classes in Germany are inferior on account of that in a great measure. We ought to be at the head of all the others, having so long enjoyed our political institutions. Among the literary men, I am quite sure there is the great advantage.

60. (*Mr. Twisleton.*) You are speaking of the classes that have attended the gymnasium ?—Yes.

61. (*Mr. Thompson.*) With regard to the clergy, have you seen anything of the clergy in Germany. Would you say that they were better acquainted with such subjects ?—Yes, indeed, I think they are. I think there is a great advantage in that respect in Germany. In fact, it was an observation of Baron Von Buch when he came over here, "in regard to "church matters, or the connexion of science and "religion, you are as much behind us in freedom as "you are ahead of us in your political institutions," and I attribute that in some measure to there being a better general notion of science among the clergy. However, I cannot speak so well of the clergy as I can of literary men. I am sure that a purely literary man, and we know that there are very distinguished literary men in Germany, would have a notion very generally of what scientific men are doing, and the elements of it, which they have not in this country.

62. (*Mr. Twisleton.*) Is it the case that in some practical departments of knowledge, say in your own, there is a difficulty in obtaining the assistance of educated men for important practical purposes ?—Yes; until the formation of the school of mines in Jermyn Street, which is quite a new establishment, it is extraordinary the difficulty that there was. If they sent over from the colonies for some one to make a geological survey, or to examine into the mines, or if a man like Lord Breadalbane offered to give 700*l.* or 800*l.* a year for anyone who would survey his estate, there was no well-educated man to be found in England; our only chance in that case was Scotland; although the mining wealth of this country is very superior to that of any other, or almost to all the others put together, such was the neglect of scientific education in that sense that we had sometimes to send over to Germany to supply a surveyor.

63. (*Lord Lyttelton.*) What class of person would it be who would undertake that sort of survey, would he be of the class of what we call "gentry" ?—In Germany you would have a very great chance of that, because of the manner in which the mining department is cultivated there by the gentry. I might mention men like Count Brenner in Austria, and the late Count Beust in Prussia, both of them men of fortune, devoted to it, and like miners regularly working at it, and considering it an honourable profession.

64. (*Sir S. Northcote.*) How long ago was that which you mention with regard to Lord Breadalbane ?—I should think 10 or 12 years ago, before Jermyn Street came into full play.

65. But is it not the case that since 1851 a very great advance has been made in the provision of facilities for instruction in practical science and in other branches of knowledge of that kind—as for instance, in the department of practical science at South Kensington—and at the institution in Jermyn Street itself, and what has been done in both ways has surely very much advanced those facilities ?—No doubt it has, but it has not yet told much upon the general education.

66. Do you consider that the public schools of England (what we generally mean by public schools), are places in which instruction should be given for such work as that of which you have been speaking ?—No, not practically, I do not think so, but I think that you would have a greater number of well-educated men who would go into these departments if the elements of science were not wholly neglected at the great schools; I think that the mining in Germany, for instance, has been more scientific and better in consequence of those who pursue it being recruited from such classes as would go into our public schools; that instead of drafting from an inferior class whose parents have not been able to give them so good an education, you would naturally, if there was a better system, draw from those who had a taste in such matters, and from a higher class who had had a liberal education in public schools.

67. Which would you like best to see in public schools, a system of teaching both literature and physical science carried throughout the school and made

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universal, or a system of what is known abroad by the term of "bifurcation," by which I understand it is meant that when boys come to a certain point they should choose whether they would pursue the literary or the scientific branches of education?—At what age is that? (*Mr. Twisleton.*) They leave at 18.

68. (*Sir S. Northcote.*) 15 or 16 I think, say 16?—I have not fully considered that point. At the same time, having thought over the very great range of subjects, and the very different turn of boys' minds, and the different aptitudes they have by nature, I have always been in favour of their being allowed to select as soon as possible after you have once secured the general groundwork.

69. (*Lord Lyttelton.*) That is the principle of it. Do you know from what schools the Jermyn Street institution is recruited?—I do not think there are many that come from the great public schools, hardly any.

70. Do you know what schools they do come from?—I do not.

71. (*Mr. Twisleton.*) Supposing in the public schools with the present classical instruction there was an initiation of boys in the physical sciences, is it not likely that some at the university would aim at honours in the physical sciences?—Certainly, and much more now that at the University of Oxford they have allowed men to go up for honours in the physical sciences. That has been one of the effects, I believe, of the University commission, but the want of training at schools prevents its telling as much as it might have done.

72. You are aware that there are some scholarships and some fellowships set apart for the physical sciences at Oxford are you not?—Yes.

73. Would it not be likely, if boys received some instruction at school, that some of them would compete for those scholarships and fellowships?—Certainly.

74. And then if in that way they attained prizes and honours at Oxford, is it not likely that they would be very willing to compete for some of these offices you have mentioned?—Certainly.

75. They would be fit for geological surveyors certainly, and they would also be fit masters?—Yes.

76. So that in fact one of the best modes of laying the foundation for having hereafter good masters in these sciences in public schools would be to introduce the study of them now?—Certainly.

77. (*Mr. Vaughan.*) Have you any means of knowing whether in the middle classes there is a greater knowledge on these subjects at present than in the upper classes?—It is a very remarkable fact that if a scientific book is published it depends more for its sale on the middle classes of the manufacturing districts than on the rich country gentlemen and clergy of the agricultural parts of the country, and, therefore, if there is a distress like the present in Lancashire, the publisher would say "Do not bring out your book now."

78. In a political point of view, is not that not only an unhealthy but also a dangerous state of things in some respects, that the material world should be very much better known by the middle classes of society than by the upper classes?—Certainly, and I think it is particularly so in reference to the teaching in this country by the clergy, and a vast proportion of the university men are going into the church. In order to bring their knowledge more into unison with that of the artizans, it is particularly desirable that a certain portion of science should be taught. Medical men would of course be required to know some science, natural history, comparative anatomy, or something equivalent, but they would say it is not necessary for the clergy. I think it particularly desirable that the clergy should have some initiation into these things.

79. Does not the absence of knowledge in these branches of learning tend to disturb the relation which the social position of the two would in itself rather tend to produce, and the respect of the middle classes for the upper classes?—Yes, I think it must, but I do not feel very strongly on that question, because the aristocracy of this country, in spite of the system of education being somewhat narrow, get their education in other ways, and, therefore, they are greatly respected; but I think the clergy would be particularly benefited by any change you could make by introducing these things into public schools. I feel that there is a dangerous want of sympathy at present between the better informed working class of the manufacturing districts and the clergy.

80. I do not by any means ask whether they do not generally on many accounts meet with respect, but whether the absence of that knowledge on the part of the upper classes which the middle classes appreciate and possess does not tend to diminish the respect so far?—Certainly, so far.

81. And whether it does not also tend to put a certain amount of power into the hands of the middle classes, which the upper classes have not?—Yes, I think so.

82. (*Sir S. Northcote.*) But if the upper classes, in acquiring a greater amount of this knowledge of the physical world were to lose any of their literary and intellectual superiority, might they not thereby endanger their pre-eminence as much in the one way as they would gain in the other?—In answer to that question I think I could say from my own experience, that in consequence of narrowing the number of subjects taught, a large portion of those who have not a particular aptitude for literary pursuits, but who would have shown a strong taste for the sciences, are forced into one line, and after they leave their college they neglect branches they have been taught, and so cultivate neither the one nor the other. I have known men quite late in life, who have forgotten all the Latin and Greek which they spent their early years in acquiring, hit upon geology or some other branch, and all at once their energies have been awakened, and you have been astonished to see how they came out. They would have taken that line long before, and done good work in it, had they been taught the elements of it at school.

83. (*Mr. Twisleton.*) So that there was a mental waste in their youth?—Quite so.

84. (*Sir S. Northcote.*) That is a separate question, no doubt, and one of very great interest and importance; but when I asked you just now whether you considered that the result of the superior physical teaching in Germany was to produce a superior educated class, you replied no, and you referred to the political condition of the country. I did not follow up the question, but I might follow it up by asking, do not you consider there is any connexion between the system of education in a country, and its political condition; and do not you consider that a well conducted system of literary education has a tendency to produce political freedom?—You naturally would suppose that if there was any difference in the system of teaching in England from that of the continent or of Scotland, it was owing to the difference in the political institutions, but in fact it is due to accident. We are governed in a great measure by Archbishop Laud, who altered and remodelled the statutes of both the Universities after the Revolution; and besides this, the universities, instead of being gradually modified and improved as they would have been in a country like this with our political institutions, were broken up into a set of corporations, and the whole system by that means entirely altered, both in regard to the impossibility of distributing the different branches of knowledge among different teachers, and also by throwing the whole monopoly into the hands of the clergy. In spite of all that, the institutions of the country have triumphed over these drawbacks.

85. You think our political freedom arose rather in spite of our system of education than in consequence of it?—Yes; I think it is independent of it; it has had nothing to do with those checks that have narrowed our system of education.

86. (*Mr. Thompson.*) You would allow, I suppose,

that the great amount of time that the English gentlemen used to give to the study of Greek and Roman literature and history may have had some effect in liberalising their views in political matters. Is it not the fact that in the last and preceding century the Greek and Roman writers had a great influence on the political opinions prevalent in the higher classes. Is it not a matter of history that that was the case?—I do not know whether that was the origin of it.

87. Is it not the case that absolute governments encourage physical science in preference to moral?—No, I think not.

88. I think the Austrians do so?—Metternich was very fond of it, certainly, but I do not think that absolutism can have any such tendency. The spirit of inquiry and investigation is so exactly opposed to the dogmatic system, which you can reconcile with the teaching of the old classics, but the moment you begin to teach the physical sciences they are entirely hostile to the dogmatic system. They harmonize perfectly well with a liberal constitution, and are exceedingly opposed to absolute governments. That is rather the tone of scientific men, and they are thought rather a dangerous class in consequence. They could not be dangerous in a country like this, but I think they are in countries having absolute governments.

89. Are the purely scientific men thought dangerous?—I am inclined to suspect they are so.

90. Are not the literary professors more dangerous?—I do not think they are really dangerous in a proper sense.

91. No, but I mean in the opinion of the governments?—Yes, I think so.

92. A great proportion of the seven professors of Hanover were literary men, I think?—In Hanover some of the most eminent scientific men were expelled from the university.

93. They were seven in number, and among the seven were Ewald the Orientalist, the philologers James and W. Grimm, Gervinus the critic, and Dahlmann the historian?—Yes.

94. (*Mr. Twisleton.*) If a professor were taken notice of for opinions uttered in his lecture room he would almost of necessity be a literary or theological professor?—Yes.

95. A scientific professor would not have many opportunities, unless he went out of his department, for expressing his political opinions in public?—Yes, political economy and history would oftener come into collision with the opinions of ruling men than natural history and physical science.

96. (*Sir S. Northcote.*) Do you remember any instances in Napoleon's reform of the Academy. I do not remember it very perfectly, but my impression is that he put down the literary men, and discouraged everything but what was scientific, because he found the literary men dangerous to his government?—Yes, they would come more into immediate contact and antagonism with his maxims of government; but the political reformers whom he would have to fear would be quite as much those who had been educated in science.

Victoria Street, Tuesday, 18th November 1862.

PRESENT:

Earl of Clarendon.	Hon. Edward Twisleton.
Earl of Devon.	Rev. W. H. Thompson.
Lord Lyttelton.	H. Halford Vaughan, Esq.
Sir Stafford Northcote.	

The EARL OF CLARENDON in the Chair.

Michael Faraday, Esq., F.R.S., called in and examined.

1. (*Lord Clarendon.*) I believe you were at one time Instructor for the Government at Woolwich, were you not?—I was.

2. For how long?—For 20 years. I was Professor of Chemistry there, or Lecturer on Chemistry, I should rather say, because the Professorship passed away with McCulloch, and was not renewed until I left. I am also one of the Senate of the London University; one of the original nominees.

3. I believe you have been in the habit of lecturing at the Royal Institution?—I have.

4. For many years?—For a good many years. I cannot tell how many.

5. And you have also been in the habit of giving juvenile lectures?—I have.

6. Will you have the goodness to give us your opinion, as the result of your observation and experience, upon the state of knowledge of the physical sciences and natural history in this country, with reference to our educational system?—I can give you my impression as far as that is permissible, independent of any comparison between that part of knowledge and other branches. I am not an educated man, according to the usual phraseology, and, therefore, can make no comparison between languages and natural knowledge, except as regards the utility of language in conveying thoughts; but that the natural knowledge which has been given to the world in such abundance during the last 50 years, I may say, should remain untouched, and that no sufficient attempt should be made to convey it to the young mind growing up and obtaining its first views of these things, is to me a matter so strange, that I find it difficult to understand. Though I think I see the opposition breaking away, it is yet a very hard one to overcome. That it ought to be overcome, I have not the least doubt in the world.

7. But you consider that those studies have been almost entirely overlooked?—As far as regards education, almost entirely. I do not speak down to the present time, because I see amendment gradually coming. There are good men, strong-minded men, willing men, who endeavour to advance the education concerning these things.

8. You are speaking as far as your knowledge goes of all our great schools?—Yes; I am mainly speaking now of that knowledge which comes to me from the consideration of the question at the University of London, where I have had occasion to think of it for some years past in connexion with the endeavours of that body for the encouragement of the natural and the physical sciences.

9. Have you ever had occasion to inquire, or have you formed to yourself any opinion as to why these studies should have been so neglected at our schools?—As far as I can see it is only a matter of habit and of prejudice, derived, and which must be derived as things progress, from pre-existing conditions. The present mode of instruction in literature has been established for ages; and the other know-

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ledge, which is not altogether new knowledge, but of which the immense body is new, and most of the applications of which are new, has not yet had time, to make itself familiar and become appreciated,—I do not say there is any dislike to seeing its progress,—but I do not think it has had time to make its way.

10. But from those causes, you consider that science has been shut out of our public schools?—I do; or rather, as that implies an active exertion, I would say it has not yet been received kindly into our public schools.

11. You think it is now knocking at the door, and there is a prospect of the door being opened?—Yes; and it will make its way, or we shall stand behind other nations in our mode of education.

12. What evidence have you seen of the necessity of these studies being recognized?—We have it manifested in the practical results when men of ordinary intelligence, as the law phrase goes, are required in the uses and applications of life. We have it continually in our lighthouse arrangements. I am an officer of the Trinity House, and have occasion to see there how difficult it is to get men of ordinary intelligence prepared by instruction with regard to anything that is out of the very ordinary way. In the mere attendance on a common lamp, and the observance of the proceedings required for its security, or the attempt to make notes of what they ought to observe, of which they have tables drawn with much care, a great degree of, I will not say opposition, but of ignorance, is continually manifested. We cannot find even slightly instructed men. We cannot find the intelligent common man. I have had occasion to go over to France with a Trinity deputation to look at their lighthouses, and we find intelligent men there such as we cannot get here. In regard to the electric light which you may have heard of, we have had to displace keeper after keeper for the purpose of obtaining such as could attend to it intelligently, and who could do what they were bidden.

13. Of what class of men are these?—The ordinary workman; the keeper that has probably, I will say 25*s.* a week, and a house and firing given him; the fair and ordinary workman, such as in France, we find with far less pay. At the lighthouses there we find intelligent men able to give a reason, able to supply a correction, or to act for themselves if they see action is wanted.

14. Then your opinion is founded on facts, as to the ignorance and want of intelligence of this class of men, who are rather of what are called the lower orders, but in what way would you connect that with the want of the study of physical science at our principal schools, and more particularly with that germ of improvement which you think you now discover?—I am not so much speaking of what the schools are to do or have done, as of the state in which I find the minds of those who have come near me and about me, whether they be officers in the army—as when I was at Woolwich, for instance—or whether they be such as come to the ordinary lectures of the Royal Institution, or especially that particular class who are brought by the sound of juvenile lectures. I have found such deficiencies in the classes that came, as a matter of course, and because they were obliged to come, as at Woolwich, that they were very often altogether, or nearly, unable to give an answer to the questions which I asked of them. The slightest possible examinations that I could ever give, in order to obtain some kind of answer, were very feeble and poor; nor can I wonder at that, because they had no instruction but my lectures. I spoke for an hour twenty-five times or thirty times in the course of the year. They heard nothing but that, and that, though it was acknowledged to be the best means we had at that time of giving them an idea of chemistry, could really not give them much of an idea.

15. Your description would lead to the inference that it was from no want of natural intelligence, but rather from a want of a proper direction of their faculties to these particular studies?—I am not inclined to charge as a want of natural intelligence that which is a consequence of a want of prior information, and of the habit of having that instruction. A child knows he must learn his alphabet, and he learns it; but if he did not know it, and had not to learn it, it is probable that he would not.

16. When you say you have discovered, unquestionably, a superior amount of intelligence in the Frenchman of the same class, and who was set to do the same work that the Englishman fails in, could you trace that that man had had any instruction; or do you think he was more naturally intelligent than his *semblable* in England?—That I cannot say. The men in France had intelligence, and on speaking with their superiors we found they were drawn and selected from a class that had had instruction, government instruction mainly, but I cannot say that they were any better in intelligence. Again, I will say that my experience of old times—for it is old times, towards half a century ago—my experience in courts of law, amongst witnesses, and men brought up there, was to find a great deficiency in the power of giving a reason why. I had occasion, at one time, to give a lecture. I was pressed, and I gave one lecture amongst six, on education. It was printed, and I have brought it in my pocket, but I do not think I need trouble you with it; all I had to say or to think in that lecture was, just to put before my audience the ignorance in which, generally speaking, parties were who came to me even there, and their *want of judgment.*

17. What class of persons were they?—All: any who chose to come. In respect of natural things I trace everything to the ignorance of the learned in literature as often as the unlearned, and to their *want of judgment* in natural things. I tore this lecture out of a book this morning. It shows the ignorance and want of judgment in natural things which exists, where often there is a fine intellect in other things, from the want of that training which a simple education would give them (*Mr. Faraday hands the book to the Commissioners*).

18. Where was that lecture delivered?—At the Royal Institution, before Prince Albert (A.D. 1855.)

19. You said you began to see some germ of improvement. Do you think that that improvement has been sufficiently developed to warrant you, if you were going to lecture now to a mixed audience in London, in addressing them in different terms from what you did then, say 10 or 12 years ago?—As to sense?

20. Yes?—No. Every word I have said there I hold to still. I think I see since that time strong desires on the part of educated men, men like ourselves, directing the course of events, to spread that education, and though perhaps only in a small degree, not to ignore it altogether.

21. As far as you have had opportunities of observing, should you say that that desire existed in the public schools?—I know very little of the public schools. I never went to them myself, and know very little of their practice, and I should be afraid to say.

22. You have not heard, whether by public schools or proprietary schools, that any inquiries made with respect to men of science who could give instruction at those schools?—I am often asked what men to recommend to spread a knowledge of natural physical things. I cannot recommend such men; such men hardly exist at present. They want the A B C of science, and not the X Y Z; they want the first elements. If I give a juvenile lecture I lecture in as plain terms as I can to children, and I simplify as far as I can the ideas, but men are not educated to do that as yet. The ordinary schoolmaster does not know how.

23. In fact there is no demand for this sort of men, and nobody is being educated for that kind of employment?—I will not say there is nobody, because

I think there are many men about town who perceive the benefit of it, and would introduce it if they could only see their way clear in respect of the education already required. Life is so brief, and the time is so short which a pupil has who matriculates at the University of London, that really I do not know how to insist upon any desire that they should be taught physical science only at the very outset, because to pass a simple examination merely, is almost worse than nothing.

24. You would desire them to have an elementary knowledge, that is to say, of facts, not mathematical demonstrations; that I think is what is aimed at at the London University?—I must not shut out mathematics; mathematics, as it seems to me, is the only part of actual knowledge which the general system of education at present takes in. It is the one thing in which the literary man touches and applies science, and the only thing, until he admits physical knowledge, until he admits that knowledge of mechanics, of chemical action, of the earth, of the air, of the water,—I do not mind what words they are given in—which constitutes natural science.

25. (*Lord Lyttelton.*) Is not mechanics a part of mathematical teaching?—Mechanics are excepted, I think; but then that is a part of mathematics.

26. I thought you distinguished them from mathematics?—No. There are several ways of learning mechanics. I have known men who have learnt mechanics mathematically who could make no useful judgment at the sight of a machine. It does not follow that a mathematician can move out of his abstractions into the illustrations. The sciences I speak of are all of them sciences most valuable in their application. They make up life. They make up our artificial state. They make up the body of physical science, and are to us most important in life. I was very much struck at our senate to hear such men as James Walker, the engineer, and Arnot, and others, saying how much time they had lost in the course of their past life in pursuing a literary education, Latin and Greek, which they never found the least use for afterwards to any purposes of life.

27. (*Lord Clarendon.*) You probably are aware that what our great public schools profess and aim at most is to give a good training to the mind, and it is there considered, perhaps, as you were saying just now, from habit and from prestige, that that is effectually done by the study of the classics and of pure mathematics, and that in that way they furnish the best training of the mind that can be given. Now I would ask you whether you think, supposing the training of the mind is the object of the public schools, that that system of training the mind is complete which excludes physical science; whether the study of physical science would call into activity faculties of the mind that are not so developed by studies confined to classics and mathematics?—The phrase "training of the mind" has to me a very indefinite meaning. I would like a profound scholar to indicate to me what he understands by the training of the mind; in a literary sense, including mathematics. What is their effect on the mind? What is the kind of result that is called the training of the mind? or what does the mind learn by that training? It learns things I have no doubt. By the very act of study it learns to be attentive, to be persevering, to be logical according to the word logic. But does it learn that training of the mind which enables a man to give a reason in natural things for an effect which happens from certain causes; or why in any emergency or event he does or should do this, that, or the other? It does not suggest the least thing in these matters. It is the highly educated man that we find coming to us again and again, and asking the most simple question in chemistry or mechanics; and when we speak of such things as the conservation of force, the permanency of matter, and the unchangeability of the laws of nature, they are far from comprehending them, though they have relation to us in every action of our lives. Many of these instructed persons are as far from having the power of judging of these things as if their minds had never been trained.

28. You would not consider that the minds of such men as you allude to, who have been highly trained and who have great literary proficiency, are in a state readily to receive such information as they are deficient in?—I find them greatly deficient; not in their own studies or in their applications of them, but when taken out of that into natural sciences. Ask what is the reason of this or of that? they have a difficulty in giving the reason. If they are called upon to judge in a case of natural science, they find it difficult to give a judgment; they have not studied it.

29. You do not find any peculiar aptitude in those minds for grasping a new subject?—I do not. Take those minds and apply them to the special subjects which they have never touched upon or known of, and they have to go to the beginning just as the juvenile does. They are no more ready. The young mind, as I find it, formed by habits, forced this way or that way, is very observant and asks most acute questions. I do not find that mind, generally speaking, backwards to understand the statement I make to him in simple language, and if I tell him this or that, if I tell him that the atmosphere is compounded of oxygen, nitrogen, and so on, and then shape it into a question, he can generally answer me. I must confess to you that I find the grown up mind coming back to me with the same questions over and over again. They ask what is water composed of; though I have told the same persons a dozen years in succession that it is composed of oxygen and hydrogen. Their minds are not prepared to receive or to embody these notions, and that is where you want education; to teach them the A B C of these things.

30. You think that exclusive attention to one set of studies during early life rather precludes the ready adoption of these ideas?—Yes. It does not blunt the mind—I do not think it does—but it so far gives the growing mind a certain habit, a certain desire and willingness to accept general ideas of a literary kind, and to say all the rest is nonsense and belongs to the artizan, that it is not prepared to accept and does not accept the other and greater knowledge.

31. So that the mind runs in a particular groove from which it does not extract itself easily?—Yes; by that degree of habit the mind, I do think, is really injured for the reception of other knowledge. It takes up the impression that a certain kind of knowledge, what I call the real knowledge—the knowledge of things—is of no importance. I might illustrate it by saying that almost until lately the knowledge of how to be able to write legibly has not been attended to, but has been neglected and put behind the knowledge in other things. Who are the men whose powers are really developed? Who are they who have made the electric telegraph, the steam engine, and the railroad? Are they the men who have been taught Latin and Greek? Were the Stephensons such? These men had that knowledge which habitually has been neglected and pushed down below. It has only been those who having had a special inclination for this kind of knowledge have forced themselves out of that ignorance by an education and into a life of their own.

32. Supposing you were able to effect the changes you would like to see wrought in our system of education, how would you set about it?—I find it very difficult to make up my mind upon that matter. I do not know how. It wants a good man of business, a man educated up by method, and with a knowledge of all things that are needful in a good education. It wants such a man to divide the course, so that each mind presented to you should have its own way.

33. You would not be afraid of a multiplicity of subjects effacing each other?—I find that a great trouble. At the senate of the University of London, with my own approbation to a large degree, we begin by giving a knowledge of all things generally in the

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matriculation examination, and as soon as possible we divide off the pursuits of each individual, that they may separate into literary men, and into physical men, and into medical men, and so forth, that each may get his own kind of knowledge supplied for him in future.

34. That would only begin at about the age of 17 or 18, I suppose?—I forget the age. I think they come at 16.

35. (*Lord Devon.*) It says in the programme, "no "candidate shall be admitted to the matriculation un- "less he have produced a certificate showing that he "has completed his 16th year?"—Yes, and then he has to undergo examinations. I think he has to undergo an examination which shows what has been supplied to him by his tutors before that time.

36. He undergoes a very careful examination?—Yes, the knowledge of which has an influence on the public schools before they send him to us.

37. (*Lord Clarendon.*) It is only elementary knowledge that is required. I think we had it yesterday that it was facts?— And yet even in that point of view we are under great difficulty, at least I am, for the queries go for more or less, sometimes for almost nothing. An examiner upon the subject of chemistry, for instance, may expect a simple answer, or he may require such a response as will go far beyond what I should ask for in a young mind.

38. I suppose what you would like to see established is a matriculation examination in science at the universities that should compel the schools to attend to those studies?—Yes, I think that is done here.

39. It is done at the London University, and I apprehend that any young man coming to the London University must prepare himself for that, and the school from which he is coming to the London University must not neglect these subjects?—Yes; and I find they do prepare themselves enough to satisfy us.

40. As to our other great public schools, which I believe do not send a great many to the London University, students coming principally from proprietary schools; would you see any objection, or would you advise that the study of physical science should be begun very early. My reason for asking that question is that the time is always pleaded as being insufficient. Supposing, as some persons think it should be, that the study of the classics was postponed till a boy was 12 or 13 years old, would you have the years preceding that in any way devoted to physical science. Do you think that boys would be too young?—I do not think they would be too young with proper teaching. Do not let a man go to teach who is a pedant in his science, and delights in abstract terms; or, before they have learnt mathematics, describes in mathematical formula the science he has to communicate. You want men who can teach, and that class has to be created. Without such channels the stream of knowledge is cut off from the young mind. I have no doubt that you will find such exceedingly hard to obtain, because up to this time habit and prejudice has not been for such men, and teachers have not even learnt by practice what they ought to learn and could learn even in that way.

41. There would be no chance of obtaining them till there is a demand?—No. The demand and the supply must go together. I do not know any other way of obtaining the desired end than to honour and encourage natural knowledge, gradually to introduce it into the general system of education, and whilst so doing to create, in the manner progressive experience may decide, a willing and competent set of teachers. To develop and establish, in fact, an experimental mode of advancing knowledge.

42. (*Lord Devon.*) I think I understood your observations to refer rather to the want of a knowledge of the facts than to the question of the comparative development of the reasoning powers by physical science or classical instruction?—All the operations which come under natural knowledge (I am speaking not of natural history merely, but natural applications, chemistry, mechanics, physics, and such matters) are performed or brought about by bodies which, when they present the fact, present actions dependent upon laws. I am incompetent to compare the training power of classical with physical instruction, because I have never been brought through a course of scholastic education; but it appears to me that nothing is so competent to make a young mind think, and think correctly, as the action of those laws. It supplies the facts, the knowledge of which is very needful, but which, if learned merely as a matter of rote, are comparatively of very little value. It supplies also the deepest yet the surest considerations regarding the certainty of the laws; their value in guiding; their faithfulness when trusted; and their certainty in application.

43. Supposing the one main object of education to be to train the mind, to ascertain the sequence of a particular conclusion from certain premises, to detect a fallacy, to correct undue generalization, or generally to prevent the growth of mistakes in reasoning, should you consider physical science is as valuable for that object as classical instruction is?—I do not see clearly how classical studies do educate the mind for that kind of judgment; but as regards the exercise of the judgment on the laws of matter, it is to me the most fertile source of the exercise of that judgment, and the true logic of facts, which I can conceive of, and which enables the man, when he has the facts in his hand, to apply them in every form and shape.

44. And that sort of training you would consider very valuable for the general purposes of life?—That is the sort of training to which the whole of my lecture was directed,* for I thought I saw a most lamentable deficiency, even in the highly educated men, of that kind of logic.

45. Without instituting any comparison, you think, that independently of the advantage gained from the knowledge of facts, the actual benefit derived from the study of physical science would be very valuable?—I think very valuable indeed, not merely as regards its own applications, but as regards the general judgment of the man.

46. I understand you to say, that you do not feel in a position to define exactly at what age it might be desirable to introduce the physical sciences?—I think one can hardly tell that until after experience for some few years.

47. Or whether you would introduce it at an early age concurrently with classical instruction?—I would not undertake to say. All I can say is this, that at my juvenile lectures at Christmas times I have never found a child too young to understand intelligently what I told him; they came to me afterwards with questions which proved their capability.

48. Will you let me ask you this question. Applying your experience to public schools, and supposing you have 100 boys to deal with at, say, Eton, would you have them learn the same course of physical science, or would you let one take geology, another zoology, and another chemistry?—There are certain things which are fundamental, which are like the A B C of the alphabet; for instance, mechanics, hydrostatics, a little pneumatics, and a little chemistry—all of which are things that a gentleman cannot do without.

49. That brings me to ask you this question, speaking of physical science generally; I think it will be valuable to us if you will mention the particular sciences which you think most important for early introduction?—The branches pass so thoroughly one into the other, that the body of knowledge, after all, is but one, and although we can make some distinction amongst those dependent mainly upon observation, as mineralogy, botany, and natural history generally, still, I never can make out the distinction between chemistry and physics.

50. If you take a little boy of ordinary intelligence, 11 years old, at Eton, and, say, half his time is devoted to classics and the other half to any branch

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of physical science, what would you teach him?—I would teach him all those things that come before classics in the programme of the London University, mechanics, hydrostatics, hydraulics, pneumatics, acoustics, and optics. They are very simple, and easily understood when they are looked at with attention by both man and boy. With a candle, a lamp, and a lens or two, an intelligent instructor might teach optics in a very short time, and so with chemistry. I should desire all these. There might be a door by which you could leave out those for which they were inapt.

51. (*Mr. Twisleton.*) You would not be frightened by the hard words?—I do object very much to the too frequent use of hard words or technical phrases either in chemistry or in other subjects. The hard words are not the things. But the result will depend more on the men who are the teachers than on the wording itself. Education should not be stopped by that.

52. (*Lord Devon.*) I understood you to say that you thought the results not very complete or satisfactory of instruction merely given by a professor without the power of following up the members of his class afterwards; I suppose that would point to this conclusion, that besides the delivery periodically and at frequent intervals of lectures on those subjects, it would be of importance to have somebody attached to the institution, of whom the boys could ask questions who could relieve them from any difficulties they might be in, and from time to time, perhaps much more frequently than the delivery of the lecture, could give them certain instruction?—I think such provision would be very important and a most valuable aid to education.

53. You would not, probably, attach much importance to the delivery of four lectures, say, in the quarter of a year, at a public school; you would not think the boys would profit much by that?—Lectures depend entirely for their value upon the manner in which they are given. It is not the matter, it is not the subject, so much as the man; but if he is not competent, and does not feel that there is a need of competency, to convey his ideas gently and quietly and simply to the young mind, he simply throws up obstacles and will be found using words which they will not comprehend.

54. But with however successful and competent a lecturer, would it not be desirable that there should be some more frequent opportunity for a boy's applying himself to the study than the mere occasional delivery of lectures?—Certainly. I think that the referee you spoke of would be the one who would solve all these young doubts, and an ordinarily instructed man would be able to go so far as that. It does not want much mind, but there are not as yet the men. Teachers have never recognized its value, and such teaching has gone for nothing in the schools. It obtains few or no marks, and therefore its value is lost. We cannot and ought not to deny the power of what may be called low reasons in the marks that are given; they have more influence in the progress of the boys than is thought. I know schools where there are certain studies which are very useful and even ornamental, yet which obtain no marks. I am speaking now away from my own matters. Drawing may be quoted as one. A lad, who may afterwards become an officer, a traveller, or an observer of any kind, being in a school of that sort, would not take up drawing, there is no sufficient inducement.

55. (*Lord Lyttelton.*) When you say that you have not been able to understand in what way classical instruction trains the mind, you are aware that many, perhaps most, of the defenders of classical education defend it on this ground, not that it teaches certain things, nor that the classics as classics have any peculiar value, but that through the classics best the laws of language and the structure of language is studied, and that it is the study of the laws of language which is held best to develop and strengthen the mental faculties?—That is narrowing the question this way, that in place of saying you are taking the classics you take the laws of language, and no doubt they give that education, at least as far as I can see. I am reasoning in the dark, because I have not had the opportunity, and have not the right to speak of these things. I confess all that. But although it be a very important thing to know language perfectly, and to know its laws, or to carry it out as the most profound scholar would do by tracing all languages to an original one, or what not,—Max Müller or anybody else,—that is not all knowledge. I am not attacking the classics at all; I am only putting in a plea for that other knowledge which belongs to our absolute nature, and, in fact, which language only helps to describe.

56. What is held, I believe, by the defenders of classical literature is, that the study of language strengthens the general powers of the mind in its application to any other subjects whatever which may come before it, and that in that way the mind is best strengthened as an instrument for acquiring any other kind of knowledge whatever. I wished to ask whether you have considered it in that point of view, and whether it is in that point of view you do not see the value of that particular study?—I see the value of those studies which do lead to such a result, but I think that at present society at large, is almost ignorant of the like, and greater, value which belongs to the kind of studies which I recommend.

57. I was only speaking with respect to your answer, that you had not been able to understand what was meant by training of the mind through classical studies?—Yes. I understand so far that it is not in the mere learning of a multitude of authors, either Latin, or Greek, or Hebrew, but in the habit of training up the mind to certain customs, and certain modes of thought and of judgment. Nevertheless I say, that these physical sciences, in my opinion, ought to be brought forward also, and I say it the more boldly, because the learned men who have been so educated in languages do not show any aptness to judge of physical science. In matters of natural knowledge, and all the uses and applications derived from it, I should turn to a man untaught in other respects who I knew was acquainted with these subjects, rather than to a classical scholar, as expecting to find within his range that mode of mind, or that management of the mind, which would enable him to speak with understanding. Any word I have said that has led you to think that I am opposed to classics, I must withdraw; I have no such feeling.

58. (*Sir S. Northcote.*) Assuming that you get the class of teachers that you want, I wish to know as distinctly as I can, what is the amount of demand you would make, in point of time, for instruction in physical sciences with boys of the upper classes?—I should not make much demand until they developed themselves, as I expect they would do, and until they had manifested what naturally they ought to pursue, and wish to pursue. I cannot think it right that any large and whole system of education should drive all minds throughout their whole course in the same channel.

59. I want clearly to understand you; you would begin education in physical science at a very early age?—At a pretty early age; I know no limit from circumstances.

60. Without reference to the special or professional requirements of the individual, you would carry on education in physical science for all, up to a certain point, I suppose?—I think it would be good if it could be so.

61. You would wish to see it?—I should like to see it.

62. I want, as far as possible, to see how much time that would require, in the case of the general run of boys, because, in taking a general view of the education of the upper classes, it is necessary to see how you would provide for all kinds of education or instruction which they are to receive. We must find a place for classics, for physical science for mathe-

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matics, and so on. Can you at all give us an idea of how much you would demand, in order to make the study of physical science really useful to the generality of boys?—You say that you are endeavouring to consider the condition of education as regards the *upper* classes; if that be all, I am saying perhaps much that should be modified, for I expected you were taking all classes.

63. Perhaps it may save time to explain to you that our inquiry has reference to the condition of education in nine of the principal public schools, in Eton, Harrow, Winchester, Westminster, Rugby, Charterhouse, and some others, and the question which we are particularly now to investigate is, how far the instruction in physical science could be introduced usefully into these schools. It is not, of course, proposed to substitute it wholly for instruction in classics, but we want to know how much you would demand on the part of physical science for these schools, in order that we may see how far it is possible to harmonize it with the classical work?—It is very difficult for me to say. I think that the public schools include many that are to become professional men, engineers, medical men, and such like. All that are so looked at or thought for, ought to have a good fair time allowed to get their science. A gentleman of fortune who could live as he pleases, if he is a good scholar, if he has the matriculation knowledge pointed out here, would have enough for any purpose unless he himself wished to pursue science. It is a most difficult thing to say.

64. I will try to bring it a little nearer to the point by putting it in this way. We are dealing on the whole with boys of the ages, we may say, of from 12 to 18, many of whom are going to the universities, others of them are going into the army or into other professions; they are all, it is assumed, to have a fair classical and mathematical education. Now, in your view, would it be of any material use to give those boys a set of lectures, some 12 or 20 in the year, by the best men who can at present be obtained, upon physical science generally, or would you think it better to establish special classes in those schools, which classes should be attended by boys who wished to take up physical science, and who should drop some part of their classical work, and really study it systematically?—To form a right judgment there, one wants to know what the future would be for those boys, and also for education. Such lectures would be very valuable, but they would be in small proportion to the whole amount of education which science deserves. Such classes might be made of the highest value. But as I said before, the decision must depend upon experience. The first thing to do is to give scientific teaching an assured and honoured place in education.

65. With regard to lectures, do you suppose that if we were to recommend, and if the schools were to adopt, a system of having a dozen lectures in the school time upon any general subjects by persons that the schools could get to come down, it would do any substantial good, or if that was done, that you could really say that physical science was taught in those schools?—I should say, no doubt, it was taught to a certain degree in those schools. As for its being taught enough, I dare not venture to say that. I think you must be guided by experience more than by any pre-judgment on that point. Good lectures might do a great deal. They would, at all events, remove the absolute ignorance which sometimes now appears, but would give a very poor knowledge of natural things.

66. You see there are two alternatives presented to us by those who argue for the introduction of physical science. Some say, let us give it generally to all the boys, and if that is done, then the masters of the schools say they cannot afford more than so much time from the classical teaching. Others say, do not attempt to give it to all the boys, but establish upper classes, in which a certain number of boys shall be taught, and thoroughly taught; and let them drop classical work to a certain extent, in order that that may be so taught. I wanted to know what the value of such general teaching, as is spoken of, is likely to be, and whether, in your judgment, speaking on behalf of physical science, you think it would be worth the introduction of such a system of lectures as I have alluded to, but which we must presume could not at the outside be more than 20 in the year?

(*Mr. Vaughan.*) I do not wish to interrupt you, but as you are stating views taken by other persons, perhaps you will permit me to say, that it did not involve dropping some of the classics, it might be dropping modern languages.

(*Sir S. Northcote.*) Then, I will say, "other "work"?—I should be very sorry that the introduction of science should be an injury to any other branch of knowledge. I say it in those general terms, because I have not experience enough to know what the effect would be. I should be very sorry to have it dropped, but I do not know how much time you ought to take, or in what shape you ought to take it. As a general impression always liable to this, that there are individuals who deserve encouragement in one path, and others who deserve it in another, I think that one-fifth, certainly, of the time which the individual devotes to study ought to be devoted to the attainment of natural knowledge. In what shape you should give it I cannot say. I think that in less than half a century it will deserve and obtain far more, but I am not for doing hastily an injury to the schools as they are at present established. Nevertheless, I beg you to understand that I am a very imperfect judge on these matters.

67. I do not feel quite sure now that I have got an answer to the question I put to you with regard to the lectures. You know that there is a general feeling, or at least there is a feeling with a certain part of the public, that physical science ought to be more attended to in public schools, and that feeling of course you share. It is quite conceivable that the public schools might adopt a system of giving a few lectures in the year, and might thereupon say, "We "have met the wish of the public, and are teaching "physical science." I want to know whether you consider that to be anything worthy of the name of teaching physical science?—I think it would, in any case, be but a poor and temporary expedient; and, if done grudgingly, no expedient at all. Everything in these matters must depend on the spirit and the manner in which the instruction itself is conveyed and honoured. If you teach scientific knowledge without honouring scientific knowledge as it is applied and those who are there to convey it, you do more harm than good. You only discredit both the study and the parties concerned in it.

68. (*Mr. Twisleton.*) In your opinion ought not a portion of the elementary knowledge in physical sciences to be habitually given to all boys?—Yes; I think so.

69. That would be quite compatible, would it not, with allowing those who have a peculiar aptitude for it to push their inquiries further?—I think so.

70. Have you observed in boys of a particular age a pleasure in having natural science communicated to them?—In all boys, do you mean, or in some boys of a particular age?

71. In boys generally?—I find a difference in their likings and dislikings.

72. Have you generally found the boys to whom you have given lectures take interest in your lectures?—Both boys and girls come rushing up to the table. I am under this disadvantage in that respect, that those who like it best come first, and they so crowd round as to shut out those who do not like or care for it. I never yet found a boy who was not able to understand by simple explanation, and to enjoy the point of an experiment.

73. Is it not the case that there is a difficulty in making grown-up persons take an interest in these subjects unless they have been taught early?—I can-

not say much about that. I cannot trace that; I do not know the antecedents of those people enough. I should expect it. The love of the thing grows with the study. I am accustomed to concern myself with, and to be surrounded by, those who like my pursuits, and therefore I am not a fair judge of others generally; but I do think that the study of natural science is so glorious a school for the mind, that with the laws impressed on all created things by the Creator and the wonderful unity and stability of matter and the forces of matter, there cannot be a better school for the education of the mind. Then, again, look at the results to society. If you develop men and make them intelligent and active in a particular course of study, either chemistry or anything else, what a prize it is to humanity, and what a good that education should develop such men.

74. (*Mr. Vaughan.*) With regard to the point as to the discipline of the mind, I just wish to ascertain your opinion a little more distinctly. Am I misconstruing you in stating that you think that whatever claim classical instruction may fairly make to giving a discipline to the mind, and to giving such a discipline to the mind as will enable it to add other knowledge after the classical instruction is given, yet that it does not give a peculiar discipline calculated to enable a person to master physical science?—I have no doubt that it facilitates the endeavour that mind would make in the acquisition of physical knowledge, or rather in reasoning upon certain parts of physical knowledge, but it gives no knowledge of the facts, and no knowledge of the laws.

75. I thought for a moment that you had observed that persons who had been great scholars, whom you knew to have been great scholars, and to have had that discipline and classical instruction given, yet would come to you with the mind not only unimpressed with the facts, and therefore totally ignorant, but also with the mind not particularly apt to receive instruction upon it?—I hope I shall offend nobody if I try to illustrate my feeling in that respect. Up to this very day there come to me persons of good education, men and women quite fit for all that you expect from education; they come to me and they talk to me about things that belong to natural science; about mesmerism, table turning, flying through the air, about the laws of gravity; they come to me to ask me questions, and they insist against me, who think I know a little of these laws, that I am wrong and they are right, in a manner which shows how little the ordinary course of education has taught such minds. Let them study natural things and they will get a very different idea to that which they have obtained by that education. It happens up to this day. I do not wonder at those who have not been educated at all, but such as I refer to say to me, "I "have felt it and done it, and seen it, and though "I have not flown through the air, I believe it." Persons who have been fully educated according to the present system, come with the same propositions as the untaught, and stronger ones, because they have a stronger conviction that they are right. They are ignorant of their ignorance at the end of all that education. It happens even with men who are excellent mathematicians. They and you will say, "but "you are most likely wrong, and they right." It may be so; at all events the education we speak of in natural things will be something in addition to that which they gain by their study of the classics. Until they know what are the laws of nature, and until they are taught by education to see what are the natural facts, they cannot clear their minds of these, as I say, most absurd inconsistencies; and I say again, as I said once before,* that the system of education that could leave the mental condition of the public body in the state in which this subject has found it must have been greatly deficient in some very important principle.

76. With regard to the physical sciences, especially chemistry, but the physical sciences in general, do you conceive that, supposing they were embodied into the curriculum of an education lasting we will say from 12 years old to 18 that they would furnish sufficient material for an education going through the whole of that time?—You mean whether the matters we speak of would furnish sufficient material for an education lasting for those years?

77. Yes?—Yes. They never come to the end of this education. Which of us has got to the end? It is true that the more a man knows the more he is aware of his ignorance. It is truer there than anywhere else. But he is ever advancing.

78. I was speaking as to a humble sphere and for an inferior purpose, but still for a useful purpose. I wish to ascertain what your opinion is as to the practicability of making a long school education out of these subjects, in which you might carry boys on from subject to subject, and test their knowledge by examinations till they left the school?—Well, if you can do that so much the better, but I would not sacrifice any other kind of knowledge for this as a general arrangement.

79. I was not asking so much as to its comparative position as to the point whether, supposing that education were to be continued so long in a school, there would be quite sufficient material for it?—Our life, our time, our faculties wear out. Men have worn out, but the matter of *this* education, with all its developments and all its rewards, is ever there, growing into the future.

80. Supposing, again, that examinations were conducted in these subjects, do you think that those examinations could be so framed as to test the ability and the solid knowledge that was acquired in the school?—I hope the teachers and examiners would get the power both of introducing and testing the new knowledge, if they had the opportunity.

81. I meant to ask whether the knowledge that could be presented in a school for acquisition, and could be acquired in this way, could be made the subject of examinations so as to test the proficiency of pupils and enable the examiners to state their order of merit one above another according to their attainments and their ability?—I have no doubt of it.

82. You were speaking a short time back of the names in science; I believe it is the case, is it not, that not only in chemistry, but in nearly all the branches of physical science, for example, botany mineralogy, physiology, names have been given from the classical languages?—I think so.

83. I suppose that those names generally record, sometimes mistakenly, of course, but according to the notion of the age in which they were adopted record some principles in the science to which they belong?—At times they have been descriptive as far as possible. The word chlorine refers to a particular quality. At times they have been named from their discoverers, such as voltaic electricity, and at times they have had other origins. We never have been able to apply only one system either classical or scientific.

84. Take, for instance, the nomenclature of chemistry, I suppose on the whole it has been both classical in its origin as far as the language goes, and it has been generally descriptive either of some fact or some theory connected with that fact in the matter which it represents?—I do not think it has been classical so much in chemistry as in many other subjects. It has been strangely heterogeneous, and it has led to this, that the names in chemistry have been frequently so new, so complicated, so curious, and so disposed, that we hardly know them. At present a set of names in chemistry of the highest importance are compounds of original names put together, as the Chinese, I understand, put words together, so as to make up a word of very many syllables having an immense sound, and having a very strong meaning to those who can remember the different syllables, but which by its authors, and those who have built up this system, is acknow-

* Times, June 30, 1853.

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ledged to be nothing more than a scaffold, which the sooner they can pull down and destroy the better they will like it.

85. I was saying rather, perhaps, of the elementary terms in chemistry, of the things you have mentioned, chlorine, hydrogen, and oxygen, carbon, iodine, and a great many more, and the same language applying to both, and so also of the elementary terms in botany and natural history in general, anatomy and physiology, that they were very much derived from the classical languages, that is to say, either Latin or Greek, and at the same time more or less descriptive of some supposed truth connected with the objects which they so describe?—Yes.

86. I proceed to ask you whether that condition in the nomenclature to a person who has not learnt classics does not present a difficulty, which to a person who was learning, or has learnt, the classical languages, vanishes?—Greek has been a valuable language for chemistry in its time, for its suggestions of names for substances, with reference to their properties; but the different theorists have thrown those names aside and given them other names; for very many errors as to the qualities of things in chemistry stepped in and were retained with their names. Of course, we should like to get at the truth of the facts of chemistry, and express them by a name if we could.

87. Should you think that, so far, a classical education came in well with physical science, from that particular feature in its history, that from some reason or other, the nomenclature, not of chemistry only, but of all to a great degree, had receives its meaning from the classical languages?—I think so well of it that I, myself, in the course of my experiments, have referred again and again to the classics, to Whewell, and to others, for names for powers and effects which I wanted in the course of descriptions of electricity. I have gone again and again to him and his Greek for the names I have had to use in my papers.

88. If it were necessary to draw out a scheme of public education or education generally, it being impossible to teach all physical sciences, I presume that a judicious mind would not find any very great difficulty in selecting a certain number of the sciences, which are more particularly initiative and fundamental in their character, and universal in their application, and which should be taught first?—I have that impression certainly, very strongly; some *parts* of science, I would say.

89. I suppose there can hardly be a doubt that what has been taught as chemistry is one of those?—A part of it. I think you would better indicate what knowledge ought to be obtained in that sort of way, by speaking of the subjects, the atmosphere, the waters, and the earth. I would also have a little astronomy.

90. I mean in this point of view; if you go into physiology there are a great many physiological actions that are chemical as well as vital, and partly determined by chemical laws acting on chemical elements?—No doubt.

91. Some again are mechanical; and so again if you go into botany there are also chemical agents and principles involved, indicating therefore that chemistry should be one subject which should take precedence in the order of instruction?—I think it ought to come very early, as being one of the fundamental sciences, but to say that you were to pursue it to the utmost or exclusively, would, I think, be an error.

The witness withdrew.

J. Hooker, Esq., M.D., F.R.S.

J. Hooker, Esq., M.D., F.R.S., called in and examined.

1. (*Lord Clarendon.*) I believe you are a Fellow of the Royal Society?—Yes.

2. And Assistant Director of the Botanical Gardens at Kew?—Yes.

3. You are the author of Travels in the Himalaya?—Yes.

4. From your experience, and the means of observation you have had, have you formed any opinion as to the state of knowledge in natural and physical sciences with respect to the education of the upper and middle classes as it exists at present?—At Kew we are thrown into contact with persons belonging to the middle and upper classes in very large numbers, and I think the regret that they know nothing of botany is quite apparent in all their communications with us. Hardly a day passes but what we receive communications from some part of the world in which such regret is expressed.

5. What are the nature of the communications into which you are brought with these classes at Kew?—Most prominently now with regard to vegetable fibres. Sometimes two or three letters a day come to us requiring information with regard to well known fibres, which the slightest habit of observation or the slightest knowledge would assure the persons who send them that they cannot in any way be used for cotton.

6. Then those have been comparatively recent communications?—No; they have gone on for the last 20 years of my father's experience, and the last 10 years of my own; not so much formerly with regard to cotton fibre for the use of yarns, as for making paper, and for many other purposes to which cotton is applied.

7. In fact you say that the upper and middle classes in this country are in the habit of constantly consulting either your father or yourself at Kew?—Yes, both officially and unofficially.

8. And both the subjects upon which they wish to have knowledge and their mode of inquiry lead you to think that they are in a state of great ignorance?—Yes.

9. That that study in particular has been greatly neglected by those classes?—Very greatly.

10. And they have generally expressed their regret that it has been so neglected?—Universally, I may say.

11. You have probably considered that the neglect of this important study is a matter of national regret?—I have always thought so.

12. Have you ever turned your attention at all to the possibility of teaching botany to boys in classes at schools?—I have thought that it might be done very easily, that this deficiency might be easily remedied.

13. What are your ideas on the subject?—My own ideas are chiefly drawn from the experience of my father-in-law, the late Professor Henslow, Professor of Botany at Cambridge. He introduced botany into one of the lowest possible class of schools, that of village labourers' children, in a remote part of Suffolk.

14. Perhaps you will have the goodness to tell us the system he pursued?—It was an entirely voluntary system. He offered to enrol the school children in a class, to be taught botany once a week. The number of the children in the class was limited, I think, to 42. As his parish contained only 1,000 inhabitants, there never were, I suppose, the full 42 children in the class; their ages varied from about 8 years old to about 14 or 15. The class mostly consisted of girls.

15. In this village school?—Yes; that is to say, those who volunteered might come up to that age, and, indeed, almost any age, but the average age of the pupils was between 8 and 12 years. He required that, before they were enrolled in the class, they should be able to spell a few elementary botanical terms, including some of the most difficult to spell, and those that were the most essential to begin with. Those who brought proof that they

could do this were put into the third class ; there they were taught once a week, by himself generally, for an hour or an hour and a half, sometimes for two hours, (for they were exceedingly fond of it), on the Monday of every week.

16. In the evening ?—No ; in the afternoon ; I think it was three o'clock, but I am not sure of that.

17. Did he use to take them out into the country, or was it simply lessons in the school ?—He left them to collect for themselves ; but he visited his parish daily, when the children used to come up to him, and bring the plants they had collected, so that the lessons went on all the week round. There was only one day in the week on which definite instruction was given to the class, but on Sunday afternoon he used to allow the senior class, and those who got marks at the examinations, to attend at his house.

18. So that they had the encouragement of getting marks, and of having corresponding places in the botanical class ?—Yes.

19. Did Professor Henslow find any difficulty in teaching this subject in class ?—None whatever.

20. No more than he would have had in dealing with any other subject ?—None whatever : less than he would have had in dealing with almost any other subject.

21. Do you know in what way he taught it ; did he illustrate it ?—Invariably he made it practical. He made it an objective study. The children were taught to know the plants and to pull the plants to pieces, to give their proper names to those parts, to indicate the relation of those parts to one another, and to find out the relation of one plant to another by the knowledge thus obtained.

22. Those were children, you say, generally from 8 to 12 ?—Yes, and up to 14.

23. And they learnt it readily ?—Readily and voluntarily entirely.

24. And were interested in it ?—Extremely interested in it. They were exceedingly fond of it.

25. Do you happen to know whether Professor Henslow thought that the study of botany developed the faculties of the mind, that it taught these boys to think ; and do you know whether he perceived any improvement in their mental faculties from that ?—Yes ; he used to think it was the most important agent that could be employed, for cultivating their faculties of observation and for strengthening their reasoning powers.

26. He really thought that he had arrived at a practical result ?—Undoubtedly, and so did every one who visited the school or the parish.

27. These were children of quite the lower class ?—The labouring agricultural class.

28. And in other branches receiving the most elementary instruction ?—Yes.

29. And Professor Henslow thought that their minds were more developed, that they were become more reasoning beings, from having this study superadded to the others ?—Most decidedly. It was also the opinion of some of the inspectors of schools who came to visit him, that such children were in general more intelligent than those of other parishes, and they attributed the difference to their observant and reasoning faculties being thus developed.

30. Did he adopt any particular way of teaching. Did he teach them all together or in classes ?—He divided them into three classes.

31. Of proficiency ?—Yes. I cannot give you the details of the differences between the classes, but as a general rule the youngest children were expected at first, on entering the class, to be able to apply the two or three most prominent terms used in botany. For instance, all plants are divided into three large classes or groups which have names, and which groups are easily recognisable by any child of ordinary intelligence, and he required that each child should spell such names properly, (which he made a special point of), and apply them to some conspicuous plants belonging to such groups. That was a *sine quâ non* to enter the first class, the lowest class of all.

32. So that the intellectual success of this objective study was beyond question ?—Beyond question.

33. Has your attention been directed to the subject in other directions than that of botany. Have you had any occasion to remark the effect of learning sciences of observation as a training of the mind ?—Only so far as that I have had a medical education myself, and fancy that I have observed that medical men's minds are, from the education they have received, perhaps more opened than the average in other classes of society.

34. Would you say that those medical men to whom you allude had much training in sciences of observation in general, at all events in the early parts of their school career have they not been restricted to classics and mathematics ?—Entirely so; but the moment they enter the medical class their observant faculties must be trained both in the study of anatomy, and in observing patients at the bedside, and writing down their cases.

35. From your communication with these men, or from your own observations with regard to yourself and your medical education, should you say that those minds that have been restricted, if I may say so, to the study of mathematics and classics, had any peculiar aptitude for the reception of other knowledge. Was a mind so trained more ready to receive impressions than a mind not so trained ?—I think a mind mathematically trained would more readily receive such impressions, but not a mind trained in the classics, as far as my experience goes.

36. You have not been able in the course of your experience to observe any notable good result in the training of the mind from classical studies ?—I should be very sorry to go so far as that, because I think that any education, whatever it is, on any subject, must necessarily expand the mental powers, but I think I should put classics at the bottom, and mathematics next, and I should put natural history first, not because it is better than mathematics, but because it can be taught at an age when mathematics would injure the mind, and, further, it is applicable to minds which have no capacity for mathematics. A child can begin natural history at eight or nine years old, and it could be made an amusement and a pleasure if properly taught. A child after having examined one buttercup, is enabled thereby to recognize another though dissimilar kind of buttercup, and the process affords pleasure.

37. So you think that at that age they might really be imbibing such knowledge when the study of language was irksome to them ?—Yes.

38. And receiving that knowledge in a way that would make a lasting impression ?—Yes.

39. You have had no reason to think that the study of classics, that is to say, the study of language, the composition and construction of language, is not a good training for the mind ?—I am not a fit judge of that question. It has always appeared to me that classics might be so taught as to be a very much better means of training the mind than they are.

40. The medical men to whom you have alluded commenced these studies about 17 or 18 ?—Yes.

41. Those men have generally been to some public school, I suppose ?—Generally to some school.

42. Have you not found that from those schools they bring a certain amount of intelligence and aptitude for learning in consequence of the system in which they have been brought up ?—I cannot answer that question, because all having been to some school, there is no means of comparison. It is not as if I could compare medical men who have not been to schools with those who have.

43. (*Lord Lyttelton.*) Should you say they have a fair aptitude ?—Yes ; except for that they could not become medical men ; they would not pass the required examinations.

44. (*Lord Clarendon.*) The majority of these young men who are intended for the medical profession, and who come from the various public schools of the country scarcely ever bring with them any physical science, do they ?—None whatever, or very rarely.

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45. As far as your observation goes, that is generally neglected in your profession?—Yes; and it is a want more felt by medical men than by any others. The amount of botany and chemistry required by the medical man might be as easily obtained at school as during the time he is undergoing his medical curriculum.

46. I suppose you have found a sentiment of regret prevailing amongst them at the manner in which those valuable years of their lives had been employed?—Very generally.

47. And they would have liked to have spent them differently?—Yes, to a great extent. I never knew them regret their classics and mathematics; quite the contrary; but they do regret very much that their faculties were not earlier trained to habits of observation. When they go round the hospitals they have felt that they have not been taught to observe and to reason upon what they observe as might have been.

48. Do you think there is a general feeling amongst those men that the study of physical science might have been added to the classics without impairing that knowledge which they would be glad to have acquired?—That was the universal feeling.

49. That that might have been superadded without injuring the other studies?—Yes; and most especially with regard to botany, which they have very little time to pursue after they have commenced their medical studies, and of which they are now obliged to obtain a knowledge after their medical curriculum has commenced. The amount of botany taught to medical men during that time is nothing more than what they might have acquired before. What they learn there has little direct application to medicine.

50. That which they are required to learn you think might have been taken in very easily at the same age as that at which it was imparted to his pupils by Professor Henslow?—Undoubtedly. I know that in conducting the examinations of medical men for the army, which I have now conducted for several years, and those for the East India Company's service, which I have conducted for, I think, seven years, the questions which I am in the habit of putting, and which are not answered by the majority of the candidates, are what would have been answered by the children in Professor Henslow's village school. I believe the chief reason to be, that their observing faculties as children had never been trained, such faculties having lain dormant with those who naturally possessed them in a high degree, and having never been developed by training in those who possessed them in a low degree. Furthermore, in most medical schools, the whole sum and substance of botanical science is crammed into a few weeks of lectures, and the men leave the class without having acquired an accurate knowledge of the merest elements of the science.

51. (*Mr. Thompson.*) Are you speaking of Woolwich?—I am speaking of the medical schools everywhere.

52. You examine in botany?—I examine in physical science generally, but chiefly in natural history. My chief object is to ascertain whether the men have a fair aptitude for using their observing faculties as tested by those sciences, and chiefly by botany.

53. (*Lord Clarendon.*) In fact, it is not from observation that botany is taught to these medical men. I suppose they cram it in London?—Yes, most of them, in London or elsewhere.

54. Having foregone or not having had the advantage of doing it in the other way?—Yes.

55. (*Lord Devon.*) Were you a public school man yourself?—I was at the High School at Glasgow.

56. That is a large school?—Yes.

57. Was there anything done in physical science there?—Nothing whatever.

58. (*Lord Lyttelton.*) Is there not now?—I have not heard that there is. The High School was an exceedingly bad school in my time. We had only one master for 110 boys.

59. (*Lord Devon.*) Was that the whole number of the school?—No; the whole number that entered the class I was in. That is a long time ago.

60. I think we understood you to say that you found a very general feeling, on the part of young men entering the medical profession, of appreciation of the value of classics and mathematics, but still of regret that something had not been superadded in the nature of instruction in physical science?—Yes.

61. Was there a general opinion, further than that, that time was wasted; that the same amount of classics and mathematics might have been communicated in less time?—I am not prepared to give any opinion upon that, because these subjects are taught so very differently in different places. I have heard both regrets expressed.

62. You found a general appreciation of classics and mathematics as to the training for the profession?—Yes; undoubtedly.

63. (*Mr. Thompson.*) Is it not the general opinion in the medical profession that there is some considerable advantage to an incipient practitioner to have had what is called a university education or a public school education?—I have never heard such an opinion expressed. Of course there is a universal opinion that a good education, wherever got, is essential, or ought to be essential. I cannot say that I know of any feeling more in favour of public schools than of private ones, or of universities than either.

64. I do not mean that; but that there is a feeling in the profession in favour of a classical and mathematical education?—Yes, decidedly, very strong indeed.

65. There is a strong opinion?—Yes; I do not think any intelligent medical man would deny it.

66. Or would regret having had a thorough training in mathematics and classics, such as is given in public schools?—With regard to mathematics, a thorough training often is regretted, because it has been pushed further than persons have ability for. My own impression is, that every boy ought to learn some mathematics; that a book or two of Euclid ought to be obligatory on every one preparing for the medical profession. I know there are many cases of youths who are apt in acquiring a knowledge of physics or the biological sciences, but who could not be pushed beyond a certain point in mathematics.

67. Professor Henslow had a very remarkable talent for instruction, had he not?—Yes, and very remarkable powers. He was an excellent mathematician himself, and a very good scholar.

68. Do you think if the subject, instead of botany, had been zoology, chemistry, or geology, that he would have produced equally striking results?—No.

69. In improving the intelligence of his pupils?—No; because these are not such good instruments as botany. The advantage of botany is that you can teach it anywhere and everywhere. The child as he walks along can make use of his botanical knowledge, can preserve his specimens, and having put his information into writing, can preserve this alongside of the specimen itself. This cannot be done to such advantage by a child in the case of geology, nor any branch of science except natural history ones, of which the most facile for the purpose is botany.

70. In the case of a school in the middle of a large town, such as some of those with which we have to do, do you not think some other science would be more applicable than botany?—No. It would be perfectly easy to teach botany in any town. Any market gardener for a few shillings a year could supply all that was necessary, and one excursion a month, with the teacher, would make up for the rest. Those who lived out of the town could bring plants in with them.

71. Would it excite much interest in the minds of boys brought up in London, do you think?—Quite as much or more than in those brought up in the country. It would be a much greater recreation to them, inasmuch as it would occasionally take them to the country.

72. Is botany a popular subject in London. Are lectures given, for instance, at the Royal Institution? —Not many; very few, but that has been chiefly from the want of lecturers.

73. It is not so popular as chemistry?—Not nearly so. It is not so generally useful. Then the experiments are not so interesting and so startling.

74. I understand you, that you advocate botany for young children because of its simplicity and the ease of teaching it?—Not altogether so; I advocate it because it improves both the observing powers and the reasoning faculties of young children in a way that chemistry could not. I do not see how you could apply chemistry as you would botany as a means of early education. The child knows its few botanical terms, some of them hard, but not harder than those used in chemistry; you lay the plant before it: itself takes a plant to pieces, and tells you the forms of the parts, the relations of these parts, and the signification of these parts and of their relations. You take another plant and itself applies the knowledge obtained from the first plant to analyse the second, and so on.

75. I think Professor Henslow wrote a paper or pamphlet upon the application of botany to education, did he not?—There was a little pamphlet published, I think, by the South Kensington Museum.

76. I thought it was published in Cambridge?—He published several books in Cambridge, and he used to print the syllabus of his lectures.

77. I think there was a little pamphlet on the educational uses of botany, do you remember it? —I do not remember it; but I have no doubt he did, because he was in the habit of printing and distributing educational projects.

78. You have not a copy of the pamphlet? — I will inquire, and if there is one I will direct it to the Commissioners. There is a general account of what he did in Mr. Jenyns' life of Professor Henslow.

79. But in the one I allude to he rather treats of the theory of the educational uses of botany. Mr. Jenyns, I think, only speaks of his practice?—Chiefly of his pratice.

80. (*Lord Lyttelton.*) Is it still the custom that a Latin oration, which is called the *Oratio Harveiana*, is delivered every year?—I am not aware that it is in Latin now. It used to be in Latin.

81. (*Mr. Twisleton.*) Would you see any difficulty in teaching botany regularly in public schools to classes of 30 or 40 boys in the middle parts of the school, two hours a week?—None whatever, provided the other lessons were not too long.

82. And if two hours a week were set apart for instruction in botany during the whole year, or during two years, do you entertain any doubt that they might be thoroughly grounded in that science? — None whatever, if it were properly taught.

83. A comparison has been made, as to popularity, between lectures in chemistry and lectures in botany. There is a reason, is there not, why merely professional lectures on botany are not so popular as such lectures on chemistry, because the experiments in botany are not so brilliant?—They are not so brilliant. It is impossible for anyone to learn botany properly, except by himself pulling plants to pieces with skill and judgment. Now plants are always accessible, every child has the skill, and the judgment comes by experience and teaching. This is why I so strongly advocate botany, as the readiest, simplest, and most practical means for training the observing and reasoning faculties. Such training cannot be given by lectures.

84. But even as to popularity, botany would not be at the same disadvantage if the instruction were not merely professorial, but children were required themselves to take the plants, and observe them, and describe them?—Not at all.

85. So that in practice, if the instruction was pursued properly, there are greater facilities for teaching botany, and the objections which apply to mere lectures, would not apply to teaching in classes? —Not at all.

86. At the High School in Glasgow did you observe among boys a difference of aptitude for the three branches of languages, mathematics, and the sciences of observation?—Very great.

87. A boy who distinguished himself in classics might have an inaptitude for mathematics and natural science, and *vice versâ*?—Yes. One of my own classmates was a dull boy in the High School, where mathematics were not then taught except in the senior class, which I did not attend. He was the best mathematician of his year in the University afterwards.

88. Do you not think that it is very undesirable that a boy at school having faculties of a particular kind should have them wholly neglected. Take the example of a boy who had really an aptitude for the natural sciences, do you not think it is a very hard case that his faculties should be wholly neglected?—I think it is very hard. Nothing is more destructive to his whole education.

89. Supposing that boy happened not to have a turn for languages, his place in school would be very low down. Would not it have an injurious moral effect habitually for him to be regarded as stupid because he had no talent for languages?—Yes.

90. It would have a tendency to impair his self-respect?—Quite so.

91. The same boy, if he had an opportunity of cultivating his faculties in the natural sciences, and using his abilities there, would be likely to become a much more useful member of society?—Yes, much more.

92. Have you observed among boys that it is desirable that there should be a variety of studies?—I have not directed my attention to that.

93. You have not observed that you should not argue from the advantages of concentration in grown up men against variety in the studies of children?—I think they are totally different things. I think there ought to be variety, undoubtedly, for the children, and more concentration in after-life.

94. So that you might teach a little of various subjects to children with advantage, where you would not proceed on the same principle with grown up men?—Yes.

95. I believe you gave lectures on this subject to the Royal children?—No; but I accompanied Professor Henslow when he gave lectures and demonstrated plants to the Royal children.

96. Were you acquainted with the opinions of Prince Albert as to the desirableness of making acquaintance with the natural sciences a part of the education of boys?—He was very strongly in favour of it, and it was on that account he asked Professor Henslow to give these demonstrations at the Palace.

97. Are you aware that he expressed his regret at the general neglect of the physical sciences which prevailed in England?—He expressed himself strongly on that subject to Professor Henslow in private on several occasions, long previous to his attending at the Palace.

98. To come back to the schools of Professor Henslow, did any practical advantage result to the children from this acquaintance with botany?—He has told me of instances in which these children have gone out to service afterwards and in which those qualities have come out very eminently in them. They have been more useful and more handy, and especially as nurserymaids. They have been more agreeable to the children and more amusing to them. They do not stop and drag the child along, when the child itself stops to look at a flower, piece of grass, or an insect. They stop too.

99. So that it really has been useful to the scholars afterwards at service?—Very useful.

100. (*Mr. Vaughan.*) Have you ever acted as examiner of medical students?—Not in medicine. I examine for the Army Board men who are candidates for assistant surgeonships. These are not medical students, but men who must have taken diplomas before they come before me as an examiner.

101. Are you acquainted with the medical profession well?—I cannot say well, but incidentally I am. I have had a medical education.

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102. You know generally what medical education has been or is now?—Yes, I know a good deal about it.

103. Do you know whether in the higher branches of the medical profession there are a great many who have been to the English universities and public schools?—I should say very few who have been to the English universities.

104. And to the public schools?—I should say not many. A larger proportion have not, I should say. I mean not to the great public schools, as Eton, Harrow, &c.

105. Are there many that are now acquainted with classical languages, or do you think that that education is going into disuse?—No; I think it ranks higher with medical men than it used, but that is because medical education itself is very much improved.

106. When you say "used," you speak of the usage of 20 rather than of 40 years ago?—20 years ago.

107. There has been some considerable reaction in the last 20 years?—Yes. They are all examined more strictly in classics now than they used to be.

108. Do you know what has been the feeling that has produced that reaction in favour of the classics, which you speak of as now existing?—I am not prepared to say off-hand. I think, however, on consideration, there would be no difficulty in answering it.

109. As a matter of fact, it is the case that the classical education is becoming more valued. You may say that generally?—I think so, decidedly.

110. Than 20 years ago?—Yes.

111. You do not know the grounds on which account chiefly it is valued, whether for the sake of the medical literature contained in the classical languages, or for the sake of the discipline?—It is for the sake of the discipline chiefly, and for the proof that a man has had so much mental culture.

112. I suppose, however, that there is a very large medical literature in the Latin language even still, written by famous anatomists and physiologists?—Yes; but I think that all they have written has been embodied in the vernacular of the chief European languages long ago.

113. It being the case that classics are very much valued, do you suppose that if the physical sciences, which are necessary to medicine, were, together with these valued languages, taught at the public schools, the opportunity of getting both the classics and the physical sciences would attract persons who intended to adopt the medical profession very much to them. In other words, would not the incorporation of physical sciences into the teaching of the public schools, as classics are already taught there, have the effect of attracting a great many, who intend to make medicine their profession, to the public schools?—It is difficult to answer that question, because, as a general rule, the medical profession is recruited from a class of society that does not send its sons to the great public schools in England.

114. You think that the absence of those intended for medicine resolves itself into that?—I think so in the present state of the schools and of the profession. Hitherto the medical profession has been recruited rather from the middle and lower classes than from the upper classes of society.

115. I hardly need ask whether there are not many physical sciences which are equally necessary to a medical education with botany itself, chemistry for instance?—Chemistry is much more needful.

116. And of course physiology and anatomy?—Infinitely. They are essential. My own impression man is the chief use of practical botany to the medical is that the training it gives to his powers of observation.

117. Has it been the case in the course of the progress of medical science that the botanical part of it has rather dropped out of applicability?—I think decidedly. A direct applicability do you mean?

118. Yes?—Yes; in the sense that the medical man is not a herbalist as he used to be.

119. I suppose there are very few of the physical sciences that are not ministerial in some way, and many of them most essential, to the medical profession?—They are all so. I think now the best medical degrees demand an elementary knowledge of every one more or less; certainly the London University degrees demand all, except, perhaps, applied mechanics, &c.

120. Is it the expensiveness of the public schools which deters medical students from resorting to them for general education as much as the education itself?—Yes; that has a great influence, because persons who have to educate their sons as medical men, know that the special education they have to give them as such will be a very costly one, and they are not prepared to send their sons to the most expensive public schools on the chance that the education obtained there will be worth the money, considering the great expense they will afterwards have to go to.

121. (*Sir S. Northcote.*) In their special teaching?—Yes.

122. (*Mr. Vaughan.*) Can you say what is the reason why persons in the upper classes and upper ranks of the middle classes at the present time are not so much in the habit of sending their sons into the medical profession?—It is a very difficult question to answer. In the first place the position of medical men in the public service ranks lower than it should; for instance, a young man who so goes into the army or navy can never rise to an official position equal to that of a colonel, or a general officer, or a field-marshal; he is put behind in every way; in the brevets that come out he is mentioned in a separate class apart from and after the executive officers. That is one reason. Then, again, many persons are disinclined to hospital practice, to anatomy and dissection. These are not usually considered to be the most pleasant pursuits.

123. (*Lord Lyttelton.*) You are aware of some schools, or departments of colleges, specially intended for medical education. I believe there is one at St. Bartholomew's, and I know of two at Birmingham, which attempt to give a cheap education, but in every case including classical teaching?—I know there are such, but I know nothing personally of them.

124. Do you know Queen's College and Sydenham College, Birmingham?—I know their names only. I was not aware that at St. Bartholomew's there was a very cheap school.

125. (*Mr. Thompson.*) You remarked just now about the unwillingness of parents to send their sons to public schools. Did you mean that to apply to boys or the parents of boys who had designed them to practise as physicians proper; are they not fully as high a class as the clergy and lawyers?—The physicians proper are a very small body. Very few men are educated as physicians proper.

126. (*Mr. Vaughan.*) But there has been a certain degree of revolution in the profession in that respect?—Yes.

127. That is owing to the higher education of what may be said to be the lower parts of the profession?—Yes; and because general practitioners are more in demand than physicians. A good general practitioner ought to know all the physician does, *plus* the surgery.

128. (*Mr. Twisleton.*) Are the medical degrees in the London University valued?—Much more highly than any.

129. Will you explain why?—Because they are so strict.

130. They are a pledge of previous acquirements in various directions?—Yes; they demand a more thorough education.

131. They require some knowledge of Latin and Greek for matriculation?—Yes; and mathematics too.

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Victoria Street, Wednesday, 19th November 1862.

PRESENT:

EARL OF CLARENDON.
EARL OF DEVON.
LORD LYTTELTON.
SIR STAFFORD H. NORTHCOTE, BART.
HON. EDWARD TWISLETON.
REV. W. H. THOMPSON.
H. HALFORD VAUGHAN, ESQ.

THE EARL OF CLARENDON IN THE CHAIR.

RICHARD OWEN, Esq., F.R.S., called in and examined.

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1. (*Lord Clarendon.*) I believe, Professor Owen, you are Superintendent of the Natural History Department of the British Museum?—I superintend three of those departments.

2. What are those departments?—Those of Zoology, Geology, and Mineralogy.

3. You are also a Fellow of the Royal Society?—Yes.

4. And the author of well-known works on comparative anatomy, paleontology, and kindred subjects?—Yes.

5. In these different aspects, and altogether as an instructor of the public in these interesting subjects, I have no doubt that the state of knowledge of physical science in this country has been a matter of anxious consideration to you with reference to our educational system, and we should be much obliged if you would give us your opinion upon that subject?—I have long felt a great desire to see the time arrive when our larger educational establishments for youths, particularly the great public schools, to which the sons of the wealthy and territorial families in England are sent, should possess the means of imparting to them the elements and methods of natural history, either in botany or zoology, or both.

6. Do you consider that these branches of science have been ignored at the public schools to which you allude?—I am not aware of any arrangement or organization for a systematic instruction of the youths in those elements and methods at our great public schools, nor that they receive the smallest amount of natural history instruction. I am speaking of the science now as one of the branches of instruction systematically given; and that is my impression.

7. The result of your observation, coming in communication, as you must have done, with various classes,—the wealthy, the middle, and the poor,—I suppose is, that there exists a complete deficiency in knowledge upon these subjects?—The absence of a knowledge of the main end, methods, and application of natural history has appeared to me to be greater in the higher and more refined classes of the community, than in the middle, or perhaps even, as regards details or species, than in the lower classes. If I were to select a particular group it would be the governing and legislative class, which, from the opportunities I have had of hearing remarks in conversation or debate, appears to be least aware of the extent of the many departments of natural history science, of the import of its generalizations, and especially of its use in disciplining the mind, irrespective of its immediate object of making known the different kinds of animals, plants, or minerals.

8. I suppose, when you attribute this state of ignorance to the higher classes, you allude to the absence of instruction both at the public schools and at the universities at which these classes in particular are educated?—More especially at the public schools.

9. You are probably aware that at the public schools classics and mathematics are considered to be the best means of training the mind; but you, I suppose, would consider that is not the best training which omits the physical sciences?—Not the completest. Grammar and classics, arithmetic and geometry may be the most important disciplinary studies; we know the faculties of the mind they are chiefly calculated to educe; but they fail in bringing out those which natural history science more especially tends to improve. I allude now to the faculty of accurate observation, of the classification of facts, of the co-ordination of classes or groups; the arrangement of topics, for example, in their various orders of importance in the mind, giving to a writer or public speaker improved powers of classifying all kinds of subjects. Natural history is essentially a classificatory science. Order and method are the faculties which the elements and principles of the science are best adapted to improve and to educe.

10. We had an important witness here the other day, who gave us some interesting information, and one of the things upon which he laid a great deal of stress was a general deficiency in the exercise of the mental powers. He found this want was such as he might express by the term, a deficiency of judgment. Would you be prepared to agree in that opinion?—No. I presume that, now, something more than memory and imagination are exercised, and that the present system of education sharpens the mental powers for rigid deduction of consequences, as by geometry and mathematics; for close conformity of the word with the idea, and the whole faculty of word-fighting, as by logic. All these powers ought, at least, to be brought out, if I do not over-estimate the present system of public schools, to say nothing of the gain by discipline in the power of endurance of labour. I would not claim for natural history more than its due as an elementary training science to be taught in the schools. It is a science which benefits and improves the mind for accurate observation of things presented to the eye, and by bringing out the faculties of classification, order, and method. I cannot, for example, imagine any intelligent youth for the first time listening to the statement of the way in which, in natural history, any one plant or animal is referred to its species and genus, without being to a certain degree improved. For example, after hearing the general character of living or organized beings, he would then be told how we divide all these into the vegetable and animal kingdoms. We then take the animal kingdom, and point out the characteristics of its primary divisions or provinces, one of which is characterized by the back-bone and called the vertebrate province. He would then be taught how all back-boned animals are divided into fishes, reptiles, birds, and mammals. The boy would be told how and why he is a mammal, and what are the characteristics which put him into that class. Next he would be taught the sub-divisions of the class of mammals, distinguished by characteristics of the brain and limbs, as, *e.g.*, when one pair of limbs ended in feet and the other pair in hands, that the order *Bimana* was formed, of which mankind is the sole representative species. One cannot doubt the good effect that such an illustration would have in educing faculties of method and arrangement, by showing how, in an assemblage of animals which are to be counted by thousands, you are able to put every one of them by the methods of natural history into the right place, and to know where to refer to them in the zoological system.

11. And you consider that would be an important and useful training of the mind?—Surely.

12. Have you ever thought in what way the present system, which is by no means so defective in

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your opinion, as some people think it, might be improved, or how those improvements might be introduced into public schools, either on a different system or superadded to the existing system?—Yes; I have thought a great deal upon the matter, and I have discussed the question with masters of different grades of authority in public schools and other places of juvenile instruction. I am fully aware of the difficulties which surround the beginning of a reform, and the upshot has been the conclusion that the chief addition or improvement might be made at first, and the advantage sought for gained, if every boy at the proper age should be enabled, if not compelled, to listen to a course of lectures, or hour's instruction, in natural history. One hour in the week, during six months, I believe, would suffice for the good that one might expect from the teaching of natural history in such public schools as Eton, Rugby, or Harrow.

13. The lecture should be on natural history?—Yes.

14. Natural history would represent what?—It would represent, zoology, relating to animals; botany, to plants; mineralogy, to minerals. Of course it branches off into collateral subjects, as anatomy; some knowledge of that, indeed, would be necessarily acquired, because boys could not learn the classification of animals without getting some idea of the general principles of their construction. And so with regard to the classification of plants. Zoology and botany are both based on anatomy, or that which relates to the construction of animals and plants. With respect to geology, that would be too complex, and not necessary, I apprehend, for the main aim in view. All the disciplinary effect would be got by the lectures on natural history, which might be limited to one of the three classes, but I would more especially recommend the branch relating to vegetables or animals.

15. You must be a very good judge of the amount of information that can be communicated practically by a lecturer to young students, some of them perhaps not very willing ones. Do you think that an hour a week would be sufficient to impart that elementary knowledge at all events, which nobody ought to be without?—I think it would, by way of an experimental beginning. One cannot foresee what the ultimate demand might be, but as a commencement I should not be disposed to trespass to a greater extent on the amount of time which is now devoted to the old subjects of instruction than one hour a week during six months.

16. (*Lord Lyttelton.*) But you would test the retention by the students of what they understood of the lecture, in some degree?—Yes.

17. (*Lord Clarendon.*) That is to say, that the lecture should have direct encouragement from the masters, by becoming a part of the regular study of the school?—Yes, exactly.

18. Otherwise, if it were simply voluntary, or extra, it would not fare much better than it does now?—Probably not.

19. Then you think that time would be sufficient?—Yes.

20. I presume that a great deal would depend on the power of the professor of communicating knowlege, whether that time would be sufficient or not. Probably you would not be inclined, supposing you were able to fix upon the change that should be made, to require that there should be a regular professor of natural history resident in the school, who should be able to take pupils, and to resolve any difficulties that occurred to the minds of the boys; in short, that he should be a permanent part of the establishment?—No; I do not think that would be requisite. I believe that if a well-qualified teacher or professor were to visit a public school at any season that might be found most convenient, and reside for such a time as would enable him to go through his course of lectures, during the proportion of the year which I have suggested, it would suffice.

21. You would prefer his being resident at the place, and being in a position to be referred to, rather than that he should come down from London, be in attendance for an hour, and then go away again, as I believe is the case at Eton?—Great benefit would be derived by an uninterrupted demonstration of the subject-matter selected, during the season allotted to that purpose: by uninterrupted, I mean that the teacher should give his lectures at a fixed hour every day, for at least five days in the week, during the continuance of the course. The railroads and other conveniences for travelling might make it easy to go to and fro, and I am not certain that it would be absolutely necessary for him to be resident. But it would be better if he were in the way to give those who might be disposed, out of school-hours, to examine the specimens or diagrams, the requisite explanations.

22. Then, as a general deduction, you consider that youths would find, in the study of natural history science, a good school, first of all for self-instruction, as well as for instruction acquired from others, and for that self-education which induces a man to examine himself, because those qualifications that he would have to obtain would require much self-education?—Certainly.

23. And, as far as your observation goes, you think there is a great deficiency in that respect at present?—There is apparently an entire deficiency of instruction in the elements and methods of natural history.

24. And you think that, with respect not only to those who are actually at the public schools, but the men who have gone through both public schools and universities, those qualifications have not been obtained?—No.

25. Have you observed that more attention has been called to physical science, and to the subjects of which we have been speaking, at proprietary schools; for instance, at middle-class schools is more honour done to physical science than at the public schools?—My experience does not go much beyond King's College, University College, and the arrangements there, so that I am perhaps not qualified to speak of the progress of elementary teaching, or natural history teaching elsewhere. I do not know what has been at work in proprietary or large private schools. I believe that some progress in that respect has been made; but I do not know enough of the matter to speak with any degree of certainty on the subject.

26. Are you aware that at the London University there is a considerable amount of elementary knowledge in physical science required before matriculation?—Yes; it seems to be rather comparable with the present university system than the public school system.

27. (*Mr. Thompson.*) It is only for matriculation?—Yes.

28. Which implies that it has been taught at school?—Yes.

29. (*Lord Clarendon.*) You say, that having given anxious attention to the subject you have taken the opportunity of communicating with the masters of different public schools?—I have been in occasional communication with them.

30. Have you found any indisposition to recognize the importance of natural history and physical science?—No, none; the difficulty has appeared to me to consist in their not seeing the way of fitting in the natural history teaching with the system now in operation.

31. But there was no objection to it if it could be so interwoven?—No, no objection to it; but I should say that there was unmistakeable evidence of a want of appreciation of its value as a training instrument.

32. Do you think that there would be any unwillingness to adopt some improvement in the system, that is to say, that although the value of physical science might not be appreciated, yet that it might be recognized as forming part of the requirements of the present age?—If the method of imparting that

elementary information was systematic, and shown to be effective on some settled plan, and if it was seen that no more time was asked than could be spared with due regard to the old teachings; as, *e.g.*, for zoology, one hour a week during six months; and if the masters could see their way as to how it could be done without undue disturbance of the present system, I do not think there would be any active obstacle interposed on their part. I think the natural history would be received, although I do not know how far it would be willingly received. It would, however, be essential to have it methodically estimated and provided for.

33. The chief practical objection that we have heard is the want of time?—I think that is the main one that I have heard raised.

34. You see no reason, however, to think that upon that ground there need be any objection?—No.

35. (*Lord Devon.*) You used the term "proper "age," what age should you consider the proper age for the commencement of studies, such as those of which you have been speaking?—From 15 to 16.

36. I apprehend that you would not apply it to the junior classes in the public schools?—No, not to boys much under that age.

37. We have had remarks made to us as to the importance of bringing out and developing the faculties of observation at a much earlier age than that. Probably in your judgment that would not apply to the sciences to which you have made special reference?—To have sufficient knowledge to enable one to speak with anything like value or authority on that point, one ought to have experience in the teaching of youths. Now I have not had that experience. My teaching has been of the adult class, so that I do not wish to assert an opinion as to age, which some may have better grounds to pronounce on than I can pretend to.

38. Would you be prepared to express any opinion as to the advantage of teaching chemistry in the public school system?—Chemistry is a good subject to be taught. It induces, in the first instance, dexterity and nicety in the use of the fingers, besides caution in making a comparison of experimental results. No doubt there are useful faculties of the mind brought out well by chemistry. At the same time there are the practical difficulties of the apparatus for experiments, and if I were to refer to age in regard to the teaching of natural science, I should be induced to raise the age in reference to the applicability of chemistry as a disciplinary science. The elder boys would be more careful and less mischievous, and therefore more likely to obtain a benefit from the laboratory in chemical teaching, without being so subject to its accompanying evils. I do not, however, on the whole, look on that study with so much favour as the methods of natural history, as an adjunct to the exercises of the memory in boys' schools; but at the same time I am not blind to the advantages attending it.

39. You are aware that an impression exists, that in the public school system there should be introduced the teaching of modern languages, natural sciences, music, and so on. Should you be prepared, or feel inclined to give us an opinion as to the comparative importance of the introduction of these subjects?—The modern languages I should be disposed to place first in importance, natural history next, chemistry last. With regard to astronomy and mechanics, these I think, are already in part provided for in the illustrations of geometrical and algebraic teaching.

40. Then do I understand you to mean that, in regard to each of these, except, perhaps, modern languages, you would not commence their introduction until the boys had attained the age, say, of 15?—From my present experience, I should say, that with respect to natural history, 15 would be a good age to begin. The pupils of Liebig are usually older.

41. (*Lord Lyttelton.*) With respect to the objection which you, no doubt, have often considered, as to the effect of introducing a large amount of natural history or other matters, before the age of 15 or 16, are you clear that it would not, in any degree, injure the faculties in the way which has been illustrated by the example of the beating out of gold leaf; that is to say, that in proportion as you extend the area of the boys' instruction, you would, in a similar degree, diminish the depth and solidity. You do not apprehend any danger of that kind?—No; not in regard to the proportion of natural history instruction which I recommend.

42. Have you found that objection to exist in the minds of any of the masters?—At the first blush, upon the introduction of the topic in a general way, I have; but I think that if natural science was systematically taught, and the masters found that as much of it as was necessary, as a training instrument, could be given in one hour in the week during part of the year, they would not consider such objection to be valid.

43. (*Sir S. Northcote.*) You spoke of one hour a week, but you spoke also of a resident teacher who might give a lecture every day. I presume that is with the view of taking a certain number of boys each day?—Yes; in groups, so that not more than one hour a week should be taken from each boy's ordinary school studies.

44. What do you consider would be the largest number of boys that a teacher could very well take in a class?—For the amount of elementary teaching that would be useful for a boy I should not suggest a class beyond 50. I think that a room that would allow 50 to hear and see, and to whom might be addressed questions after the demonstration, and followed by explanations, where the youths had not quite comprehended what was said in the lecture would be large enough. I think 50 is the outside that should be dealt with at a single lecture.

45. You contemplate, I presume, something more than a mere lecture, something in the nature of a lesson as well, in which the boys could ask questions, both with reference to the lecture then delivered and to the previous lectures?—I referred just now to what has been my general experience in teaching, but there was one exception. I was honoured by a request from the late Prince Consort to lecture to the Royal children, and I devoted three-quarters of an hour to lecturing and explaining the diagrams, and the other quarter of the hour to answering questions and entering into explanations, which seemed to add much to the instruction aimed at. I must add also, that in these questions I was ably aided by the Prince Consort himself, and in this way we found out every point that had been misunderstood or not comprehended by the Royal children.

46. (*Mr. Twisleton.*) Were all the Royal children present?—On one or two occasions they included all except the youngest.

47. (*Sir S. Northcote.*) I understood you to recommend the introduction of this study chiefly for the purpose of disciplining the mind. Now, do you suppose that the qualities of the mind which are called out by the study of natural history are those which would be practically available for boys in after-life in prosecuting all the physical sciences. What I mean is this: Supposing a boy to have had a training in natural history, will that be of great advantage to him in after life in taking up chemistry, or geology, or any of the physical sciences, although he may not have paid attention to those particular sciences in his youth?—It would be essential to geology. It would not apply so much to chemistry. The value of teaching natural history science would be in improving the powers of observation and enabling the mind to grapple better with all the ordinary business of life, so far as the faculties of arrangement, classification, and order are concerned.

48. Even in the study of chemistry would not these qualities be useful?—No doubt; but when one imagines a youth taking to the study of chemistry, it

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implies a mind with innate aptitude for that kind of scientific research, and I conceive its methods and procedures to be too abstract and refined for use as elementary training of great assemblages of boys for the purpose of improving them for the common purposes of life.

49. The object of my question is this: Assuming that it is impossible to teach boys at school everything, without in fact teaching them nothing at all, I want to see whether we can fix on any one study which will be proper for the development of those faculties which will be required for natural science generally, and I want to know whether you consider the study of natural history would be a substitute for, or rather would be taken as the representative of all that class of science, so that it should not be necessary to have a special education in the other branches of natural science also?—I think the uniform practice in the Continental schools where natural sciences are taught, is to begin with natural history. The students learn the elements of botany or zoology first before going to chemistry and the higher sciences, which seems to give an answer in the affirmative to your question, so far as that natural history as a disciplinary science is the best calculated to impart to the scholar qualities which will be found useful in enabling him to pursue more difficult studies afterwards.

50. Reference has just been made to the matriculation examination for the University of London. We know that those who come up for matriculation at the age of 16 are expected to have a general knowledge of the elementary part of chemistry, and also of many other subjects; but they are not required to have any knowledge of natural history. We were told by a gentleman who represented the University of London that that was done deliberately, and that it was thought that chemistry should be taken at a much earlier age than the science of natural history. In your opinion that is inverting the proper order, and the science of natural history should be taken first?—It would be an entire inversion of the practice of the German and French great educational establishments. I think, without exception, the classes that have the youngest students in physical science are those which are taught natural history.

51. Would you propose to introduce natural history into all the schools, or do you think that different subjects should be taken up at different schools; that at Eton, for instance, they might pursue the study of natural history; at Rugby, the study of chemistry; and at other schools, the study of other branches of natural science. Do you think there would be any advantage in that, or should you prefer to take natural history in all if necessary, and omit chemistry in all?—I should be sorry to advocate natural history to the entire exclusion of chemistry or natural philosophy; but I do not think it would be wise to omit natural history in any great school and consider chemistry as its substitute, chiefly on the grounds before stated; and partly for this reason, that in every community of 200 or more youths, there must be some few, the constitution of whose minds is specially adapted to the study of natural history, to the work of observation and classification, who consequently are impelled by innate aptitude to that kind of study, but who are not at present afforded the slightest opportunity of working their minds in that way; so that it may happen that the faculty or gift for natural history, if it be not actually destroyed by exclusive exercise in uncongenial studies, is never educed. What is the result? In all our great natural history movements we have looked in vain, since the death of Sir Joseph Banks, for any man having a sufficient standing in the country to fraternize with us, to understand us, to help us in debate or council in questions most vital to the interests of natural history. It has often occurred to me to ask how such should be the case, and my answer has been, that in the education of the noblemen and gentlemen, the great landed proprietors of England, of those destined to take part in the legislation and government of the country, there has been complete absence of systematic imparting of the elements of natural history, no demonstrations of the nature and properties of plants and animals, no indication of the aims and importance of natural history, no training of the faculties for which it affords the healthiest exercise; consequently they have not been educed. I cannot doubt that this must have been the effect of the present restricted system. There must have been by nature many Sir Joseph Banks since he died, but they have been born, have grown up, and passed away, without working out their destined purpose; their peculiar talent has never been educed, their attention has never been turned to those studies, but they have been wholly devoted to classics. It must be remembered that minds of this class are usually very averse to classical studies and mere exercises of memory and composition; they never take to them; they get through them as well or as ill as they can, doing little or nothing to the purpose, and they fail to achieve that for which they are naturally fitted from the want of having their special faculties educed. I consider it a loss to the nation that in our great educational establishments for youths there should be no arrangements for giving them the chance of knowing something of the laws of the living world and how they they are to be studied.

52. What I want to ask in the first place is in regard to the discipline of the mind. I quite understand you to say, that if a boy in his younger years fails to have his mind exercised by observation his powers will not be developed; but I want to know whether you consider natural history alone to be the proper mode of training the powers of youth in physical science, or whether another science, such as chemistry, could be substituted for it in some cases?—No; chemistry would not educe so well the faculties of classification; it would educe powers of a different character and perhaps of a higher degree of value.

53. You would not think that a boy who studied chemistry would possess an advantage over a boy who had not studied chemistry, when he came to the study of natural history?—I cannot say. It might; but I do not know how that would bear on the first question.

54. The object I wish to arrive at is this: It is impossible that a boy can be taught everything at school, and I want to know whether your mind receives this idea, that there should be schools at which natural history should be taught to the pupils, the subject of chemistry being set aside in those schools; while there should be other schools in which chemistry should be taught, so that if a boy were known to have a special aptitude for natural history he should be sent to Eton, and be well trained in that, rather than that he should be required to go through a course both of natural history and chemistry, and thus acquire probably a superficial knowledge of both?—The knowledge of both sciences would necessarily be superficial in any case; but the training benefit to the mind in giving that superficial glimpse of the science would be secured. The elements whether of chemistry or zoology would be tauught as educational instruments. One might succeed the other during the proportion of the year set apart for natural science; but, for reasons already given, I think it would be disadvantageous to supersede natural history by chemistry at any school.

55. I do not know whether you are acquainted with what is called the system of bifurcation in foreign education; that is to say, that boys are taught up to a certain point in all matters in common, and that after a certain point those intended to pursue a literary course take one line, and those who study mathematics and natural science take another. Are you acquainted with that system?—Not at all; but it seems to be a good one.

56. Would you propose or approve of the introduction of that system into public schools, and allow a boy of 15 or 16 years of age to drop a certain portion

of the work and undertake natural science, while other boys would not undertake natural science at all; or would you prefer that they should all go on through the old school-boy course up to 17 or 18 years of age?—I think they ought all to go on together until about the age of 15, and that it would be better not to divide work into particular channels of education until experience had been had of the working of the more simple method of adding the elements of natural history to the old school-course.

57. I suppose you would not think it right that the same teacher should undertake more than one branch of natural science; for instance, that a teacher should undertake to teach natural history and chemistry as well?—I should think not.

58. But that different branches of natural history, such as zoology and botany, might be undertaken by the same man?—Yes.

59. Do you think there would be much difficulty in getting teachers, say for the seven or eight principal schools of the country, to undertake that work?—I am afraid at the present time that there would be, arising from the general defects of our teaching arrangements, especially the want of systematic teaching of the elements of natural history in schools. We are all of us, as it were, naturalists by accident. It is the perception of that difficulty which has led me, on every occasion when I have been called upon to give evidence on the subject, to urge the giving of elementary instruction on natural history as one of the duties that should be attached to the keeper of each secondary or subordinate department in great national museums of natural history. In them there may be a gentleman who has charge of the shells, a gentleman who has charge of the birds, another who has charge of the fishes and reptiles, another who has charge of the mammalia; the especial care of the secondary groups may be respectively confided to some one gentleman who has consequently a profound knowledge of this class, and may have studied it for a long period of time. Now, if with his conservative duties he had to give 12, or at most 24, public lectures on that branch of his science once a year, I am quite sure that he would greatly benefit himself, while at the same time he would greatly benefit his collection and the cause of education; and although he might not have a very large class, because that would depend on his power of speaking, and so forth, he would always secure an audience, such as I have seen at the *Jardin des Plantes*, at Paris, of some half a dozen young men adapted by nature to do good work in the progress of the science; and in this way we should raise up persons who possessed just the capacity necessary to supply the want you are speaking of.

60. He would give those lectures in courses?—Yes; I look forward to the establishment of an organization of that kind, when a museum for the display of the national collections of natural history may be formed, which, I believe, would benefit the nation very greatly, and especially those who were professionally engaged in teaching natural history.

61. You look to such lectures as those for the formation of a class of teachers for the public schools?—It would be a great help towards it.

62. But at the present moment you think it would be difficult to get them?—I should be sorry to speak confidently on that point. There has been more teaching in natural history in colleges and universities than there used to be; but, at the same time, if I were asked to recommend a teacher who would combine the qualities that are necessary to teach boys, I should have some difficulty in doing so; for boys are a difficult class to deal with.

63. Of course, it would be more difficult to find the requisite number of teachers for eight or nine schools than for one?—Yes.

64. Do you think one man could undertake different schools, or should the teachers be resident, or be there every day. I understood you to recommend, when you were speaking of a single school, that there should be a resident teacher to teach a class every day; but when we have to consider the wants of eight or nine public schools, I should like to know whether you think it would be desirable that we should try to get eight or nine different men, or try to introduce some system by which the services of one man should be made available at different places one after another?—Supposing the elementary instruction in natural history to be one hour a week for each pupil, and that the teacher should attend five days in the week, for successive classes during six months in the year, it would not be requisite that he should reside more than that period at the school or in the vicinity; and that necessity would depend on the vicinity of the school to London; for instance, at Eton he might, by means of the railroad, be there once every day, and still live in London.

65. When you say one hour a day, do you suppose a man could give two lectures in a day to different classes?—He might do so very well.

66. That would economize the time; he might take two classes a day?—Certainly.

67. Supposing that system of boys taking one subject one year and another another year could be introduced, it might be arranged that the chemical professor should take up his abode at Rugby, for instance, for six months, and the natural history professor at Eton for a similar period. Might there not be an advantage derived in that way?—I have not considered the particular working of the question sufficiently to be enabled to answer that question.

68. (*Lord Lyttelton.*) Have you considered what time would be necessary in the school, in addition to the hour a week employed by the lecturer, for the incorporation of the subject into the work of the school; because I presume, that unless the boys' places in the school are to depend in a certain degree on their proficiency in the knowledge of physical science, that is to say, unless it is made a subject of compulsion, and not one of mere taste or feeling, the attempt would be futile; therefore, in regard to the different examinations in the subject, and the study a boy would have to give it in his own room, in order to render himself proficient, do you take into consideration what additional time would be required for it?—If the course of lectures on natural history were determined on, to be given in the proportion I have suggested, I have no doubt the lecturer would adopt or recommend a class book, something like the Eton grammar in reference to Latin and Greek, and I presume that the boys who attended his lectures would have such natural history class book, and would be expected to read the part marked out for them relating to the lecture or the demonstration. The class would be examined upon the book, and marks given for proficiency.

69. Does it seem to you that on the average the addition might be probably half as much time again; that is to say, that if you allow one hour a week for the communication of the instruction, about half an hour a week more would be requisite for preparation?—I think that might be enough.

70. (*Lord Clarendon.*) In reference to what you said about a class book to be placed in the hands of the boys, do you consider that there exist at present good elementary works, on which a teacher might rely for assistance?—No; it would be very difficult to select one to answer that purpose; the demand has not arisen, and, therefore, there is not the supply.

71. (*Mr. Thompson.*) It would not be difficult to write one?—They are more difficult than is generally thought. Good elementary books on science are very rare.

72. (*Lord Clarendon.*) In Germany, do you know any good elementary books, or in France?—Yes, they have good elementary books in both countries. In France, there is an excellent elementary work on zoology by Professor Milne Edwards.

73. Those books are not translated, that you are aware of?—I think I saw an advertisement of the latter; but it would be too bulky and comprehensive

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for the elementary teaching I recommend for the beginning of the proposed reform.

74. (*Sir S. Northcote.*) If boys were tolerably advanced in French, might they not use books in French when being taught physical science?—Yes.

75. (*Mr. Twisleton.*) I think you approve of the plan of beginning with the sciences of observation, and concluding with the sciences of experiment?—Yes.

76. With regard to the sciences of observation, we have had evidence as to botany that boys might be well taught botany at 12 or 13 years of age?—I have no doubt of it.

77. If a boy were well taught botany his faculties would be sharpened and he would be prepared for zoology?—Certainly.

78. You were speaking of the German gymnasia; are you aware that they begin with the sciences of observation from 10 to 13 years of ge?—Yes.

79. You would not object to our beginning sciences of observation at 12 or 13?—No. In our case the experiment has not been tried, and random shots at a proper age can be rectified by the results.

80. In regard to the sciences of experiment, you are probably aware that at school it would be out of the question to teach boys generally in a laboratory?—I presume the difficulty would be extreme.

81. So that dexterity and neatness of hand could hardly be attained by the boys of a school generally?—They have too many ways of their own for the improvement of the neatness of manipulation to require chemistry for that purpose.

82. In regard to physics and chemistry I presume the knowledge that could be communicated to boys at school, would be in accordance with the facts discovered by others and with all the natural laws of the objects which surround them?—Yes.

83. That would be useful to a boy, independent of his experimenting himself?—Certainly.

84. You were educated, I believe, yourself at a classical school?—Yes, an old-fashioned classical school. Our master had been an Eton man.

85. Have you observed at school and in life since that there are three distinct types of mind, that some boys have a predominant turn for languages, others for mathematics, and others for the sciences of observation and other natural sciences?—Those are the three principal distinctions that one observes in all schools, no doubt.

86. Taking a school like Eton, where there are 800 boys altogether, can you entertain any doubt that there are many boys in that school whose predominant type of mind is for the study of natural science?—I have no doubt of it, and I have had complaints uttered to me by gentlemen who have been educated at Eton, and have afterwards under consequent disadvantage and difficulty followed their own bias in favour of the natural sciences, and who have regretted deeply that they never had any opportunity of learning the elementary principles of natural history.

87. Do you not think it is a great hardship to some boys that they have to remain at school perhaps till 18 years of age, without receiving any instruction on those subjects for which they have a natural aptitude?—I think it not only a hardship but an injury.

88. (*Mr. Thompson.*) You say that many of those sciences are in a progressive state?—Every science we are acquainted with is one of progress.

89. But the principles of some of the sciences are determined, such as those of mathematics, for instance?—The fundamental principles of classification in natural history are as certain.

90. Take this case: Fifty years ago, supposing zoology to have been taught in schools, would not the Linnæan system have been adopted?—You might teach the main part of that system, in reference to botany as a disciplinary science, at the present day.

91. I was thinking of the study of zoology?—In zoology, although of course there has been a great increase in the knowledge of the structure of animals since the time of Linnæus, still the principles laid down in Linnæus' immortal work, the "Philosophia Botanica," are really those that cannot be deviated from, whether the elements of zoology or botany be imparted.

92. You do not think there is any objection to the educational use of the physical sciences, in consequence of the fluctuating or speculative character of those sciences?—I deny the "fluctuating character;" it is not applicable to natural history. The zoological system of Ray is the basis of the system of Linnæus; it forms an essential part of the Linnæan system. There is neither fluctuation nor speculation. The principles of natural history are already as settled and fixed as can be needed for its use as a disciplinary science. Modification of details would never affect its value in relation to elementary teaching.

93. The zoological classifications of the ancients were somewhat puerile, were they not, even the classification of Aristotle?—No; it is surprising how much of Aristotle's system is really retained, how much is founded on truth and is the basis of the modern classification.

94. Plato was the first writer on classification, I think; Aristotle is very severe on him, if I remember rightly?—I am not sure. But the improvement that Cuvier made in the zoological system of Linnæus was mainly a revival of the Aristotelian principles, because Cuvier was the first modern systematist who had anything like the same amount of knowledge of the structure of animals which that wonderful man Aristotle possessed.

95. (*Mr. Vaughan.*) I suppose that in reference to the point on which Professor Thompson has just been speaking, it is the case in all but the most abstract sciences, in all branches of human knowledge, that there is some change of a progressive nature in the truths that are enunciated?—The amount of change, as affecting the great body of the doctrines, of course varies with the state of our knowledge.

96. I suppose that if we were to wait in order to teach the subject until we entirely escaped the possibility of there being some change in the form and substance of the truths taught and the method of teaching the truths that are taught, we should have to wait for ever in all sciences, should we not?—We should certainly have to wait for the termination of our existence as a species.

97. (*Mr. Thompson.*) Not with respect to arithmetic, for instance?—In Transactions of Societies and Academies of the Natural Sciences we see annual progress and discoveries in mathematics: the sciences in regard to the works of nature or of the Author of nature are more incomplete; and the more we know of them, the more we get impressed with the small amount of knowledge we possess. But that amount, compared with ignorance, is so great, and the principles that we are enabled to educe from the little that we do know, are so sure, that taking them at the present very imperfect standard, whether in respect to zoology, or botany, or geology, they are as good for the purposes of elementary instruction and discipline as they will perhaps be ten thousand years hence.

98. (*Mr. Vaughan.*) I do not know whether you have turned your attention to the subject sufficiently to make the comparison, but for a moment, to draw a comparison between natural history and civil or political history, would it not be the case that there has been as much change in the facts taught or advocated as that which should be taught in civil history,—in the history, for instance, of Rome or Greece,—than there can possibly have been in natural history within the same time?—It may be so, but the subject is rather out of my line.

99. In speaking of the advantages to be derived from natural history as a discipline of the mind, you have spoken chiefly of the co-ordination, the classification of facts, and the arrangement of topics. I

suppose that you do not intend to limit the discipline and the advantages that are to be derived from other physical sciences to those particular points?—No.

100. You think that there may be several other advantages that might be derived from the several physical sciences, rather peculiar to them, but very valuable as gymnastics to the understanding?—I may just mention another advantage arising from natural history as compared with other sciences, namely, that it expressly teaches and largely illustrates the teleological principle, or the adaptation of means to ends. Every character we should assign to each division of the animal kingdom would be drawn from the structure, which would show the peculiar purposes of each particular portion, and the adaptation of the whole structure to the particular ends for which the animal was created; and this characteristic of natural history science would leave upon the mind an impression that could not fail to lie at the bottom of an amelioration of the moral character.

101. In chemistry, for instance, I suppose there might be many actions and powers of the mind that might be cultivated especially by that branch of science, for instance, the appreciation of cause and effect?—Yes.

102. Do I have your consent to that?—Certainly.

103. And as the arrangements and classification of visible structure would be taught by natural history, so the arrangement and co-ordination of physical powers would be taught particularly by chemistry?—Especially so.

104. There is another point upon which I should like to have your opinion, which is a practical matter entirely with reference to natural history and physiology. Has it occurred to you to observe whether persons in the upper classes of society and other members of society are well or ill acquainted with the physiological laws of the human structure?—No; it is a knowledge very rarely possessed, as far as my experience goes, very rarely indeed; and I believe that it is chiefly upon that general ignorance that the success of spurious systems of medicine have their dependence. It is upon the general ignorance of the population that the empiric bases his pretensions, and has an influence for a certain time, till one subsides and is succeeded by another.

105. In regard further to the prevention as well as the correction of mischief, may I ask whether the prudential teachings of physiology do not concur with the teachings of morality in general?—Most closely.

106. They most closely concur?—Most closely.

107. Supposing, therefore, at an early period before entrance into life, youths were made acquainted with the physiological laws which regulate the animal frame, and, indeed, the intellectual constitution to a certain degree; do you think that would have a beneficial effect partly upon their moral conduct and partly upon the general control and government they should have over themselves as organised beings?—I should think it would upon some natures.

108. You think it would not be universal?—I think that many would disregard it. Under combative or other excitement they would care nothing about whether their hearts beat so many times a minute, or whether their brain were so few lines from the skull. I am afraid that though a certain proportion might listen to physiological teachings, there would be few on whom it would have any practical effect. On some natures it might tell.

109. Even with regard to the rules of temperance and chastity, would not the teachings of physiology have a good effect in giving a new sanction to those rules?—It would give some sanction, but such effects as you allude to, I believe, would mainly depend upon other and higher grounds of teaching and upon example.

110. Do you not think it would strengthen the force of other teachings by disclosing other reasons for them?—The truth is that anything I could say on that topic would not be very profitable. Of course I have had a good deal of experience in medical schools, and so on. There are other and higher teachings upon those points; and besides, you must revert at last to the individual nature. I think the mere knowledge that a quantity of alcohol put into the ventricles of the brain must damage the organ, would have very little influence over a man who likes to enjoy the stimulus. If he will not forbear from higher motives, he would not care a straw about the prospective result to the brain. It is the same with respect to other points of physiology. No doubt, any little good that can be gained is worth trying to be gained, and if you benefit but a few, it is better than none at all.

111. You do not think the tendency it would have, before any evil habits can have been formed, to disclose the destructive character of vice or excess upon the frame would be perceptible?—I should not be very sanguine as to the moral effect of physical teaching in any great degree.

112. (*Lord Lyttelton.*) In reference to the tastes of the boys in a large school, and the different bias they have, with respect to fixing the curriculum of the school, is it not necessary to go by our own judgment of what is best, because differences of taste among 800 boys would be very much greater than could be met by any arrangement of their studies. We must go, after all, by what we ourselves consider important?—To the extent of not allowing a study of secondary importance to interfere with a primary one. A good deal would depend on the relation of the Head Master and the other masters to those outside teachers, if we may call them so. If the Head Master entered confidentially into communication with the teachers of natural history or other sciences among the boys, and inquired who showed an interest in the subject, he would hear from the lecturer that so-and-so had a very remarkable aptitude and came and asked questions, so as to make it evident that he considered such instruction a great boon. Now this pupil might prove to be the boy who was so stupid with his nonsense verses, or other tasks of memory and composition; and the classical master might consider whether it would not be better to take a different course with reference to him and give him a greater amount of credit for the possession of those attainments of which he was capable, and make a less demand upon the boy in other respects.

113. The introduction of a variety of studies into a school must be according to our own sense of their relative importance, and not with respect to the taste of the boys, because these would be so numerous as to introduce a variety that no one would advocate in any school?—That might be so, were the attempt made to meet every taste.

114. (*Lord Devon.*) I think that I understood you to say, that you considered that the sort of instruction that can be given by professors, say for an hour a week to each class by competent men, would be productive of considerable good; but that to follow that out, there should be resident on the spot, and easily accessible, some person to direct the boys' reading, or to answer any questions that might arise. Do you think it likely, from the experience you have had of gentlemen of that class, that those who undertake the office of assistant master in different public schools, with university distinctions, would be competent to fill that subsidiary position, or would be likely to work with the professors who came?—Since the establishment of the physical sciences tripos at Cambridge, and the museum of natural science at Oxford, I think resident masters possessing the requisite attainments would be found quite competent.

115. Do you think it would work well if a gentleman could be obtained to come and deliver lectures, and his services were supplemented and assisted by resident gentlemen connected with the general study of the school?—Yes.

116. You think that not unlikely?—In reference to the conclusion to which I have come in regard to the importance of natural history as an element of school instruction, and the time to be given to it in beginning the experiment, I would ask leave to read

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a passage from the address of a gentleman who fills a very eminent position, that of local director of the Geological Survey of Ireland, and Lecturer on Geology to the Museum of Irish Industry, Mr. J. B. Jukes, who, in opening the business of the Geological Section of the British Association, over which he presided at Cambridge, made these remarks:—"The natural sciences are now considered "as worthy of study by those who have a taste for "them, both in themselves and as a means of mental "training and discipline. In my time, however, no "other branches of learning were recognized than "classics and mathematics, and I have with some "shame to confess, that I displayed but a truant "disposition with respect to them, and too often "hurried from the tutor's lecture room to the river "or field, to enable me to add much to the scanty "store of knowledge I had brought up with me. "Had it not been then for the teaching of Pro-"fessor Sedgwick in geology, my time would have "been altogether wasted." So that it was just the accident, so to speak, of one short course on a branch of natural history, grafted through an old bequest upon the main studies of his university that led Professor Jukes to his appreciation of the method of study and value of the science which owes so much to his labours. I could also, with your permission, adduce a higher authority on the main point, and that is Baron Cuvier's, who, in the preface to the first edition of his elementary book on Natural History, expresses himself as follows:—"The habit necessarily "acquired in the study of natural history, of mentally "classifying a great number of ideas, is one of the "advantages of this science, which is seldom spoken "of, and which, when it shall have been generally in-"troduced into the system of common education, will "perhaps become the principal one; it exercises the "student in that part of logic which is termed "method, as the study of geometry does in that "which is called syllogism, because natural history "is the science which requires the most precise "methods, as geometry is that which demands the "most rigorous reasoning. Now, this art of method, "when once well acquired, may be applied with in-"finite advantage to studies the most foreign to "natural history. Every discussion which supposes "a classification of facts, every research which "requires a distribution of matters, is performed "after the same manner, and he who has cultivated "this science merely for amusement is surprised at "the facilities it affords for disentangling all kinds of "affairs. It is not less useful in solitude; sufficiently "extensive to satisfy the most powerful mind, "sufficiently various and interesting to calm the "most agitated soul; it consoles the unhappy, and "tends to allay enmity and hatred. Once elevated "to the contemplation of the harmony of nature "irresistibly regulated by Providence, how weak "and trivial appear those causes which it has been "pleased to leave dependent upon the will of man. "How astonishing to behold so many fine minds "consuming themselves so uselessly for their own "happiness and that of others in the pursuit of vain "combinations, the very traces of which a few years "suffice to obliterate. I avow it proudly, these "ideas have always been present to my mind, the "companions of my labours, and if I have endea-"voured by every means in my power to advance "this peaceful study, it is because, in my opinion, "it is more capable than any other of supplying "that want of occupation which has so largely "contributed to the troubles of our age."

The witness withdrew.

Max Müller, Esq., M.A.

MAX MÜLLER, Esq., M.A., called in and examined.

1. (*Lord Clarendon.*) I believe you are Taylorian Professor of modern languages and literature at the University of Oxford?—I am.

2. May I ask how long you have been so?—About eight years.

3. You have also been, I think, examiner for commissions in the army?—I have been examiner for the Indian civil service and the military service, and also, as Taylorian Professor, for the University scholarships in modern languages.

4. I assume that at Oxford you are in the habit of giving lectures?—I am.

5. Every term?—Every term.

6. What are the principal subjects on which you give lectures?—The literature of Germany and France, and comparative grammar or the science of language.

7. I suppose that both in your capacity of professor at Oxford, and of examiner in those different services you have had an opportunity of estimating the average acquirements of boys in French and German?—I have.

8. What is your opinion on that point?—I believe there has been a considerable improvement during the last years in the study of French and German.

9. What period do you include in the last years?—The time since the throwing open of the Royal Artillery and the Indian civil service to public competition. Ever since that time managers of public schools have exerted themselves very much to improve the teaching of modern languges. In the first examinations the results were anything but satisfactory; but I think that almost every year one sees the good effect which the throwing open of these services has produced upon public and private schools.

10. You would say that the present system of teaching at public and private schools has begun to produce some perceptible results?—Decidedly; and the lists of marks published every year in the reports of those examinations speak for themselves.

11. In the report of the examinations of the public schools do you mean?—No; the official reports of the examinations for the Royal Artillery and the Indian civil service. Of course, great allowance must be made for the small amount of time that is given to the study of French and German at all public schools. I think, however, that, considering the short time that is given to French and German in comparison with the amount of time that is devoted to Greek and Latin, the results have been very satisfactory. The teachers of French and German at public schools have to contend with great difficulties.

12. Have you been enabled to institute any comparison in different schools as to the proficiency of the boys they send out. You are aware that the inquiries of our Commission are directed to nine of the great public schools,—Eton, Harrow, Winchester, Rugby, Shrewsbury, Westminster, the Charterhouse, St. Paul's, and Merchant Taylors'. Have you had any opportunity of ascertaining whether improvement has been manifested in those schools?—I have not been able to do so, because in the examinations of candidates there is a number given to each, and I know neither their names nor their places of education; I only know the number, and I have to examine the papers, and report accordingly, without knowing anything of the previous education of each candidate.

13. That is in your capacity of examiner?—Yes.

14. In your capacity of professor at Oxford, have you any means of examining the boys who come up with reference to the efficiency of the teaching at the different schools?—No; but I have always found that those who know French and German well do not know it because they come from such and such a school, but because they have had special

advantages, either as being the sons of German or French mothers or fathers, or from having been abroad a considerable time.

15. Therefore you cannot trace any proficiency in German or French, in the young men of the university, to any particular teaching which they have received at school?—No.

16. But you would rather consider, that where there is proficiency, it has not been acquired at school?—Where there is great proficiency, that is to say, where boys are able to speak French and German, it has not been acquired at school. Those who carry off our scholarships at the Taylor Institution, are almost, without exception, either the sons of foreign parents, or else they have lived abroad a good deal, or have had other advantages, such as being the sons of ambassadors and so on.

17. I suppose your field of observation and comparison is narrow at Oxford, as between different schools, the attendance being voluntary, and therefore consisting principally of those who have a certain amount either of acquired proficiency, or who intend to make themselves masters?—Certainly.

18. So that you have no opportunity of observing and comparing the general mass of young men who come up from the great public schools?—Not so as to distinguish the schools from which they come. I could not say that a boy coming from Eton is better taught than if he came from Harrow; I have no means of forming an opinion upon that point.

19. You consider you have no means of forming an opinion as to the general proficiency of young men coming from Eton or Harrow?—Precisely so.

20. But you say, on the whole, there is a knowledge of modern languages, and especially of German and French?—Decidedly there is; considering the short period of time that can be devoted to it at public schools, I consider the knowledge, such as it is, very creditable. There are very few young men coming before me who are not able to read an easy French or German writer; as to speaking the language, and speaking it well, that is quite a different question.

21. About how many attend your lectures?—The number varies from three to fifty and more.

22. So that, with respect to the numbers who come up, the general mass who come up from the schools, your field of observation is narrow?—As professor it is narrow; as examiner it is a large one; for in the Indian civil service examination there are as many as 200 candidates every year, and for the military service I have to examine 8 times during the year, and I have each time on an average about 30 candidates. I also examine the cadets at the Royal Military Academies at Woolwich and Sandhurst, where young men come from other schools, so that I have had an opportunity, during the last eight years, of knowing the general average acquirements of the sons of the gentlemen of England in those branches of knowledge.

23. Though you may not know at the time for examination the names of the candidates, and the schools at which they have been educated, you probably have a subsequent knowledge of the matter?—Yes.

24. Do you know how many of the candidates of the East India service are furnished from those eight or nine schools which I have first designated?—With regard to the candidates for the Royal Artillery and Engineers, it is easy to determine this, for after the examination is over the names of the successful candidates are published, and their places of education. It would be more difficult in the case of the candidates for the Indian civil service, because many of them come from the universities; in the published reports only the last place of education is mentioned.

25. And should you say that many candidates for Woolwich came from Westminster, Harrow, Shrewsbury, Rugby, Winchester, and the other schools I have mentioned?—I think the reports that are published would answer your question much better than I could; but I should say from the general impression of those reports that about half the successful candidates come from our great public schools. It would, however, be easy to verify it.

26. Would you include Marlborough?—Yes, decidedly.

27. When you say, Mr. Müller, that there is considerable proficiency noticeable in German and French, it is only, I suppose, in reading, that is in the knowledge of the language?—It is in the grammatical knowledge of the language only.

28. The construction only?—Likewise in being able to translate an easy French or German book into English.

29. (*Lord Lyttelton.*) Not in writing in those languages?—Certainly not with any degree of fluency.

30. (*Lord Clarendon.*) In the construction of the languages?—In the grammar, and in a limited acquaintance with the dictionary.

31. I suppose you draw a great distinction between that and the facility and fluency of speaking?—Very great indeed. I find as a general rule that fluency in speaking is never acquired at any public school whatever. Whenever I find fluency in speaking, I can always trace it to an extraneous source.

32. I suppose you would think that it is almost hopeless to aim at fluency of speaking in a public school. The circumstances of the case will not permit of the boys acquiring it?—I have come to consider it quite impossible.

33. You are aware that in one or two schools an attempt has been made to acquire some fluency in speaking by the boys through the means of conversational meetings, and so on?—Yes.

34. And that they have not been attended with success?—I believe not.

35. I suppose there is no method which you could suggest by which fluency of speaking a foreign language could be acquired at our public schools?—No; and I think the experience of continental as well as English schools is against attempting to impart to schoolboys a conversational command of the language.

36. You say, the experience of continental as well as English schools; has the experiment been often tried by them?—In some of them the experiment has been tried.

37. And what have you heard has been the result?—I was brought up myself at a German school, and the experience there is exactly the same as in England, namely, that all that can be done during the short time that can be spared for the study of foreign languages is to give the pupil a good grounding in grammar, and the mastery of a sufficient number of words to enable him to read a newspaper, or an historical author in French or English. Beyond accomplishing this the German schools have certainly never succeeded.

38. (*Lord Lyttelton.*) Do you limit it to prose reading. Would you not include the power to read poetical works. I do not know whether you advisedly limit it when you say, that all they can do is to read easy prose works. Cannot they attain to the reading of poetry?—Not of difficult poetry. I am speaking generally, of prose.

39. (*Mr. Vaughan.*) Not even tragical poetry?——(*Mr. Thompson.*) Not Racine?—They read Racine. All, however, that I wish to say is, that when a boy leaves school he ought to be able to read for his own amusement or instruction an easy prose writer or an easy poet.

40. (*Lord Lyttelton.*) That is the general result?—Yes.

41. (*Lord Clarendon.*) You say you are aware that attempts have been made in Germany in some of the German schools or gymnasia to acquire or impart fluency in some of the foreign languages, especially, I suppose, English and French?—It has been attempted at the Real-schulen, not in the gymnasia, I believe.

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42. And that the attempt has been a failure?—It has been a failure in regard to speaking.

43. What has been the result of your observations on the accent which young men acquire at public schools. I am not talking of those who have had particular advantages as being the sons of ambassadors or of foreign parents, but of boys coming straight from Eton, Harrow, or Winchester, and who have only learnt French there. What sort of accent do such boys come to Oxford with?—It depends very much upon the individual boy. Some boys have no ear for accent at all, just as some have no ear for music, and although they may hear a word pronounced by a Frenchman they cannot imitate it. There are other boys who have a knack for it, and their pronunciation is better, yet it is never good.

44. It is very much an affair of the ear?—Yes.

45. When once a bad accent is acquired it is extremely difficult to remove, is it not?—Almost impossible.

46. (*Lord Lyttelton.*) And would you not say conversely, that if a good accent is acquired by a boy in early life it is difficult for him to lose it?—If a boy carries on his French, yes; but I have known boys who spoke well in the nursery, who gave it up, and when they took it up again afterwards they experienced exactly the same difficulty as a boy who begins afresh.

47. Supposing that a boy, say, 10 or 11 years of age, when he first goes to school, to be in the habit of talking French nearly as well as English, do you think that, even supposing he left it off at school, he would lose it?—No, I do not think he would.

48. (*A Commissioner.*) A great many young men who leave these schools of which we have been speaking and come to Oxford, of course do not attend your lectures?—A great many.

49. Have you heard, either from themselves, their tutors, or their contemporaries, whether they also have acquired a certain amount of proficiency in modern languages, or is it only those who come to you?—I believe that the majority of men at Oxford are able to read an easy French book.

50. You would consider a knowledge of the classics to afford great facility to the acquisition of modern languages, would you not?—Very great indeed. I believe that a great deal of time might be saved in the teaching of French at public schools if it were grafted on the knowledge of Latin, which most of the boys possess.

51. The one would be an auxiliary and assistant to the other?—Yes, of course. There is no feature in the French grammar which does not find its explanation in Latin, and if the connecting links were clearly put before the pupil he would find that his knowledge of Latin enables him at once to understand the apparently new facts of French grammar that come before him. Thus two advantages are gained; instead of mere formal knowledge, it becomes, so to speak, a more real and intelligent knowledge. French would be not merely a mass of conjugations and declensions, but something which interests the mind, and the result would be that something else is obtained besides the mere acquisition of nouns and verbs. I certainly think that if a competent Latin master were to teach French, and constantly to put before the boys the fact that what seems new and irregular in French is perfectly regular if it is only properly traced back to Latin, a great deal of time and tedious work might be saved.

52. Are you aware whether any such attempt has ever been made to connect the two languages together at any school?—It was made in France in the year 1852. The Minister of Public Instruction recommended that there should be a class at public schools for teaching Greek, Latin, and French grammar together, and some school-books were published with that view. I have one here by M. Egger, a Member of the French Institute, in which the suggestions of the Minister were carried out. It is a book in which not only Latin and French, but in which Greek, Latin, and French are put together, and the general outline of the grammar of the three languages is impressed at once on the pupil's mind. As to Greek there might be some difficulty, but as to Latin and French the experiment speaks for itself, because French is only Latin in another form, and Latin is to a certain extent only French, if the connecting steps can be clearly shown by which Latin gradually dwindled down to French.

53. You consider that there would be a greater facility by that method, both of acquiring French and retaining it?—I believe so.

54. Are you aware how that system which was adopted in France in 1852 works?—I can only judge by the number of editions through which this little book has passed, and it has passed, I believe, through five.

55. What is the book called?—"Notions élémen-
" taires de grammaire comparée, pour servir à l'étude
" des trois langues classiques; par E. Egger."

56. Have you any means of judging how French is taught at our great public schools?—I have not.

57. What would be your notion of the way in which French could be taught at a good public school?—I think it should be taught grammatically by an Englishman, who has had opportunities, of course, either by travel or by birth, of acquiring a fair knowledge of French. I think he should ground the boys in the grammar of the language, but he should have an assistant who is a Frenchman, under his supervision, to read out loud to the boys, to dictate to them also, to give them every facility for acquiring any exceptional knowledge of the language, which either they or their parents might think it desirable that they should possess.

58. Why would you propose that the principal French master should be an Englishman?—Because I believe an Englishman knows what the boys know in Latin, and also knows the difficulties which an English boy has to encounter in acquiring a new language.

59. And, perhaps, you think he would be better able to maintain discipline?—Certainly.

60. And the respect of the boys?—Certainly.

61. But you would have the teaching of the pronunciation, and perhaps, the idiomatic part of the language, left to the French assistant?—Yes.

62. Would you propose that the French assistant should teach apart from the Englishman, or that they should act together?—I should wish that the English teacher should always be present while his assistant is teaching.

63. Would you apply the same system to German?—Certainly.

64. You would make no distinction between the teaching of German and French?—No, I should not.

65. Do you believe that a German teacher would have less difficulty than a French teacher, in maintaining discipline in the school, and in securing his being attended to?—I do not think that he would. Boys are sure to detect some national peculiarities in foreign teachers, and to turn them into ridicule. It is just the same in Germany. The English and French classes in German schools are never orderly. There is always a want of discipline.

66. (*Mr. Thompson.*) Would it be easy to induce a Frenchman of ability to accept the subordinate position of assistant to the English French master?—I think there would be no difficulty in getting competent men.

67. (*Lord Lyttelton.*) You mean of the inferior schoolmaster kind; not gentlemen?—No, I mean men of good education. If the French or German teacher was well paid and well treated, there would be no difficulty in finding properly qualified candidates for such an office.

68. Even in that subordinate position?—I should think so.

69. (*Lord Clarendon.*) How far would you desire to see the teaching of modern languages carried at school

under such a system as you have now contemplated, with an English chief and a foreign assistant?—It depends entirely on the time given to the study; I believe two hours a week is about the average.

70. The average that is sufficient, or the average amount of time that it is possible to give?—The average amount of time that it is possible to abstract from the amount of time absolutely required for other more important studies.

71. From other important subjects?—Yes.

72. (*Lord Lyttelton.*) Do you mean the amount of time that it is desirable to devote to modern languages, in your opinion?—No; the time which, as a matter of fact, it is possible to devote to them.

73. (*Mr. Vaughan.*) Do you mean two hours in school, or does that embrace the preparation of the school work?—No, two hours in school.

74. (*Lord Clarendon.*) You would not think that that is as much time as it was desirable to devote to the acquisition of modern languages?—If I had to plead the cause of modern languages only, I should ask for a much larger slice of time, but considering how many other important subjects must be taught in a school, I doubt whether more than two hours can be given for such a purpose.

75. You have thought only of what is attainable?—Yes.

76. (*Lord Lyttelton.*) Upon the present basis?—Yes.

77. (*Lord Clarendon.*) Assuming that time can be allotted to it, how is it to be employed; what would you aim at by its being taught in school with other branches?—I would aim principally at securing an accurate knowledge of grammar, and secondly, a sufficient amount of reading to enable a boy after three or four years to read for his own amusement; but I should not attempt fluency in conversation or the attainment of a perfect accent.

78. You admit however that if an incorrect accent is acquired early in life it is extremely difficult to divest oneself of it?—That is true, but it is an inherent difficulty; and after all, French spoken intelligibly and grammatically, though even with a bad accent is better than no French at all. I have never yet seen a boy who has acquired a good French or German accent at a public school, though he was taught there by the best foreign masters that could be procured.

79. (*Lord Lyttelton.*) Do you not assume that they begin to learn French at the school?—Yes.

80. Is not that wrong. Ought they not to be grounded in it before?—I suppose the schools must look to the average of boys and not to exceptional cases. If there are any boys who have not learnt French before they come to school, elementary instruction must be provided for them.

81. (*Lord Clarendon.*) That would not be necessary if there was a preliminary examination in French before they entered the school?—That would be a great advantage.

82. And the sooner a boy began to be taught the better?—It would be a great gain.

83. There could be no sort of reason why parents should not be compelled to have their boys taught French before they come to Eton. You would see no objection to giving those boys instruction so as to enable them to read with ease and satisfaction to themselves, and you would like to make that instrumental towards acquiring other knowledge, such, for instance, as that of modern history?—If possible this would be a most excellent plan.

84. So that a double object might be gained in that way?—Certainly, and in modern history classes it would be possible to use French books.

85. Do you consider that the school books now in use at the great public schools are of a good character, and that they answer their object?—I think they are, generally speaking. I have seen most of them. Of course generally each master has his own book, or the book of a friend, but I do not think it is desirable to interfere, because each master must know best himself with what grammar he can teach best. I have been sometimes asked by the Council of Military Education to give my opinion of the grammars used at Woolwich and Sandhurst in consequence of new masters recommending new grammars; but I have always recommended that whatever particular grammar a master used he should be permitted to continue using, because he must know best with what grammar he can teach best.

86. Should you say, from your great and extensive knowledge, that there is a good French grammar?—Yes, I know several that I consider good, but it would be rather invidious to mention them. On the whole the shorter a grammar the better.

87. Do you think there is a good Latin grammar?—Yes, in German I know one, which is translated into English—Madvig's.

88. (*Lord Lyttelton.*) You mean good for school purposes?—Yes, for school purposes.

89. With regard to the general question of learning languages, assuming as we do, that the study of the laws of language and the scientific study of language is of great importance in early education, do you agree in the opinion that language is better studied in Greek and Latin than in any other language?—I do.

90. As being a dead language, it is complete and definitely scientific?—Yes.

91. With respect to the power and habit of speaking French fluently, that is to say, the habit of speaking it fluently apart from the accent, I understood you to say that such a power could not be acquired at school. But assuming that a boy can speak it sufficiently well before he goes to school, do you think there is any difficulty in keeping up that habit at school?—There ought to be no difficulty.

92. Enough to keep it up; not to improve it, but to keep it up?—I was going to say that if parents desire that a boy should keep it up, the school should provide teachers for private instruction. But these are exceptional cases, and they would not apply to the whole mass of the boys at school.

93. Suppose you cannot get much time to do it, a boy who is eight or nine months at school will not be able to improve his powers of conversation. Supposing a boy can speak it well before he goes to a school, he ought not to lose the power of speaking it by going to school?—I do not think he would lose it, because if he went back to France, although for the first three or four weeks he might think he had lost it, it would soon come back to him again.

94. With respect to combining the study of some subjects with the study of French, using French as an instrument of learning other subjects, is it not an advantage that in almost all subjects that boys could be taught in there are good books in French to be used as class books?—I believe the French school books are very good.

95. (*Mr. Thompson.*) You stated that a knowledge of Latin was useful in learning French?—Yes.

96. Is it your opinion that a knowledge of French is useful in learning Latin?—It comes to this: most boys have a certain knowledge of Latin and a certain knowledge of French. I think it is useful to combine the two, and in that case what they know of French will throw light certainly in some cases on the Latin. But of course to a much greater extent will what they know of Latin throw light on French. Many of the rather puzzling rules of French grammar become at once intelligible to a boy if, by a reference to Latin, he is made to see the reason why. For instance, certain pronouns and participles do not take the terminations of the feminine gender. A boy might be puzzled to know why *leur* in French should not take the feminine termination; but if it is explained to him that it came from the Latin *illorum*, he would never dream of putting the feminine termination. In the same way it might also be explained why it is that the participle of the present sometimes takes the feminine termination, and sometimes not—*une*

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femme souffrant &c. or *une femme souffrante.* Sometimes we find *e* at the end of the participle, sometimes not. If a boy is told that in the one case *souffrant* is a Latin gerund like *amando* from *amare*, he will know, of course, that there ought not to be the feminine termination. I could mention fifty words that a boy has to learn from a dictionary while a simple rule as to their derivation from the Latin, would tell him their meaning, or at all events impress it more firmly on his memory. Take words like *père* and *mère*, and *chaine* and so on; they all imply that the *t* between the two vowels in Latin is elided in French. When a boy knows that rule he knows the rule for forming a great many French words from Latin, *aimé* from *amatus*, *fée*, a fairy, from *Fata*, the feminine of the old classical *Fatum* and so on. When, therefore, he sees a word of that nature in French, he can trace it back to Latin by reinserting the lost *t*. Tell a pupil who knows a little Latin, that an *l* in Latin words, if preceded by *a* or *e*, is in French liable to be changed to *u*, and he will without difficulty trace *autre* back to *alter*, *chaud* to *calidus*, *baume* to *balsamum*, *chevaux* to *caballos*, &c. It is easy to show that the French infinitives in *dre* correspond to Latin infinitives in *ĕre*, the *d* being inserted for the sake of euphony. Thus *peindre* stands for *peinre*, and this for *pingere; feindre* for *fingere*, *étreindre* for *stringere*. *Etreindre* points to another rule, namely, that an initial *s* followed by a consonant in Latin, is always preceded in French by *e;* hence *esprit* for *spiritus*, *état* for *status*, *épée* for *spatha*. Rules of this kind are like the keys to a puzzle. Besides, with respect to French, an English boy has another advantage, because many of the English words come from the Norman-French. A boy knows many French words, only he knows them in their Norman disguise. If he can be taught how to remove that Norman disguise, or be made to see by what process ancient French grew into modern French, he will have learnt some useful lessons as to the history of language in general, and find himself richer by several hundreds of French words. For instance, take the word caterpillar; that comes from *chatte* and *pelouse* in French. Tell a boy that caterpillar meant a woolly cat, or a velvety cat, and he will remember the French *chat*, or *chatte*, and the French *pelouse*, down, *peluche*. Such words are more easily impressed on a boy's mind, and if they are once told to him they are never forgotten. So that it is not so much to teach boys something new, but to show them how to combine and how to utilize what they really knew before. And if you look at it in that light, I believe that one hour a week or a fortnight devoted to the principles of comparative grammar, would be a saving of more than 10 hours in teaching French and Latin.

97. (*Mr. Twisleton.*) Without reference to that very great advantage that you speak of, would a boy, say of 10 years of age, who was acquainted with French, learn Latin more quickly than a boy who was not?—I can only say that Frenchmen say that they learn Latin better, or at least more expeditiously, than Englishmen; but whether that is true or not, is a question which I cannot determine.

98. You do not feel certain that the similarity in many words gives a facility in learning the Latin words?—It would, no doubt, in learning to read Latin; but in writing Latin, there would be a temptation to introduce French words at random, and that is a temptation to which Frenchmen are chiefly liable. French boys are apt to take every French word for Latin. But a knowledge of French would, in many respects, help a boy in learning Latin.

99. If that were so, would there not be a certain advantage in a boy beginning with French at an early age, when they could learn the pronunciation and the accent?—Certainly; I should think that French ought to be learnt in the nursery, and not at school.

100. (*Mr. Vaughan.*) In reference to the possibility of teaching French through Latin, has it ever occurred to you to examine the French language for the purpose of ascertaining how far the Celtic or Teutonic elements disturb that possibility?—Yes.

101. To what extent do you find them do so?—I find the Celtic element in French infinitesimally small; the German element very considerable. But then again, the proper teaching of French would be to show the boy how the German words came into French. For instance, take such a word as *country;* or the French word *contrée;* how does it come into French? It comes from Germans speaking Latin like barbarians. In German, *country* is *gegend*, and the Franks connecting the idea of *gegend* with what is against or before them, (*gegen* is against) having to speak Latin, not remembering at once the proper word, translated their German conception into Latin, and so translated *gegend* into *contrata*, and from *contrata* we get the word *contrée*. Such explanations would interest boys, as showing them the progress of language. They would understand it, and having the general rules that govern the growth of language, placed before them at one view, they could bring them to bear upon any particular point.

102. (*Mr. Thompson.*) They must know some German to be interested in it?—Yes.

103. They must, in fact, know something of three languages?—Yes. I suppose they are learning Latin, and French and German.

104. (*Sir S. Northcote.*) That would be an additional advantage gained in the boys' education?—Yes.

105. (*Mr. Vaughan.*) I suppose that so far as the Celtic element would be at first sight an apparently disturbing cause, it would often turn out to be a concurrent power with the Latin. For instance, that very word to which you were alluding a short time ago, *chaine*, being in Latin *catena*, is still essentially the same with the Celtic or Welsh word "*cadwyn*"?—Yes, it is the same word in both languages, and it is also *kette* in German. But it came into French from Latin.

106. So that the Celtic and the Latin would be often identical?—Certainly; some influence, however, of the Celtic could be traced in French; but I think the traces are much more indistinct than those of German and Latin. The number of German words in French is very considerable indeed.

107. (*Mr. Thompson.*) When you were speaking of what the youths attained to at the gymnasium in Germany, I understood you that it amounted to being able to read easy prose?—Yes.

108. (*Mr. Vaughan.*) Should you say that the point to which the boys in public schools attain is the same?—Do you mean in England?

109. Yes, in England?—I should.

110. About the same, neither perceptibly more nor less?—No; I should say the results in England are about the same as in Germany. The boy who leaves school in Germany, I speak of the average boys, of course, is just able to read without much difficulty an easy French author or a newspaper like the *Moniteur*.

111. About the time of leaving the gymnasia you consider that Germans are not superior to the English at the time of leaving public schools. Is it the case or not that in the higher ranks of society you will find a German speaking French as an adult better than you will find an Englishman of the same rank?—I think it is impossible to speak generally on such a point. It may be so in some parts of Germany, near the Swiss or French frontier for instance, but it is impossible to speak generally.

112. As a general rule, it is impossible to say that the Germans, as a people, speak French better than Englishmen speak it?—Certainly not in Pomerania. At Aix-la-Chapelle or Treves they do.

113. From contiguity, I suppose?—Yes.

114. So that you do not consider, as a matter of general education in the present day, that either the English gentlemen in general, or the English public schools, are below the German gentlemen, or the German public schools?—No; not as far as modern languages are concerned.

115. Should you not say that the number of Germans who speak tolerable English is greater than the number of English who speak tolerable German?—Yes, but that would not apply to school boys, but to grown-up people. I think there are a great many German merchants who come to England and learn to speak English. There is so much travelling now, and a great number of German gentlemen come over here. There are, however, many Englishmen who have travelled on the continent, and who speak German well, not fluently, perhaps, but intelligibly.

116. You do not think that there is any great difference between the two countries in respect to their knowledge of each other's language?—I think it is more for the interest of Germans to learn English than it is for the interest of Englishmen to learn German; but I doubt whether English is taught as much at the German gymnasia as German is at the public schools in England. I was at a very good gymnasium at Leipzig, but there was no English taught, and the French lessons were almost useless.

117. (*A Commissioner.*) French has a much greater currency in Germany than in England, has it not. A knowledge of French would carry you much further in Germany than in England, will it not. I mean to say that it will carry you to a much lower grade of society in Germany than it will in England?—Yes.

118. How do you account for that?—It is partly owing to the French frontier; to France and Switzerland being so near, and partly to the Real-schulen.

119. I suppose that the greatest part of the respectable class of innkeepers, and so on, speak English?—There are more Englishmen travelling in Germany than there are Germans travelling in England, and more Frenchmen travelling in Germany than there are Germans travelling in France. Demand produces supply.

120. It is therefore more to the interest of the middle, and especially the inn-keeping class, of persons, to speak English and French than it is for such persons in England to speak French or German?—Yes; but the effort of speaking among the lower class of people is totally different from that of educated people. For example, servants and couriers speak French very well, simply because their sphere of thought is very narrow, very limited, indeed; whereas an English boy who learns French wants to speak in it on every possible subject.

121. One is purely empirical and the other partly classic?—Any way it is quite different.

122. You do not think there is any difference in the capacity of an English young man to acquire a foreign language, when of the same age, as young French or German persons?—I should not think there was.

123. No marked difference?—No.

124. No assignable difference?—No.

125. (*Mr. Vaughan.*) Let me ask you whether the law which you consider prevails in the French language, rendering its grammatical forms explicable through the Latin language, would apply also to its syntactical rules?—Yes, to a great extent.

126. So as to explain the great difficulties in the moods and tenses of the verbs?—Yes; and that is attempted in this very grammar which I have brought here.

127. (*Lord Clarendon.*) And which I must say is one of the dryest books I have ever seen. Do you not consider it a very dry book?—Yes; certainly it is very dry. But it might be made as amusing as a novel.

128. (*Lord Lyttelton.*) With regard to the supply of foreign teachers, do you believe that there would be any difficulty in meeting any increased demand which would arise in case new languages were taught in our public schools?—No; I do not think there would be any difficulty if some system were established.

129. Will you explain what that would be?—It would be easy for the Government, which appoints masters and professors for Woolwich and Sandhurst, to enter into arrangements with foreign universities, so as to secure a proper supply of properly qualified candidates; but of course it would be very difficult in the case of the public schools, because they are so entirely independent, and I do not see any practical system that could be adopted for them. But the Government could undertake, to a certain extent, to improve the supply of properly qualified teachers from foreign universities. The great difficulty at present is, that many teachers of French and German have not passed through a regular school education, and they do not know Latin and Greek correctly. I believe, however, that there would be no difficulty in entering into communication with foreign universities, and telling certain professors or the vice-chancellors of the universities, that there would be a regular demand for German and French teachers in England, and that, if young men, who had passed the schools and finished their education at the university would also undertake to learn English and pass a proper examination in that language, they might then expect to have their names placed on a list, from which institutions like Woolwich and Sandhurst, and perhaps also the public schools, would be inclined to choose their professors.

130. Would there not be a broad distinction between Woolwich and Sandhurst and the public schools. As public establishments, the Government would be bound to supply Woolwich and Sandhurst, but would the Government commit itself to the foreign universities, to find employment for such as wish it in our public schools?—They could not of course take any responsibility for the public schools; only for the Government schools.

131. (*Sir S. Northcote.*) Supposing the Government were systematically to introduce them into their own schools, would not that lead to a supply which the head masters of our public schools might avail themselves of?—Yes, certainly.

132. In reference to the advantage of having French taught by an Englishman, you laid great stress upon the fact that an English teacher would be chosen who knew Latin and Greek?—Yes.

133. I suppose the class of foreign teachers of modern languages are not good Latin scholars at all?—Not many.

134. Suppose you could get a class of men who were good Latin scholars, would they not possess the advantage you contemplate in choosing English French masters?—Yes, to a certain extent.

135. And, in addition to that, they would have the advantage of being able to teach the proper accent and idiom?—Yes; but I remarked before that in teaching large classes at public schools the best German and French masters despair of ever imparting to their pupils an elegant accent.

136. Would not a man so qualified be, in your opinion, superior as a teacher to an Englishman who had learnt French. There is, of course, the other point of discipline which has been alluded to to be considered?—Yes, but this must be taken into consideration in giving an answer as to the superiority of the one over the other. I can quite imagine that there may be Frenchmen and Germans who know Greek and Latin well, and who also know how to manage English boys. They would be superior to an English man who knows Greek and Latin, but who speaks French with a foreign accent. But I think it would be safer to have an Englishman, if he had a sound knowledge of French. It would not only be safer, as a general rule, but I think it would, with few exceptions answer better.

137. You mean with reference to the discipline?—Yes, it would raise the study of French and German in the eyes of the pupils; but, besides that, an English master, and especially a master who has taught the boys Latin, knows exactly what they know and how he has taught them, and he can build upon that knowledge, whereas the French master would never know that. All that he would know would be that his pupils, of course, possessed a general knowledge of

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Latin and Greek, but what kind of knowledge they possessed, or in what their difficulties chiefly lay, he would not know.

138. Do you contemplate, then, not only that French should be taught in the public schools in England, but that it should be taught by the very same man who teaches the boys Latin? — Not necessarily.

139. Would not that accumulate such an immense amount of work on the classical tutor that he would not be able to perform it?—Not necessarily, because there might be a larger staff of classical tutors employed.

140. Do you suppose that a man could be teaching, without injury to himself or his pupils, French at the same time as Latin and Greek?—At the same time as Latin, certainly.

141. But Greek would also be a part of the functions of the classical master according to the present system? —Under the present system it appears that some of the classical masters work as much as 16 hours a day, and that teaching cannot be worth much. A greater division of labour would be desirable at most public schools.

142. I want first of all to separate these two ideas —the idea of the better discipline which you think would be maintained by Englishmen, and the idea that the Englishman would be able to appreciate better the difficulties of the boys. With regard to the discipline, would there not be some difficulty in conducting a class by an English French master with a French assistant under him present at the same time, and both teaching together. Do you not think that the boys would draw comparisons, and that in other ways there would be breaches of discipline?—This would depend very much on how much authority the English master can exercise over the boys, and on his own behaviour towards the French master.

143. (*Lord Lyttelton.*) Are you aware that in Prussia there is a preference for Prussian teachers of French over French teachers of French in the schools? —I do not think any preference is given either to French or Prussian teachers. I believe, in point of fact, that most of the teachers are Prussians. There are many from the Rhenish provinces where French is spoken.

144. You are not aware that there has been an intentional preference for French being taught by Germans rather than its being taught by Frenchmen? —No, I am not aware of it; the French masters at the gymnasium where I was brought up were Frenchmen.

145. (*Sir S. Northcote.*) I think you said you thought it would be desirable for boys who went to public schools, able to speak French, to have their knowledge kept up at the school. How do you think the habit of speaking French could be kept up in public schools?—Only by private lessons or select classes, the masters being provided by the school.

146. Would you have private lessons for particular boys, such as conversation classes or would you have private lessons for the boys generally?—I think that small conversation classes would be very desirable.

147. Would you propose to make it compulsory, or only exceptional for boys who come with a certain amount of power of speaking?—I think that the majority of boys would not be able to take part in conversational classes.

148. Do you not think, that if the teaching of French, or any part of the teaching of French, were made optional, it would suffer very much in consequence of the time being taken out of the boys' play-time?—It would to a certain extent, but I think there is sufficient inducement now to make thoughtful boys anxious to acquire some proficiency in French and German, because they carry so much weight in the examinations for the public services,—as much as Latin and Greek.

149. How far is French conversation brought into the examinations; is it made part of any of them?—It was originally, but the difficulties were so great that it had to be given up. There were sometimes about 300 boys to be examined, and if the examiners only gave a quarter of an hour to each, it was more than could be managed. It took five minutes before the boy could be brought to say a word, and he would not, perhaps, go on for more than five minutes after he had started, and then it took another five minutes for him to go away, and for another to come up. There was so great a number of boys to be examined, that it had to be given up. It is, however, still kept up in the India civil service examination.

150. But generally speaking it could not be made part of the examination, therefore the inducement to study French conversationally would be lost in that way?—Not altogether. In learning to converse in French a boy improves his general knowledge of the language, and I remember when marks were given for conversation in the public examinations, the relative position of the candidates was hardly ever affected by it. Composition was throughout the same as conversation, and it was on this ground that the examiners thought that the *vivâ voce* might safely be dispensed with. I think the number of boys at Eton and Harrow who would take part in a French conversation class would always be small, but that small number ought certainly to have the opportunity provided by the school.

151. Do you know anything of the system of the examination papers for the Prince Albert prizes at Eton?—I have not examined for them. I have examined only for the prizes at Oxford, and my experience is that they are generally carried off by young men who have had personal and exceptional advantages.

152. But you know something of the examination system at public schools practically?—I am told that some of the boys who carried off the Taylor Institution prizes also carried off Harrow or Eton prizes. There is this great difficulty in our examination. I find that nearly all the prizes are carried off by men who have known French and German from their childhood upwards. We are obliged to throw in a great deal of the literature, and insist on a very accurate grammatical knowledge of the language in order to give other candidates a chance.

153. (*Lord Devon.*) Are you able to tell us whether the number of those who attend the French classes at Oxford is increasing?—I believe that it is increasing. There are teachers of French, German, Italian, and Spanish, appointed by the University. They teach the grammar, and also read extracts from the principal writers in those languages in their respective classes, and with the exception of Spanish, the classes are comparatively well attended.

154. Have you reason to believe that they are increasing or not?—I know the German classes are increasing in their attendances just now.

155. By what class of students are they attended ordinarily. By persons looking to active professions, or by other classes who expect to live at ease, like the mass of young men who go to Oxford?—By both classes; but I ought to say, that though the instruction is given gratuitously at the Taylor Institution to any number of candidates, yet our teachers have to employ much of their time in private tuition. Singularly enough, the boys prefer to go to them, and have private lessons instead of attending their public lectures.

156. (*Mr. Thompson.*) They prefer to go to them singly?—Yes, singly.

157. (*A Commissioner.*) Have you reason to believe that of those who attend these classes a certain number become clergymen, and form a class from which the assistant masters in the public schools are chosen?—There are many undergraduates who attend, and who afterwards become clergymen.

158. (*Mr. Thompson.*) Is it not the case that a great many professed scholars learn German, as opening to them vast sources of information?—Nearly all the graduates who are good Latin and Greek scholars at Oxford try to learn German.

159. (*Lord Clarendon.*) In preference to learning

French ?—Good scholars seem to like to learn German, because it opens to them a vast literature.

160. (*Mr. Vaughan.*) I suppose that within the last 15 years the study of German has much increased at the university ?—Very much, decidedly.

161. (*Lord Lyttelton.*) Is it connected with the study of theology ?—I believe to a considerable extent. I am told by German booksellers that many of the German theological books sell better in England than they do in Germany.

162. (*Mr. Vaughan.*) Might I ask a question generally, not going into particulars, whether the oscillation in feeling upon ecclesiastical matters and principles has at all affected the study of German at the University of Oxford ?—There are very few men at Oxford who take an interest in those ecclesiastical and theological questions who are not able to read German.

163. Does that apply to what may be termed both the great divisions of the ecclesiastical school, or rather, to both the ecclesiastical schools ?—It applies as well to Dr. Pusey as to Professor Jowett ; both are excellent German scholars.

164. (*Mr. Thompson.*) I think that Dr. Pusey was one of the first who introduced the study of German into the University of Oxford ?—This was before my time.

165. (*Sir S. Northcote.*) Do you find the study of Italian increasing at all ?—Yes ; of late years we have had Count Saffi and Signor Tivoli, who succeeded in getting very fair classes.

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166. (*Mr. Thompson.*) Would you say that the importance of classical philology is less at the present time than it ever has been at any period since the revival of letters. Is it diminishing in importance ? —It is not diminishing in importance, but from my experience at Oxford classical scholarship does not hold the place which it ought and which it used to hold. The double-school system has injuriously affected the study of Greek and Latin, and I hope it will soon be repealed, at least in the case of classmen.

167. You do not think it is intrinsically of less importance than it has been since the revival of letters, having regard to the questions that are occupying men's minds in philosophy and other subjects ?—I think both educationally and socially it is more important than ever it was. I may on this point quote the words of Frederick the Great, one of the greatest admirers of French ; he said, "Whatever "you do, do not let a boy grow up without knowing "Latin."

168. Has not Goethe said something of the same kind ?—In spite of his great partiality for physical science, I believe that Goethe would have grudged every hour taken away from Greek and Latin in the education of boys at school.

Victoria Street, Friday, 21st November 1862.

PRESENT :

Earl of Clarendon.	Sir S. Northcote.
Earl of Devon.	H. H. Vaughan, Esq.
Lord Lyttelton.	Rev. W. H. Thompson.
Hon. Edward Twisleton.	

The EARL OF CLARENDON in the Chair.

George Biddell Airy, Esq., F.R.S., called in and examined.

George Biddell Airy, Esq., F.R.S.

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1. (*Lord Clarendon*) Professor Airy, on the part of the Commission I beg to say that we shall be much obliged for any information you can give us bearing upon the subject of scientific attainments generally and with reference to the teaching in schools ?—I am not prepared with any statement on the subject, but I shall be very happy to answer any question that the Commission may be so good as to propose to me.

2. I believe, Professor Airy, that you are Astronomer Royal ?—I am Astronomer Royal.

3. How long have you been so ?—27 years.

4. You are a member of the Royal Society ?—I am a Fellow of the Royal Society and the Royal Astronomical Society, and I am also connected with other scientific institutions.

5. We shall be glad if you will favour us with your opinion as to what you consider the state of science with reference to our educational system ; and whether you think any advance has been made in it resulting from school and university education ?— I presume it is with regard to schools particularly that you ask the question.

6. It is principally so ?—As distinguished from the universities ?

7. Yes ; perhaps however you will find some difficulty in distinguishing the schools, as you may not have knowledge of them before the double course is completed, but if you have any information to give us with regard to the effect of the schools we shall be obliged to you for it ?—I have seen very little of the schools for many years, and therefore I do not think I can venture to express any well-founded opinion on them. I think, with regard to the universities in general, that the preparation at schools, with the exception, perhaps, of Greek and Latin, is very imperfect indeed.

8. You mean the preparation on scientific subjects ?—The preparation in a scientific direction is almost nothing at all.

9. That is what you have heard as the opinion at the universities ?—Yes, there is no doubt of it.

10. What may be your practical experience of the result of the university scientific education ?—The effect of the scientific education at the universities depends in a great measure on the character of the examiners, and the examiners are generally young men. At the University of Cambridge, which is the only one with which I can profess to be acquainted, the scientific examiners confine themselves in a great measure to pure mathematics. The great scientific subject there is mathematics in its various applications, and the examiners are for the most part Masters of Arts who have just taken their degrees, and who are put forward at their own wish and through the interest of their respective colleges as proper persons to be appointed mathematical examiners.

11. You are speaking particularly of Cambridge ? —Yes, that is the only university that I can speak very well about. I think the examination in all cases bears the impress of that particular choice of examiners. Their mathematics are the mathematics of speculative

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men who know very little of the science of the world. In consequence of that they run into speculative subjects to an inordinate extent, and are very silent indeed in general in regard to what may be called the mathematics of true science.

12. And the consequence of this system is, that you do not consider that men acquire a great deal of proficiency at the universities?—Not in practical science or in the science of the world.

13. (*Mr. Thompson.*) Do you mean cosmopolitan science?—Yes, I mean such science as is pursued by scientific men out of the universities. There is very little advance indeed towards that.

14. In what way do you consider that the mathematics are taught, because there may be a great deal of difference in the way in which mathematics are taught in the universities. I would also ask in what way do you consider they are taught in the schools. Do you think that men who come up in general are so ill prepared that they may almost be looked upon as raw material when they come up to the universities, and do you consider that they are well taught at the universities?—In the subjects to which they give their attention they are exceedingly well taught.

15. At the universities.—Yes. There is no teaching equal, for accuracy and completeness, to the Cambridge teaching, in the subjects to which it applies.

16. (*Lord Clarendon.*) But these subjects are somewhat perverted or rather not turned to account in the course of the examination?—Yes, they are. I think they are made rather theoretical than as relating to subjects of general scientific interest.

17. Have you ever heard at Cambridge that the examination in that respect, the social education in mathematics and science, may be considered so defective as that the subjects to which you have alluded are ignored; that is, that the mode of teaching them is defective?—They are almost ignored. If you regard mathematics in the light I do, the freshmen who come up very seldom know any thing of mathematics.

18. That is to say, those who come up from the great public schools?—Yes, those who come up from the great public schools or from any other source.

19. Do you consider that as respects the present mode of teaching mathematics there is any great harm in that, but would not they do better if before the age of 17 or 18, which is about the age that freshmen come up, they had some elementary knowledge imparted to them at school. Should you like that or not?—I should like very well that freshmen should have a good deal of what may be called the mechanism of mathematics, and in that I would include algebra generally; but with regard to the demonstrative part of mathematics I should require the most moderate amount, because I do not think it could be taken up with great advantage till a later period of time; but I think that the study of algebra is one which is a great opening to the mind indeed, and the mechanical part could be learned by a boy very well, and his mind would be very greatly improved by it.

20. You would consider the learning of algebra a very important minor training?—A very important minor training, certainly.

21. And you consider that that might be taught at a very early age?—No doubt it might.

22. (*Lord Lyttelton.*) We find in all these schools they profess to teach the elements of algebra; do you state that the ordinary freshman on arriving at Trinity College, Cambridge, knows nothing of algebra?—It is a long time since I was actually connected with the college, but at that time that actually was the case.

23. (*Mr. Twisleton.*) You are speaking, I presume, of 20 or 30 years ago?—Yes.

24. (*Lord Lyttelton.*) You are not aware that the matriculation examination requires competent knowledge of the first two books of Euclid and the elements of algebra?—It requires something of the kind, but I do not know what. It was not established in my time.

25. (*Lord Clarendon.*) Are you acquainted with the requirements of the matriculation examination at the London University?—No; I must beg it to be understood that in all these things my acquaintance is rather of an ancient date.

26. Will you have the goodness to look at page 35 of this little book. You will see there some of the requirements of the matriculation examination for the London University?—For what age is that?

27. (*Mr. Thompson.*) For boys of 16 or 17 years of age?—It is too much a great deal.

28. (*Lord Clarendon.*) That is more than you would like a boy to bring from school?—Yes.

29. (*Mr. Thompson.*) In explanation of that they say that it is an elementary description of knowledge?—Yes, that limits it in a great degree.

30. (*Lord Clarendon.*) Will you have the goodness to give us your opinion as to how far you think mathematics might be advantageously taught in school up to the time boys leave, say at 18, both with regard to mind training and the further study of mathematics in a more advanced stage?—I think that arithmetic and algebra should be taught pretty well, excluding of course in algebra the very high theories of equations, and work of a high order of that kind.

31. (*Lord Lyttelton.*) How far in algebra would you go?—As far as quadratic equations.

32. (*Sir S. Northcote.*) You would desire to see trigonometry taught, would you not?—Yes.

33. Would you desire conic sections?—Not conic sections.

34. (*Mr. Thompson.*) Euclid, of course?—Not much of that.

35. (*Lord Lyttelton.*) The two books?—Not so much as that.

36. One book?—To the end of one book of Euclid would be almost too much, because I think the mind is not prepared for it at that early age.

37. (*Mr. Twisleton.*) Up to 18?—Yes.

38. (*Lord Lyttelton.*) Any simple mechanics or hydrostatics?—It is desirable that some general notion should be got of them, but I should not urge the following of them into close mathematical details.

39. (*Lord Clarendon.*) If the school curriculum in mathematics was limited as you desire and suggest, you would expect that they should all be fully learnt, and that a boy should come well grounded in them?—Yes.

40. Do I collect that you would attach more importance to that than their coming with a superficial knowledge of more branches?—Yes; but I think I may say that a general acquaintance with several physical subjects is very desirable, not for the accuracy of knowledge at the time, but because it does service by giving something to the mind to feed on in future and to hang more knowledge upon. I would say that such a subject as electricity is desirable. I remember with gratitude the little electricity I ever learnt when I was a school boy, and of course I could learn nothing but the more general rules. What I have gained of accuracy in everything has been learnt since. I would also advocate the learning of a little chemistry at that time. I think that the having to do with a few bottles of acids and a few specimens of alkalies, and managing gases a little, may lay a sort of foundation for valuable education, and be useful to a man in succeeding life.

41. (*Mr. Thompson.*) What would you say of sciences of observation, not involving experiments, such as zoology and botany, the sciences of classification; what would you say of them as disciplinary studies?—I doubt very much whether the mind of boys is powerful enough to grapple with them.

42. (*Lord Lyttelton.*) We have been told on very high authority that, with a view of bringing out and strengthening the power of classification and order which are in a boy's mind, a little simple teaching of these sciences of observation would be of very great value, to the extent perhaps of an hour and a half a week; do you concur in that opinion?—Probably it might be valuable. But I think that, generally speaking, there is a tendency to presume too much on the power of the boys.

43. (*Mr. Twisleton.*) With regard to the faculties of observation, are you familiar with the minds of boys between the ages, say, of 11 and 15?—Not very much, perhaps, with the exception of my own sons.

44. Is it not the case that boys of that age manifest a good deal of curiosity, and that if properly directed they would use their observant faculties very keenly?—No, I do not think they would very much. I think it would be too hard upon them to force them to do it.

45. In regard, for example, to the science of botany, we have evidence as to the possibility of interesting children of that age very keenly in botany; supposing it were possible to interest them, is there not an advantage in exercising the observing faculties at that age?—I think there would be great advantage in anything they would take up with interest to themselves.

46. Without regard to any one particular study you think that anything that would sharpen their faculties of observation at that period would be most useful to them?—Yes, undoubtedly.

47. (*Sir S. Northcote.*) Do you not think if a boy had a good deal of his time taken up with a number of these studies which are rather irreverently called "ologies," it might have a tendency to draw off his mind from the severer work of the classics?—Yes, I think it might.

48. (*Mr. Twisleton.*) Would not that depend very much on the time that is bestowed upon them?—I think he would feel as if he never had any rest.

49. (*Lord Clarendon.*) Then, as far as your knowledge and experience goes, you would say that the scientific education of England is not so satisfactory as it might be?—There might be some classes of boys to whom it might be an advantage to have more, but not very much, because I think that boys should be left very much to their own leisure.

50. You say that in our great schools mathematics are for all practical purposes ignored?—Yes.

51. That the youths do not acquire that knowledge which you think they might acquire before they come to college, and therefore are ill prepared; that they have no knowledge, and therefore cannot have acquired any taste for the study?—Just so.

52. That they may be well instructed at the college, but are rather perverted by the examiners?—Yes.

53. And that the general result is not that which might be achieved?—The result is undoubtedly that in the pursuit of what are commonly called the applied mathematics we are very bad.

54. How should you say we stand with reference to foreign nations; take France and Germany as to applied mathematics?—As to Germany, we are undoubtedly lower. There are undoubtedly a great number of German students turned out every year who do what perhaps our students cannot, and certainly do not do.

55. In applied mathematics?—In applied mathematics. In France I can hardly say that they stand so well; I think it is not so much so in France.

56. They are pretty much the same in France as in England?—Just the same in France. There are a few in France who study applied mathematics.

57. But that study is very general in Germany?—Yes.

58. There would be more men superior to us in Germany?—Yes; more men superior to us in Germany than there would be in France.

59. Of course you would attribute that to the better system adopted there, because I do not suppose you attribute it to any intellectual superiority which Germans might possess over Englishmen?—I think it would depend in some measure on the class of persons who go to the university. The tendency towards the German universities is not so much a matter of fashion and rank as it is England.

60. It is a standing necessity in Germany?—Yes; the greatest number of those who attend the German universities are persons who go there to read and study.

61. And who intend to profit by their studies?—Yes, who intend to profit by them. The constitution of the English universities is very peculiar, and is never understood by foreigners at all; that is to say a foreigner does not understand the importance we attach to the social education of the university as distinguished from the book learning, and of that social education I apprehend there is very little in the foreign universities anywhere. The students really do go to read books and to study them well, so as to master the subjects.

62. Social education not being so much aimed at?—Social education not being aimed at at all.

63. The consequence is there is a great deal more instruction widely disseminated, and it takes more root?—Yes, just so.

64. (*Mr. Thompson.*) Now with respect to pure mathematics, how do we rank in England with regard to Germany?—I think we stand very well.

65. There are some pure mathematicians of great eminence here?—Yes, of great repute.

66. (*Lord Lyttelton.*) Equal to any foreigners perhaps?—Yes.

67. (*Sir S. Northcote.*) I suppose that the observation you made just now with respect to the difference between the universities in Germany and England would to some extent apply to the public schools in England, would it not, namely that the public schools in England fulfil the social duties which the public schools in Germany do not?—Yes, undoubtedly, and in some of the schools, as we all know, such as Eton and Harrow, and other large schools, a great number of pupils go there who do not care, and whose friends do not care about their education at all. They go for the social advantages of them. Perhaps, I may be allowed to mention here a matter which has occurred to me. I received this morning a letter, a copy of which, or any portion of which, I should be happy to supply to the Commission. It is from a gentleman who visited this country a short time since, who came from Vienna, with whom I had had some previous correspondence as Astronomer Royal, but whom I did not previously know personally, nor do I know in what capacity he came to this country; but I am inclined to think from the extreme care which he took in observing things, that he came over here on some mission from the Austrian government. At all events, he did observe things most accurately. He is a man of great talent, and a most favourable representative of the German character. I have never seen a person who picked up such a quantity of information in a limited time as he did. This morning, as I have said, I received a letter from him, in which he expresses his sense of what he had seen in this country. He admired almost everything that he had seen in England, but then he says there is one black spot, and that is the school rooms at Eton.*

68. (*Lord Lyttelton.*) In what sense did he write when he said the "school rooms" at Eton were a black spot?—I suppose that he conceived them to be so totally useless.

69. Did he mean the school rooms themselves, or did he mean the teaching?—Evidently he meant the education there.

70. (*Mr. Thompson.*) The "school rooms" is rather a singular expression?—That is what he says.

71. Might he not have alluded to the smallness and filthiness of the building?—O dear, no. It is quite

* The following is an extract from the letter above referred to:—

"Vienna, November 18, 1862.

"It is but to-day that I dispose of a free moment to tell you how much your kindness contributed to the delightful impression we had from England, not to speak of the mighty and bright one which that country made upon ourselves in all its features, except only—allow me the frank utterance—in the school rooms of Eton College, which we found far below our expectation, notwithstanding our being previously informed of their state. The core must be a very fine one to make issue through that bark fruits as excellent as there really are to be found." [The original is in English.]

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evident what he meant, for he goes on to say this: "There must be a noble kernel to push out buds "through such a system."

72. (*Lord Lyttelton.*) Had he seen Harrow?—I am not sure.

73. (*Mr. Twisleton.*) Perhaps you can append any portion of that letter bearing on the subject to your evidence?—If it is thought desirable I will willingly do so.

74. (*Lord Lyttelton.*) Do you know whether he had seen any of the other large public schools in this country?—I am not able to say; he had been at Cambridge, I know.

75. (*Mr. Thompson.*) I am almost afraid to ask you what he thought about Cambridge, for fear of hearing some similar reply?—No, he very much admired Cambridge.

76. (*Lord Clarendon.*) As he is a man of great intelligence, I wish he had seen some of the other schools. He might probably have said the same about them, and I think his opinion should be asked, because we are in general so thoroughly satisfied with our own institutions, and so convinced of their superiority, that the expression of such opinions as he would give might be very wholesome?—Of course, any opinion of that kind must be taken with a limitation dependent on the estimate he might form of the social education of those schools.

77. I suppose that by the term "school rooms" he must mean the class of instruction given?—Yes; there seems to have been something which struck him very much indeed.

78. (*Mr. Twisleton.*) I presume you do not deem it would be incompatible with retaining social education to give good instruction?—Certainly not; no incompatibility at all.

79. You would not consider that to teach mathematics to the extent and within the limits to which you have just adverted, it would take so much time at a public school that it would materially interfere with other studies, such as that of the classics, for instance?—Certainly not; the only limit, in my belief, to the power of teaching mathematics in public schools is the state of the boy's mind, and I am fully persuaded of this, that boys cannot master demonstrative mathematics. They can learn the mechanism of mathematics, and it is in that way that algebra is a particularly favourable subject for their progress, because it does go on by rules in a great measure which do not require at every step demonstration in the same way the geometry does. But I consider that demonstration requires a mature mind.

80. (*Lord Clarendon.*) Without asking you for any precise opinion on the subject, I would inquire how much time would be sufficient to obtain that amount of mathematics to which you have adverted, say in an average attendance at school for four years?

(*Mr. Twisleton.*) You may even say five years.

(*Lord Clarendon.*) Yes; in an attendance at school for five years, how many hours a week would be necessary not only to learn but to become practically well-grounded in mathematics within the limits you have described?—Very little time indeed; an hour or two a week. There are many of these things which I spoke of as the mechanical part of mathematics, algebra in particular, which can be learnt at an early age, and learnt very well. I am in the habit of receiving at the Observatory supernumerary computors. They are for the most part the sons of tradesmen in the neighbourhood; boys whom I engage at a low rate of payment, and whose parents are very glad indeed to send them to the Observatory for the acquirement of habits of order, and so on. I have instituted an examination for these boys,—not a competitive examination, which I tried once or twice, and of which I am effectually sickened,—but an examination of efficiency, and I found only two or three days ago, when I examined one of the boys of the age of 15, that he mastered algebra very well indeed to the extent of which I have spoken.

81. Where was he educated?—At a proprietary school.

82. (*Lord Lyttelton.*) Up to quadratic equations?—Yes.

83. (*Lord Clarendon.*) That was the ordinary system of the school, was it. He had not been specially educated for that purpose?—No; it was the ordinary system of the school; he had not been specially educated.

84. Do you think that to master that amount of algebra up to quadratic equations, and including one or two branches of trigonometry, would not be too much to expect?—No; they can master trigonometry very well.

85. Should you say that in the ordinary course of a boy's attendance at a public school two or three hours a week would quite fulfil your notion of sufficiency in regard to these points?—It would be abundantly sufficient. I should take these as the limit; algebra, as far as quadratic equations and including them; the whole of plane trigonometry; and about two books of Euclid. I think that would be amply sufficient for commencing at the university, and, taking the ordinary run of boys it would be quite as much of demonstrative mathematics as they are competent to do.

86. (*Lord Lyttelton.*) Does it not follow that the teaching must be very bad now, because, in point of fact, at almost all these schools they profess to teach three or four hours a week, and yet they do not arrive at the amount you have stated in the average number of boys. Must it not follow, then, that there must be something defective in the teaching?—Yes.

87. (*Mr. Twisleton.*) Would not something depend on their being taught arithmetic correctly and rapidly when young?—Most decidedly so. I did not mention arithmetic particularly, because I considered it a step towards algebra. Arithmetic ought to be learnt very well.

88. (*Sir S. Northcote.*) That being your opinion of what could be done by boys about 17 or 18 years of age, do you think the standard of the Woolwich examination is pitched too high?—I have looked at the standard of the Woolwich examination, but I cannot say that I am familiar with it. I am inclined to think it was pitched too high, and that there has been some recession of it.

89. Do you think it is pitched too high for that class of boys who attend public schools?—That was my impression, but I cannot say that I am prepared to verify it by absolute reference.

90. Assuming that to be ascertained, is it not a misfortune that it should be so highly pitched that boys should be obliged to quit a public school and devote themselves to obtaining some special cramming for that purpose?—Yes, it is a bad thing to withdraw boys from general education in order to give them special education; but in regard to the extent of education acquired, I think that the limit is put at the age of 19 for the entrance of competitors at Woolwich. The mind makes great progress in two or three years at that age.

91. (*Mr. Thompson.*) When you are speaking of the limit of a boy's capacity at that age for mathematics, you speak, I suppose, of a boy of average understanding?—Yes, in my own case for instance, I knew a great deal more of mathematics when I went to the university than I needed for matriculation.

92. Would it be possible with the knowledge you have mentioned that a boy going to the university should, with what he learned at the university, obtain a place among the first six wranglers?—I have no doubt of it, or even be a senior wrangler.

93. (*Lord Lyttelton.*) Are you able to say whether the high wranglers of the last few years have been superior or inferior in respect to valuable mathematical knowledge to those of your day, when you were a young man?—About four or five years ago I very carefully analysed the senate house papers, and they displeased me very much in the sense I have

mentioned, that they contained too much speculative matter.

94. Though they may be equal or superior in mathematical cleverness or ability, do you think a good wrangler of the present day inferior in useful mathematical knowledge to what the wranglers were formerly?—I think that may be so in reference to matters of general education. There are things with which boys might acquire some familiarity, and which do not involve a strain on the mind, but which would be valuable to them in after life. I remember when I was a school boy learning several things which I did not trouble myself much about at the time, but from which I got ideas which have been extremely useful to me ever since. I remember when I was under a writing master in our school that he would make us go through a course of book-keeping by double entry. I did not care about it, but still I got enough instruction to remember it and to acquire the logic of it, and it has been of infinite value to me since. Now I never cared for that at the time I was at school, and I may say the same in respect to chemistry and electricity, as to their being extremely useful to me. I learned a little in reference to electricity, I cannot say how, but that little has been of great value to me.

95. (*Lord Clarendon.*) That knowledge must have been obtained *extra muros*, how did you get it?—By getting some books or talking with somebody perhaps, who took an interest in it. I mention this not as a matter of school knowledge, but rather as showing that knowledge acquired at that age, although it is not the subject of intense study or well ordered study, does prove to be of value afterwards.

96. Although it may not be a very intense study still you consider that it was in your case by no means bad study for the mind?—They were rather acquirements than training of the mind.

97. You did not go deep enough into any of those subjects to be termed training?—No, but just so far as to enable me to seize on the thing afterwards.

98. (*Mr. Twisleton.*) They were an initiation of taste as it were?—Rather an initiation of knowledge.

99. (*Sir S. Northcote.*) Those were things that you acquired yourself, in consequence of your taste leading you in that direction, but is it not possible that if they were made the subject of class teaching they would not be productive of much benefit?—I am inclined to think that the exhibition of some of the most remarkable physical sciences would be attended with useful results to all.

100. (*Mr. Thompson.*) Even although they acquired but a slight knowledge of them?—Yes; it is astonishing how much the education of the mind comes, not by precise book studies but by little things which boys are able to observe, and upon which the mind feeds unconsciously afterwards.

101. (*Lord Clarendon.*) If you have any other suggestion or opinion to offer, Professor Airy, with reference to the promotion of the study of science at school, we should be thankful for them; I mean with reference to the general system?—In regard to the great fundamental part of the education of the great schools, namely, the extensive knowledge of the classics and of classical literature, I look on that as very valuable indeed. I cannot express the value which it has been to me all my life to have had a good classical training. I have had in particular an enormous quantity of poetry committed to memory.

102. What kind of advantage do you think you have derived from that, Professor Airy?—In the first place, from the quantity of classical poetry I committed to memory, I have acquired and kept up a constant familiarity with the language, and I am a much better Latin and Greek scholar now than I was when I was at the university, which has arisen mainly from that circumstance to which I have alluded. In the next place, I have a constant fund of invaluable literature in my mind, and that sort of training in matters of history, both the history of men and the history of mental philosophy, which accompanies those acquirements.

103. Therefore you would not on any account disturb the classics, as the basis of English education at our great public schools?—I would not on any account; and perhaps more importance may be attached to my opinion in that respect as being professionally, as I may say, a mathematician, and having made my strong points in that science, I still cannot sufficiently express the importance I attach to the study of the classics.

104. But taking the classics as the basis of our education you see not only no difficulty but a great advantage in superadding good scientific knowledge?—Just so.

105. The two things are quite compatible?—The two are quite compatible. In public schools the general tone should undoubtedly be classical; but with the elements of mathematical education, I think there might be added a considerable knowledge of the less severe kind of physical sciences. And with advancing years, as during the years spent at the Universities, I think it very important that sound demonstrative mathematics, with a strong tendency to applied science, should constitute a large part of the education. I think it most desirable that the college course should not be a mere continuation of the school course.

Victoria Street, Friday, 19th December 1862.

PRESENT:

Earl of Clarendon.	Sir Stafford Northcote.
Earl of Devon.	H. Halford Vaughan, Esq.
Lord Lyttelton.	Rev. W. H. Thompson.
Hon. Edward Twisleton.	

The EARL OF CLARENDON in the Chair.

Henry W. Acland, Esq., M.D., called in and examined.

1. (*Lord Clarendon.*) I believe you are the Regius Professor of Medicine at Oxford?—I am.

2. Are there any other offices which you hold?—I am also Clinical Professor. Before I held those offices I had been for 14 years Lee's Reader in Anatomy; I taught anatomy and physiology during the whole of that period, and I had the exclusive charge of the physiological collection at Christ Church.

3. Were you at a public school yourself?—Yes, I was at Harrow.

4. I suppose then, with reference to your Harrow reminiscences, the important offices which you have held, and the collections which have been under your care, you are able to judge whether the young men come up prepared at all in physical sciences or are grounded in any of them, or whether they

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are desirous of acquiring knowledge upon those subjects at the university?—Yes, I have had means of making observations on that point.

5. Will you have the goodness to tell us what is your opinion upon it?—Generally speaking, as far as the men who come to Oxford are concerned, they have very little taste for pursuits of that kind, and they have hitherto been very little encouraged to cultivate them.

6. Would you say that they have very little taste for it owing to no attempt having been made to test whether they had any calling for those studies, or would you think that there was little disposition naturally?—We are living in a period of transition with reference to the educational question: and if I look back to the time when I became Reader in Anatomy at Oxford, which was in the year 1845, I should say that it was a very rare thing for any person to come with his mind previously directed to such pursuits. In the 17 years which have elapsed, that state of things I believe has somewhat changed. I believe that a few years hence we shall find that boys come to the university quite able to appreciate the opportunities of scientific study which they have now in Oxford, but which they had not a few years ago.

7. Do you consider that at schools attention is turned to physical science?—I think it is beginning to be so. I cannot speak from personal experience on that point; but I can see that the younger men who have left the universities with enlarged tastes in these directions, who are not destined to follow scientific pursuits, are beginning to carry away with them into the country, into the different situations to which they may go, and, among others, to private schools, scientific knowledge, sometimes of a very precise kind; and so in that way necessarily those tastes will be gradually disseminated throughout the country and react on the universities. I know, for instance, an assistant in a private school in the north of Oxfordshire who obtained a second class in the Oxford Natural Science School.

8. But as yet you have no knowledge, or no practical proof of attention having been turned to those subjects in the great public schools?—I do not know about that, excepting as regards Wellington College, where I have understood there is a regular working chemical class, which I have information to assure me is going on exceedingly well. I have a letter to that effect from Mr. Benson, to whom I wrote on the subject.

9. Has any method occurred to you, by which the study of physical science could be stimulated or promoted at the great schools?—I am afraid no precise method.

10. What I had in my mind when I asked you that question was whether if the University were to take the lead, and were to require some proficiency in young men coming up from the schools, whether that would not compel the schools to pay more attention to it?—It would be so of course; but the reason I hesitated in my answer was, that I cannot satisfactorily answer a question of that kind without seeming too discursive, and without stepping further back into the subject.

11. We shall be very glad to hear any opinion that you may favour us with?—First of all it must be decided in what subjects they had better be tested, and that is a difficult question. If you decide at the universities in what subjects men might be allowed to take honours,—I am speaking of scientific subjects,—then it is easy enough or ought to be easy enough to assign the way of granting those honours. If you decide what scientific attainments are equivalent to the requirements for a pass in the *literæ humaniores*, then it ought to be easy enough to fix a standard for the pass in such scientific school. If again, stepping further back, you decide that men or boys coming to the universities should have a certain preliminary scientific knowledge, you must first settle what is the proper kind and amount of preliminary knowledge for them to be tested in before they shall be admitted to the university. There lies the chief difficulty of the question to my mind.

12. That is a difficulty which has been solved at the London University. They have settled the amount of physical science that is required for matriculation?—Yes. I am quite prepared to express my opinions on that subject. About 15 or 16 years ago, the question was put to me by Professor Jowett and Dr. Stanley, who were then young tutors. About that time attention was being paid to improvements in the studies of Oxford. Those gentlemen were engaged in some extensive inquiries, with regard to the promotion of a wider sphere of education, and they wrote me a letter asking my opinion what scientific studies should be introduced. That question forced me to form a definite opinion as regards all these subjects in connexion with Oxford. The opinion which I gave then was this, that there were three fundamental subjects, which unquestionably ought to be required before young men were allowed to pursue any other; and that they might not take honours or pass except they showed proficiency in these three. These were, Physics, so called, Chemistry, and Physiology, to use the word physiology in a very general sense. I thought that those three subjects were so fundamental to all other organic sciences, and so necessary to the study of most branches of scientific knowledge, that all pass men ought to be required to pass in those subjects, before they were allowed to take other more detailed ones, such as geology, mineralogy, or zoology, or many other "ologies," which might be mentioned. Accordingly, wisely or unwisely, that became the law at Oxford, and at Oxford now no person can pass in a scientific subject, except he passes in two at least of these three, which we held to be educationally fundamental to the others, as I have said above.

13. (*Lord Lyttelton.*) Will you define what you mean by Physics?—As science has enlarged of late years, it has become difficult to define the word in a way that will find general acceptance. And therefore also it is not easy to find a proper *elementary* text-book of Physics even for the universities, and much more for schools; but that is a matter of detail upon which other persons would be more able to speak with authority than myself. As a practical answer to your lordship's question, I should say that there have always been classes of so-called experimental philosophy, or as many persons prefer to call it physics, in which the general laws of matter, of heat, and of electricity have been treated experimentally, and without much mathematical reasoning or formulæ; as in an old book, now too old to recommend as a text-book, Arnott's Physics. Physics so treated are educationally fundamental to all natural sciences. No person is a chemist unless he has some knowledge of physics, and no person can be a physiologist who is not to a certain extent both a physicist and a chemist. The principle is, as the members of the Commission know, every day becoming more and more established, that all the biological sciences imply necessarily a knowledge more or less of physics and of chemistry. To sum up all, unless your lordship wish to ask me any detailed questions, I would say that just as I believe that these three subjects are fundamental for the pass men at the universities, so I am led to believe that the two former should be the fundamental ones for schools; and with all submission I must declare it to be my fixed opinion that, just as I said 15 years ago, physiology, physics, and chemistry should be the fundamental subjects at the universities, so I think that those who come to the universities, if they really are to progress and if their education is to be carried on systematically, had much better come trained as far as boys should be trained in such subjects at all, in physics, or in chemistry, or in both, before they come to the university, and then they would either carry on these subjects to a higher pitch at the university where the greatest opportunities ought to be found,

and which are to be found at Oxford now, or they might pass on to the biological or other sciences they pleased.

14. (*Lord Clarendon.*) I suppose you would only require an elementary knowledge from the schools; you would not require mathematical demonstration? —That is a question to which I cannot answer simply yes or no; that, I think, would turn very much on the character and abilities, and I may also say the attainments of the boys. But speaking generally, I think that if they see these subjects experimentally treated in the class room they will get a large quantity of knowledge, which will stand them in excellent stead even if they pursue exclusively mathematical studies afterwards.

15. Will you look at page 39 of that book; you will there find the subjects required for matriculation at the London University (*the book is handed to Dr. Acland*)?—I know this list. The matriculation at the London University I understand is quite a different thing from matriculation at Oxford; it is meant, I believe, to imply a higher standard, and a more advanced period of education.

16. Yes, but not a more advanced period of life. The time of entry is about the same, or even younger, 16 and 17?—Yes.

17. (*Mr. Vaughan.*) It is not a very formidable list, is it?—No, but it is meant to be a higher list than our matriculation.

18. (*Mr. Thompson.*) Is there a university examination called a matriculation examination at Oxford?—No.

19. Merely a private examination?—Simply a college examination; at some colleges, as is well known, it is exceedingly strict, as at Balliol, and it is becoming so in others.

20. (*Lord Clarendon.*) You would not consider that that list of subjects upon which an elementary knowledge is required is more than you would desire at the University of Oxford?—Before they come up?

21. Before they come up for matriculation?—That must depend entirely on the answers required. The subjects mentioned in this list contain some of the highest departments of knowledge. It depends entirely on what answers are required. In answer to your lordship's question I may say that I believe it would further the cause of education, if men came to the universities with some knowledge of this kind. When I said I was familiar with this list I meant that I knew it generally; I had not observed that its arrangement was identical with what I had arrived at independently, viz., that natural philosophy and chemistry are the subjects which had better be acquired before they come to the university. That I have come to solely from my own observation.

22. You see that as those subjects are required, of course, the requirements are met, and therefore there must be schools at which that sort of elementary preliminary education is given that shall enable boys to pass at the London University in those subjects?—Yes, certainly; but whether the answers to the questions set imply sound experimental observational knowledge or not, I cannot tell.

23. We were informed that they did not require the mathematical demonstration of those subjects?—No; but I may say, generally, that I should value all knowledge of these physical sciences very little indeed unless it was otherwise than bookwork. If it is merely a question of getting up certain books, and being able to answer certain book questions, that is merely an exercise of the memory of a very useless kind. The great object, though not the sole object, of this training should be to get the boys to observe and understand the action of Matter in some department or another; and although I am perfectly aware, that what is called practical knowledge, if merely manipulatory, in any subject whatever, is a humble thing enough; yet, on the other hand, I must say that the utmost amount of knowledge on these subjects without that practical and experimental knowledge is to most persons nearly as useless. You want the combination of the two; and for youths, I value very little the mere acquisition of a quantity of book facts on these subjects. I want them to see and know the things, and in that way they will evoke many qualities of the mind, which the study of these subjects is intended to develop.

24. Then you would consider that the study of those subjects, the observation and the practical part of them would be an important training of the mind?—Unquestionably, it is an important means of training the mind; whether the most important, I do not say, but that it is important, I say heartily.

25. You are aware, probably, that at the public schools the study of the classics, which is the basis of education there, is founded mainly on the notion that it is the best training that can be given to the mind; but should you say that that mind was as well trained as possible, that all the faculties of the mind had been called forth, when the study of physical science had been altogether omitted; do you think that the study of physical science calls out any faculties that are not developed by studies restricted to the classics?—I have no doubt that the study of the physical sciences evokes qualities which are not evoked by the study of the classics; but I am not at all prepared to say that those same qualities or very similar qualities may not be evoked by other means, although not by the classics. I mean to put this reservation in stating my opinion, that I cannot think that the study of the physical sciences is, as I sometimes hear it stated, absolutely necessary for everybody. That is all. I only wish to make that limitation. I believe it may be practically expedient; but there may be good men, as good as anybody else, without it. It is perhaps unnecessary to make that reservation, but I am in the habit of hearing the subject spoken of sometimes as though a man must be an inferior man because he is unacquainted with any branch of physical science. I do not hold that at all, because many of the qualities of observation, practical habits, manual dexterity, and many such things are acquired in a high degree by persons who have no scientific knowledge, as, for instance, by seamen and men of that kind, who acquire an extraordinary acuteness of observation and readiness, and a great many of the qualities which are possessed by scientific men; being, however, very deficient in some others.

26. What plan would you like to see adopted for producing that amount of knowledge or that education in physical science—should it be brought about by the universities taking the lead, or the schools—which do you think is desirable?—At the universities; at least I must not say the universities, but at Oxford, we have now almost everything. I think, that can be desired, excepting the goodwill of some of our classical friends, and that I desire still; we have most of the apparatus and arrangements that are needed for the present.

27. The study is voluntary there?—The study is entirely voluntary.

28. And forms no part of the regular curriculum?—Not necessarily.

29. Do you think that as long as it remains in that state it will be prosecuted with vigour or success, except by a few people who have a special object in doing so?—That is not easy to say. When I was first Reader of Anatomy at Christ Church, I had a very good class, which gave me no trouble, and I had great satisfaction in it for some years, until the University, unadvisedly as I thought, decided that there was to be compulsory attendance on Professors Lectures. Now, speaking generally, I see no reason why there should not be compulsory attendance on professors, scientific and others, just the same as at college-chapels and lectures; I cannot see the difference. However, my class was more than doubled in number, and became very troublesome. I got rid of them by telling them that hitherto all students who had come of their own goodwill and pleasure steadily worked with me, and that I should sign no certificates

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of attendance for those whom I noticed to be inattentive. This cleared my room the next day to the normal numbers, and I went on in comfort for years afterwards; so that as far as the real study and mastery of these subjects is concerned, I am not at all sure that the subjects will prosper a bit more if the attendance be compulsory. On the other hand, I must repeat what I said before, that there can be no reason why one class of subjects should be compulsorily attended, and another not, when once it is decided what subjects ought to be pressed on the students.

30. (*Lord Devon.*) I understood you to address your observations principally to the commencement of the university course. I should like to ask you whether your attention has been called (I suppose it has) to opinions that have been given on that subject by a man of great eminence, Professor Owen, as to the comparative importance of introducing this or that branch of physical science into public schools, and the order in which they should be introduced. He has expressed here, very ably and clearly, an opinion in favour of introducing those branches of science, which imply the drawing out of the powers of observation and the exercise of the powers of classification, as those which first should be taken by young boys. It is slightly different from the view you have expressed here. What would be your view upon that?—I said before, that the opinions which I hold I really hold with very great diffidence, and I have already stated them. I also stated that I had been for 13 or 14 years teacher of physiology, and not only that, but in order to show that I do not speak from a lack of devotion to the subject I have brought with me the synopsis of a physiological collection, which was made under my direction, with very great labour. When I went to Oxford, I began to make the collection, of which this is the record, on the plan of Mr. Owen's great collection, or rather of the one he had charge of, viz., John Hunter's. I thought it so necessary to the general national education, that the power of studying physiology in its highest departments, and in the best possible manner, should exist in Oxford, that I laboured with other persons to enable the University to possess the means of that study, which it had not to a similar extent before. This, therefore, will show that I do not underrate the value of Anatomy and Physiology, to which Mr. Owen's life has been devoted,—certainly not. I said, just now, these are subjects which could and should be pursued with the greatest advantage at the universities; but I also said that physics and chemistry are necessary for a sound appreciation of physiology. Every year the study of precise physics, and a knowledge of chemistry, are becoming more necessary to understand physiological works, so that the older physiologists, unless they are able to bring up their knowledge of physics and chemistry to the present level, will be left entirely behind. Therefore, I am of opinion, that it would further the cause of education if physics and chemistry were first learnt at schools, so that those who came up to the universities should have the opportunity of studying physiology as an advanced subject if they came up with the necessary preliminary knowledge. Now, I may venture to remark, that these are nicely balanced questions, and it is really very difficult, without much hedging as it were on the one side and the other, to hold a very strong opinion on the subject, because boys have very different qualities of mind. For instance, Mr. Frank Buckland, like his eminent and lamented father, has very remarkable gifts for the acquisition of a certain kind of what I may call observational natural history. I do not know that their minds would have been called out to the high pitch of perfection which they attained in their department, if they had been forced to study physics and chemistry in a rigorous manner. I doubt it. It is a different quality. I do not wish to exclude the study of physiology from schools, but I do not think it is essential: I think the most essential as fundamental subjects for schools are the two which I have named. I may further add, that some time ago I published a statement, as fair as I could make it, with regard to physiology in schools, in consequence of a question which was put to me in the year 1858.

31. Perhaps you would have no objection to hand it in?—If you think it worth while; it contains, I think, all I can say on the subject. (*The pamphlet is handed by Dr. Acland to the Commissioners.*)

32. Assuming that on the whole you are of opinion that physics and chemistry might be usefully taught in public schools, at what age do you think it would be desirable that boys should be taught them?—That which is fundamental to the study of these subjects is a certain mastery of language and of thought; and as soon as ever experienced schoolmasters think that their scholars are sufficiently advanced in those preliminary studies to undertake what may be considered as a secondary branch of education, then, I suppose, they may begin. That is a question which I think experienced schoolmasters can answer much better than I can.

33. Opinions have been given before us, varying as to the age at which such studies might usefully be introduced. You think that it would be impossible to fix *à priori* any definite age, but that the individual capabilities and tastes of each boy should be taken into account?—I quite think so. I should think that positively to fix an age would be quite a wrong principle. I could quite understand the masters fixing a Form: but I am sure there is so much individual peculiarity in the constitution of boys' minds, and in their adaptation to the pursuit of different branches of knowledge—and of scientific branches of knowledge especially—I am so satisfied of this fact, that I think it requires more than the mere position in the forms. If possible, the knowledge of individual character, and the observation of the boys by the master, should fix the age.

34. Am I right in inferring from what you said, that you would not make instruction even in those sciences to which you attach so much importance compulsory in schools?—I should suppose that by far the simplest course would be to make them part of the general education.

35. In which all should partake?—I know it is not the opinion of the masters generally, and I should feel very unwilling to express an opinion contrary to their experience. I know that some very experienced schoolmasters think that it would be a very dangerous course, and that it would distract the boys from what is more essential to them; but I should not myself have thought so.

36. (*Mr. Twisleton.*) Have these schoolmasters, who have spoken to you on the subject, themselves been acquainted with the physical sciences?—I am disposed to think not.

37. (*Lord Devon.*) Passing on a little further, can you, from public school recollections, or from conversations with the existing head masters of schools, state at all the proportion of time which you think might usefully and properly, and without sacrifice of other things, be given up to these sciences. Supposing, for instance, it were practicable to give one lecture a week to a particular class in physics or in chemistry, accompanied with proper opportunities for experiments by a professor not living on the spot, going down to Eton, we will say, from London, and giving a certain number of lectures in the half-year; if that were supplemented by the assistance of any fellow workman among the assistant masters, who, being on the spot, might be able to assist the boys at those studies, should you consider such a system would be likely to produce any satisfactory or desirable result?—Yes, that plan might possibly work well. A great deal of knowledge on those subjects may unquestionably be instilled by a good teacher in a very short time. Those who are not acquainted with them often misunderstand what is meant by superficial knowledge, and overrate the time which must be expended by young men in acquiring useful and elevating knowledge of those subjects, or at all events

genuine interest in them. May I say that at one time I thought that it might be desirable to make these subjects compulsory at Oxford, and I published a pamphlet on that subject, I think in the year 1848.

38. (*Mr. Thompson.*) Compulsory on all?—Compulsory on all.

39. For the degree?—I thought and I still think that it is a national misfortune that clergymen and large bodies of men should have attained the standard of a university degree without any acquaintance whatsoever with that great department of human knowledge which is now called physical science, as is the case with the great majority of university men. It seemed to me a grievous thing, and the remedy was very simple, viz., to make them have some. Fifteen years' more experience has shown me that it is not quite so simple to make people have anything they do not wish. I had spoken in this pamphlet of the question of time. There was an argument used by the tutors that the students have no time: that is, that the undergraduates, the pass men, the average of men, have no time; "it is impossible for them to do more "than they do," they used to say. I answered thus: "They spend three years here, I should propose at the "most three courses of lectures to be attended in those "three years, no one exceeding 24 lectures. Could "they not find 24 hours a year for this purpose, and "perhaps some three hours for reading or for the "study of museums in connexion with each lecture?" And that answer of course applies equally to schools. I must say, as a physician, that being my main business now, that I really view with alarm the way in which boys are pressed now; I must ask your forgiveness for introducing an extraneous subject, but I say truly that I view with alarm the pressure which is put on good boys. I am afraid it remains to be seen 50 years hence what the effect of this system on the *physique* of the country will be. Children are surrounded by every means of cramming things into their brains, and a number of us are seeing how we can force in something more in their very earliest years. I confess I think this a matter of some anxiety.

40. (*Lord Devon.*) Following up that view, and supposing therefore that in order to introduce these important branches of science into schools in the way which you suggest, it were necessary to abandon anything, should you think that a diminution of the quantity of lines learnt, a diminution of the quantity of repetition, or of the time devoted to original composition, was well and more than compensated as regards the training of the mind by the introduction of the scientific teaching to which you refer?—I cannot doubt that; my attention has not been drawn with precision to the details of school life since I left it, but looking back to my own life, and knowing what I do of the lives of young men now, I cannot doubt for a moment that there might in some schools be a re-arrangement of their time and of the mode of developing their faculties such as your lordship speaks of.

41. It is in evidence before us that in one school 100 lines by each boy are learnt every day in the week?—I think that frightful.

42. You think that is not so useful as a training of the mind as the sciences to which you refer?—This I can answer without hesitation; I feel confident that a great deal of the learning by heart is useless: the physical sciences exercise the memory in a higher degree than anything else; at least anything with which I am acquainted. If you go over a book of human descriptive anatomy, the quantity of facts which have to be mastered are astonishing. I do not believe that boys' tastes are refined or their higher intellectual qualities called out by learning to gallop over so many lines of Virgil or Homer. It is an effort of memory, and has no corresponding effect on the character; I believe by the other study they would acquire a certain quantity of useful knowledge, and the faculties of attention and memory are quite as much exercised. Above all they are taught to think; this no amount of learning by heart can teach.

43. I have only one or two questions more to trouble you with; one is this: there is another branch of instruction to which considerable attention has been given of late, namely, modern languages. Suppose that it were a question as to the introduction of the sciences to which you refer, and the further and more systematic introduction of modern languages than at present into the system of public schools—to which should you give the preference?—I am very much afraid I must say that if I were obliged to choose I should choose German.

44. Rather than physical science, or than French?—I am afraid the German rather than the science.

45. Will you explain that?—My reason is unconnected with science: it is purely an educational one. It is a great advantage to a scientific man now-a-days to know German, and a great disadvantage not to know it. I know it very imperfectly, so I know the disadvantage. I think that the possession of an additional language in early life is so invaluable to a youth, that I would rather almost take the chance of his obtaining his scientific knowledge at a later period, when he would have the further aid of German in acquiring it. He would be enabled, for instance, to take a German book of physics when he came to Oxford if there was not a good English one. I should have great hesitation if I were forced to choose between them; but I doubt whether I need choose between them. That is an educational question, not a scientific question.

46. Are you able to give any opinion on this point, viz., whether without any material sacrifice of that which forms the staple of the present public school education time could be found for the due and proper admission of both branches?—I ought not to answer that question. I do not know enough of the details of public school life. I should suppose so from what I have heard.

47. Will you let me ask you a question on what you mentioned just now. What number of hours in a day do you think a boy can safely work, say, an average boy of 16, for a long continuance. Is it a point on which you would like to give an opinion, or not?—The late Dean of Christ Church, Dr. Gaisford, a most laborious man, as everybody knows, told me that no person ought to read more than eight hours in the day, and that he had never done so. I am quite certain that a great many boys and a great many young men actually waste their time as well as injure their health by reading too many hours, and that if they played rackets and cricket and such games more, and read less, they would acquire more, and be stronger men.

48. Should you say that seven hours a day for a boy of 15 was, taking the average of boys, an unsafe amount of work?—No, I suppose not. Very much depends on the habits of the school. It is a very dangerous question to answer, because so much depends on the way in which boys are kept to their work. At a school that I was at, a private school, we were down at seven, and we went to bed at eight, and we had an hour in which, unless in very fine weather, we were obliged to walk in an orderly way round what was called the "sweep." Occasionally in the summer we were allowed some cricket, as a great holiday. I make no doubt we should have done more work if we had had more play.

49. (*Mr. Thompson.*) Has not ventilation a great deal to do with the power of prolonged study?—Yes.

50. It makes a difference of several hours in the day?—I do not know about several hours; but it makes a great difference to the power of attention.

51. (*Lord Devon.*) I will ask you a question which I have no doubt you will feel able to answer. In order to introduce the physical sciences more systematically into public schools, of course it would be necessary to get tutors. Do you think there would be any great difficulty in getting competent men to deliver instructive lectures from time to time, to be supplemented, if necessary, by the resident concur-

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rence and co-operation of one of the masters of the large schools?—There may be at first a little difficulty in getting very good men, but the condition of things at Oxford will in a few years entirely remove that difficulty. There is one source of anxiety to me now in consequence of the development of scientific studies at Oxford, which is, what is to become of those men who have successfully given themselves to them? It is a grave question. Unless they become the means of access to situations of emolument, or at least of respectable maintenance, I do not know what is to become of these men.

52. Are those men, ordinarily speaking, men possessing qualifications which would enable them to act as assistant masters in our public schools in teaching other subjects?—Yes, many of them unquestionably will be.

53. (*Mr. Thompson.*) Many of the present students?—Those who are well-educated men, and who have mastered these subjects in addition to their classical training, just as formerly they mastered mathematics. May I be allowed to say that the whole of this question as regards Oxford, or as regards the Universities, is this, that intelligent men have now the means of obtaining honours in several subjects, whereas formerly they were confined to what were called classics and mathematics, and therefore these intelligent men will, according to their faculties, go out into the new lines if afterwards they can live by them. If the country provides places of respectable maintenance for such persons, there will be the persons to fill them. There will be no lack of men. As a corollary to that, or as connected with it, I should like to be permitted to say that one reason why we in Oxford were so anxious to introduce scientific studies into our old institution was, that many believed that science has been sometimes imperfectly studied, and imperfectly taught, in consequence of the deficient early education of those who are devoted to those subjects, and that the mere possession of a quantity of scientific knowledge by no means necessarily makes a good teacher, especially for boys. It is not sufficient that a person should be a good anatomist, or a good chemist, or a good dissector, or a good manipulator to make him the best kind of instructor for beginners; he may be for advanced students, but not for beginners. Now the class of tutors required will in a few years be supplied by Oxford.

54. (*Lord Devon.*) A suggestion has been sometimes thrown out, with a view to supply this want, of attaching to some of our old foundations a professor of physical science. Should you think that desirable, or would you prefer that lectures should be given by some one coming *ab extra*, who is therefore more in contact with new works, new improvements, and observations?—I hold that for these subjects and most subjects the teacher's residence in his place of work is of more importance than the occasional presence of a superior man. It is very true that the functions of the two are different, and I will not at all pretend to say that a resident second-class man will give the same educational impulse as Mr. Owen or Mr. Faraday coming down once a week, or once a month. The two things are very different, and the one can hardly supply the place of the other. You ought at all events to have a resident of some kind, and if he is to be a good one he must be adequately paid.

55. (*Lord Lyttelton.*) You were speaking about the capacity of boys. Is there any period or age which boys commonly spend at school, at which for a time their intellect becomes comparatively stagnant and torpid; a time at which the intellect rather recedes, afterwards to recover itself, and to improve?—I do not know that I can say that.

56. (*Mr. Twisleton.*) You would say that the faculties of observation may be cultivated without the physical sciences, by practical men, such as seamen and others?—Yes.

57. But in regard to the education of individuals who exercise no profession of any peculiar description, is there, in your opinion, any substitute for the physical sciences as a mode of cultivating the faculties of observation?—I suppose none, as a mode of education, and I only instanced practical men, such as naval men, to guard myself against attributing too great results to a subject in which I am much interested.

58. (*Lord Lyttelton.*) Are university emoluments, not only university honours, at Oxford, obtainable through physical science?—They are becoming more so, and although it is possible that some further legislation may be necessary, yet it is quite clear that, as every year the number of those interested in the question increases, so the place itself will do whatever is just and fair about it. For instance, Christ Church has now a physical science studentship, and it has two Readers, one Reader in Anatomy and one in Chemistry.

59. (*Mr. Twisleton.*) Are there any physical science scholarships at Magdalen?—Yes; at Magdalen there are several such. I believe that in every college there is the power of making them; and a provision for receiving persons as Fellows who are distinguished in any branch of knowledge.

60. (*Lord Lyttelton.*) Those are rewards for physical science, not by itself, but with a certain minimum of ordinary attainments?—The principle of all the scientific education, or rather, I should say, of the legislation for it, in Oxford in the last 20 years, has been to ensure that every person who is turned out of Oxford with scientific knowledge shall have been thoroughly grounded in classics. First of all he shall have passed in *literæ humaniores*. He must pass them first, and then he must also pass in physics and chemistry and physiology, if he mean to take up for honours any advanced subject. For instance, Miss Burdett Coutts founded a scholarship lately for geology. One of the regulations is that the scholar in his examination must pass in physiology, chemistry, and physics, in other words he must be fundamentally educated before he gets this prize in a special scientific subject.

61. (*Mr. Twisleton.*) Is it not the case that for clergymen it would be most valuable in a country parish for them to have had their faculties of observation cultivated at school and at the university?—Certainly.

62. Is it not the case that many clergymen, however learned, have not that influence over farmers and others which they would otherwise have, if they were intelligent in those subjects in which the farmers are intelligent?—That is often stated, and I suppose in human nature such must be the case. Might I be allowed to add that one reason why Oxford has gone to the labour and great expense of increasing its means of scientific study is found in a sense entertained there of the importance to the clergy and upper classes of England generally of more extended knowledge, in order to retain their proper relations to the lower and middle classes who have this knowledge. Those of us who had had a scientific education did not conceive it to be necessary to establish more hospitals, more schools of medicine, more chemical laboratories, excepting for the purposes of the general education to which you allude, and for the advancement of science generally.

63. (*Sir S. Northcote.*) With reference to that question which Lord Lyttelton asked just now it has been mentioned to me by more than one person engaged in the work of education, that there seems to be a period in a boy's life, perhaps about 14 or 15 when the moral character developes considerably, and there is some kind of stagnation of the intellectual progress, could you either confirm or refute such an opinion from your own experience?—No, I cannot really give any opinion about that, as a general proposition; I do not know whether the medical men attached to such schools as Eton or Harrow may be able to answer that queston; I cannot give any satisfactory answer to it, though I have noticed often enough mental changes in individuals at the age of puberty.

64. (*Mr. Thompson.*) Lord Devon asked you a

question relative to some evidence given by Mr. Owen. He specified zoology as the science that of all others he should recommend for educational purposes, from the fact that it was eminently a science of classification, and classification or method was one very large and important branch of logic, that therefore those sciences in which that branch of logic was prominent, especially zoology and botany, were those best fitted for educational purposes. Do you agree with that opinion, or have you considered the subject in that point of view?—Yes; I have paid attention to that. I hardly expect that any opinion of mine which does not agree with Mr. Owen's will be allowed much weight, but I confess that I think that those particular qualities to which Mr. Owen alludes are just as well developed at a later period, and I think that what I have stated as to the proper sequence of subjects in education is quite unanswerable: that if a person is to be a sound zoologist, he must be first a physiologist. Zoology was excluded from the curriculum, expressly excluded from the pass subjects at Oxford, not to exclude it from the University, (for we have a professor of it,) but because we considered that there must be a sequence in this case: that a person to be a good zoologist in a scientific sense must be a physiologist, that is, he must be acquainted with the internal structure and mode of action of living beings. In order to be that he must be a chemist, and in order to be a chemist he must be a physicist, and in order to be a physicist he must be acquainted with language and argument. This may be considered a theoretical view, but I cannot help it. A boy must first learn language and the use of numbers, he then is capable of studying the general laws of matter, then their further combination in chemistry, then their application in the fundamental and large principles of biology and physiology so called, and then he may go to any cognate subjects he pleases. With the best attention I can give to the subject, I really cannot make up my mind that, aiming at a sound scheme at national education, you can with wisdom reverse that order: though in practice the study of two or more may have to be carried on at once.

65. Professor Owen said also that logic might be divided into two great provinces, method, and syllogism. Is it the case that syllogism is taught to students before they come up to Oxford?—Logic is more or less taught in some schools.

66. (*Mr. Vaughan.*) When you were speaking of the choice that you would make of instruction in German in preference to instruction in physical science, was it with reference to the future utility of German, or to its power of giving discipline to the mind?—Entirely with reference to its future utility—simply for that—not the least as to the comparative effect on the mind of the two studies. But the question as I understood it was, if I was forced to choose between the two. You will remember that I objected to the choice.

67. When you speak of the necessity of a knowledge of language being imparted for the purpose of comprehending arguments before proceeding to physical science, I would wish to ask you whether that want would not be satisfied by the acquisition of the native language; English?—It might be so satisfied.

68. With regard to the intellectual pressure which you fear is being put too severely upon childhood, do you think that the same number of hours that might be rather too much if devoted only to language, would not be too much if part of it were given to outward things and instruction in their nature and properties?—A young man can unquestionably study a greater number of hours if he studies two such subjects than if he studies one; I will not say double, but a very large proportion if properly managed.

69. Do you think that the present system of public schools, considering the manner in which it excludes instruction in physical science, has at all a tendency to cut off from the profession of medicine the supply of men from the upper classes who might otherwise go into it?—The course of education at the great public schools, and as it has been conducted at the universities, is so restricted that it formerly did not occur to members of the medical profession to send their children to one or the other; and adding to this the expense, it becomes nearly impossible, and is a grave national evil. Anything, therefore, by which the general education of the medical profession can be improved, by drawing them to the best schools and the best universities in the country, will be a national advantage.

70. Do you think the fact of adding to the curriculum in the public schools and universities will directly or indirectly tend to produce that effect?—If by any means the time and the expense can be restricted, yes. I notice that gradually medical men are trying, no doubt to the great advantage of their families, but to the greater advantage of society, to give the young medical men a university education; but I must also say, that to that end we should ensure that the education given at those places is really the best that can be obtained. If you succeed in getting at the great schools of England a regular sequence of study of the best kind, to be conducted in the shortest period, and a maintenance for the student at the end, you will confer a benefit on the professional classes, indeed on all classes of the country.

71. (*Mr. Thompson.*) Are any large proportion of those students of whom you speak, as pursuing natural science at Oxford, intended for the medical profession, or for any profession in which those sciences would be immediately available?—It may be so; but this is not the object for which the late improvements have been exclusively or specially made. The object has been to provide in a great national university a sound system of scientific education, and let those use it who want it. Most unfortunate would it be, I think, if the scientific education in Oxford were so conducted as to be limited to objects connected with the medical profession. Another small medical school is not wanted in England.

72. Can you give any idea of the relative number of those students who pursue physical science, and those who give themselves up to mathematics at Oxford. Are there as many, or are there more?—I noticed that the number of students in the last examination who were going out in the mathematical school, was about 140.

73. Including "pass" and "honours"?—Yes; those who were going out in the school. I happened to count the list a few weeks ago, so I am able to answer the question, and those who went out in the modern history were about 70; those who went out in natural science were about 35. But that expresses nothing concerning either the tastes of the youths or the opportunities of instruction. It is believed at Oxford—I do not know with what truth—that the least possible quantum of work is to be got in the mathematical school, and, therefore, the pass men rush into it. They may be mistaken, but that is the current belief. This has a bearing on what I called the sequence of studies. Many of those youths had come up to Oxford quite prepared to pass the mathematical final school, and therefore had no more work to do in order to pass in that school. This is not good arrangement.

74. I ought, perhaps, to have guarded my question in this way. I ought to have asked what is the proportion of those who go out in mathematics, as compared with those who go out in physical science?—As I said above, perhaps there are four times as many in the mathematical school; but the mathematical school is a very old one, as old as the classical school. The natural science school has only been started under great difficulties, within the last eight or ten years.

75. In regard to the quality of the two classes—I mean those who go out in *scientiis mathematicis et physicis*, and those who go out in *scientiâ naturali*,—

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do you think those who go out in the latter are men of equal mental calibre to those who select the *literæ humaniores*, or the *jurisprudentia*?—I cannot say whether they are. I am quite sure that they ought to be.

76. That we are prepared to admit; but we wish to know your opinion about the fact?—It is a delicate question to answer. I am not at this moment an Examiner. When these examinations were first started, I felt that no persons ought to be entitled to the name of first class in science in Oxford who were not equal to the mathematics and the classics of the old standing of the old first class of Oxford. I insisted upon that in the strongest way that a man could, before the science school was started. I believe that the University is fully alive, at all events the best men are fully alive, to the absolute necessity of keeping up the scientific standard to an equal height with the others.

77. Has not the difficulty of keeping up the standard to an equal level in some cases deterred the authorities from giving the same proportion of their fellowships, and similar emoluments to persons who distinguished themselves in the school of natural science?—I cannot say it was so. If so it was a perfectly vain alarm. There is not the slightest difficulty in arranging a scientific examination so that persons only of high intellectual faculties, and well trained in the use of them, should attain the highest honours. Eminent scientific persons are generally, I make no doubt, of equal intellectual calibre with persons as eminent in other pursuits.

78. (*Lord Devon.*) Of those who attend the natural science school, and who go out in honours, are you able to tell us what proportion read for the direct employment of any knowledge they may obtain in their after professional life, and what proportion read to obtain that knowledge which belongs to educated men?—I think that a greater number of them propose to go into the profession of medicine: that in it, it is quite clear, these scientific subjects are of practical use, but that need only show that a greater number of those who intend to follow the medical profession are coming to the university. It does not necessarily show more than that. Persons who mean to go into the medical profession come to the university with that intention, and being there, they give themselves to studies which are connected with their future life.

79. (*Mr. Vaughan.*) May not it be sometimes the case that persons are determined to medicine by having become acquainted with those sciences, which they find afterward will assist them in their medical career?—Yes; I see that is beginning to take place; and I hope it may be so more and more so long as it does not tend to depress the scientific character of the studies by making them purely professional.

80. Do they take them in the first instance as branches of knowledge, and having got the knowledge observe that there is a certain and profitable application of them in the medical profession, which induces them to adopt medicine?—Certainly; and I see that with great satisfaction, for the reason I gave before, that I believe it would be a great advantage to the country, if a greater number of well-educated university men, became medical men, and they will be induced to do so, by studying those subjects now they have the opportunity, not having intended it before.

Victoria Street, Thursday, 12th February 1863.

PRESENT:

Earl of Clarendon.	Sir Stafford Northcote, Bart.
Earl of Devon.	H. Halford Vaughan, Esq.
Lord Lyttelton.	Rev. W. H. Thompson.
Hon. Edward Twisleton.	

The Earl of CLARENDON in the Chair.

Ven. R. W. Browne, M.A.

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The Ven. R. W. Browne, M.A., Archdeacon of Bath, called in and examined.

1. (*Lord Clarendon.*) I believe you are a Professor of Classical Literature at King's College?—Yes.

2. How long have you been so?—About 27 years.

3. You were educated at Merchant Taylors' School?—Yes.

4. How many years were you there?—About nine years and a half.

5. I believe you have examined both at St. Paul's and at Merchant Taylors'?—Yes, for some years.

6. Do you examine regularly or occasionally?—I examine the school annually with my colleague, and once a year those scholars who are candidates for St. John's Oxford. Those only form a small portion, but we examine for the prizes also.

7. Having been educated at a London school yourself, and having been a professor at King's College, as well as examiner at two London schools, I have no doubt you have been able to form an opinion as to what would be the best conditions and the requirements for a good London school, and it was particularly upon that point that we wished to have the benefit of your opinion?—Of course London schools labour under a great disadvantage, because there is no doubt, I think, that to have boys educated in the country is much better for them, as well physically as intellectually; their intellects are brighter, and the fancy and imagination are much more cultivated than they could be in London; but I think the only condition under which a good London school could be carried on is by making it as much a day school as possible, so that the boys may be living with their parents amongst better associations than they would have within the walls of the city. One great disadvantage is, of course, that they have no place to play in, except at some distance, and now, with the present facilities of communication, boys who live at home can come almost any distance within ten miles; in fact they do come from that distance by the railroads, but then of course the hours must be accommodated to them. The school cannot commence so early as public schools usually do; it must begin later, so as to give the boys time to assemble without difficulty.

8. Are you aware at what time the boys meet?—At Merchant Taylors' they meet at a quarter-past nine, and at St. Paul's at nine. Either hour is very good; perhaps the later is the better, because it gives them more opportunity of coming into town.

9. Would it not be rather difficult for a boy living seven or eight miles off to come in by nine o'clock, and to have had breakfast at home?—They do that; I think they come from as far as Richmond. They can manage that by a quarter-past nine certainly, because if the train arrives at nine it gives them a quarter of an hour to get from the train to the school.

10. Do you consider that these schools, St. Paul's and Merchant Taylors', fulfil all the conditions of a good London school, assuming that that great objection to London schools of not having a play-

ground is quite irremediable?—Yes, that is quite irremediable, and with the exception of that, as far as the instruction they get is concerned, it is of very good quality, and the best boys have many of them distinguished themselves at the Universities; but still I think that is a great difficulty to get over. They have a cricket ground at Kennington Oval, perhaps, but that is the only opportunity they have. Then they lose the advantage of mixing with one another, the self-education, because after school hours they separate and are dispersed. They have very little association with one another except during the hours of school.

11. Of course you are aware that questions have been mooted with respect to the removal of Westminster and St. Paul's schools into the country?—Yes.

12. Might I ask what is your opinion upon that subject?—I think there can be no doubt that, for the benefit of the boys who are at the school, and for the benefit of the school itself, it would be a good thing; but then you deprive large neighbourhoods, for whom they were intended, of the advantage of the school, because if the school is central the boys can come from the suburbs in all directions; but if you put it some miles on one side of London, the boys on the other side can never get there, and the trustees or governors would feel themselves obliged, I think, in all justice, to give exhibitions, or some part of the expense of boarding the boys, or else the classes for which they were intended would probably be deprived of the benefit of them.

13. Are you aware to what class the parents of boys who go to St. Paul's and Merchant Taylors' belong?—I think almost all of them are sons of professional men, clergymen, barristers, lawyers, mercantile men, military men, clerks in public offices, and so on. Some are tradesmen's sons, but I should think the majority of those who would be attracted by that education would be the sons of such as I have mentioned.

14. The greater part of whom live in or near London?—Yes. The number of boarders is very inconsiderable as compared with the number of boys, not more than one-fifth, I should think. There are boarders who live with the dames and masters, but their numbers are inconsiderable.

15. Do you think that the effect of moving those schools into the country would be to deprive those parents of benefits which they had been accustomed to?—Yes, because they get their education very cheap now, and of course that would involve the expense of boarding. If the governors or conductors of the school could pay part of the expense of boarding, so as to make it worth the while of the parents to send them, then they could not complain—but that is another thing.

16. You are aware that we are inquiring into these schools, and if there is anything which you could suggest for their improvement, we should be glad to hear it?—They have been improved gradually, year after year, as occasion arose, both in the form of education given and in the subjects which form that education, and I do not think that there is any other improvement required. I think in the London schools it does not answer to begin too early, so that boys cannot come from a distance.

17. Then, on the other hand, if they begin much later, and are retained a sufficient time in school for study, say six or seven hours a day, it would make them go home very late at night?—School should not begin later than a quarter-past 9, I think; that would cover a very large space.

18. If the school opened at a quarter-past 9?—Yes. They used in former days to begin at 7 and 8.

19. (*Sir S. Northcote.*) And then there were no railways?—No; so that the schools were limited to boys living within a very short distance.

20. (*Mr. Thompson.*) Do you know at what time the King's College School meets?—At 9, and the College meets at 10.

21. (*Lord Clarendon.*) Does not your objection apply to King's College School. Is not that rather too early?—No, I think 9 o'clock does very well.

22. And that enables boys to come from a distance?—They come from Richmond and Norwood, and places at that distance.

23. (*Mr. Twisleton.*) The school hours at Westminster begin at 8?—Yes. That is too early for a day school, and you must sacrifice everything, I should think, to the day-school principle, if you want a school to be a large school, or sufficiently large to be a public school. You cannot depend on boarders in London, because if a parent wished to send his son to a boarding school he would send him out of town.

24. (*Mr. Thompson.*) Westminster is essentially a boarding school, is it not?—Yes, but the numbers are very small at Westminster, I think, from that very reason. At Merchant Taylors' there are always more applicants than can be received. The numbers are 260; there are supposed to be 250, but there are always 260, and there are more applicants than can be received. At St. Paul's the numbers are only 153, but there are always more applicants waiting than they can take. I suppose the same would be the case at Westminster if the education is of the same kind.

25. (*Mr. Twisleton.*) At Westminster at present there are 136 boys?—Including the 40.

26. In the whole do you consider it possible that the hours of the school may have something to do with preventing there being a greater number of day scholars?—I have no doubt of it; because, at King's College, in the two departments—the purely classical department, and the one which introduces a mercantile education as well, and confines the classics to Latin—there are more than 400, besides the different departments of the College, in which there are more than 1,000. There is no reason why the number of Westminster, with all the immense advantages which it has, should be so small; it must be limited entirely to a near neighbourhood if they begin so early as 8.

27. (*Mr. Vaughan.*) Has it ever struck you to consider the removal from London of a school like St. Paul's, in an economical point of view; that is to say, how far the expenses of any removal and building might be provided for by the sale, or other disposal, of the site in London?—I have no doubt the site of St. Paul's would pay for a magnificent site in the country, because the frontage is so large, and it is in an expensive position; but the estates of the school would probably be well able to do what I mentioned just now, that is, to make the charge for boarding such that it would not be half the cost to send them into the country.

28. They might charge for board at cost price?—Yes, or less.

29. I suppose that no benefit would be really lost to the parent then?—None at all, because if a parent could keep his son in a country school at the same price as at home, I should think he would be glad to benefit by it.

30. And in case the premises in London could be disposed of at an advantage, that itself would supply building for the lodging of the school-boys?—I should think so.

31. And perhaps more than that?—More than that, I should think.

32. (*Sir S. Northcote.*) Have you reason to think that parents have any other ground for wishing to send their boys to these schools than the advantage of the cheapness of boarding and lodging them at home?—Some may like the mixture of home education, but the generality I think do not. Consider the immense number of boys that are pressing into Marlborough, which is a cheap and good education as compared to those who come to London schools.

33. (*Lord Devon.*) Those who go to Marlborough are of a different class, are they not?—No, they are

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clergymen's sons, and there is a large number of clergymen's sons at Merchant Taylors'.

34. Those who go to Marlborough would principally be the sons of the country clergy?—Naturally the country clergy would send them near their own doors.

35. (*Mr. Vaughan.*) Is it not a disadvantage attendant on schools in London that the whole work of the day must necessarily be clubbed, as it were, within a few hours?—I think it is a very great disadvantage.

36. (*Mr. Thompson.*) Is that so at King's College School?—Yes, they finish at 3 o'clock.

37. They have no playground at all?—No; at least they have a little yard, only the length of the building, and about 50 feet in depth—not enough for playing in.

38. (*Mr. Vaughan.*) I believe it is the case now that the railroads are effecting a thorough communication through town?—They are about to do so, I suppose.

39. So that in a few years, if they thought it necessary, boys might not only come to town by a railroad, but might pass through London to another point on the outside of London?—Yes, they might do that.

40. Again, supposing that that sort of communication were not effected, and there were more than one school removed from London, might they not be so disposed as to meet the wants of the suburban population on both sides of town?—I should think they might.

41. (*Mr. Thompson.*) Dulwich is an instance in point, perhaps?—Quite so.

42. (*Mr. Vaughan.*) And both would remain open to the population of London?—Yes.

43. (*Lord Devon.*) Am I correct in inferring from your observations that your view is that in the case of any school of considerable numbers, in London, it should be a school for day boys and not a boarding school?—What you would consider would be its being a day school. Of course you would take boarders if they were willing to come, but you should legislate for it as a day school.

44. I think you base that observation partly on the want of a playground. No doubt you are aware that at Charterhouse, and still more at Westminster, they have not only a playground, but, in the case of Westminster, the river Thames open for them. That probably would lead you to entertain some doubt as to the general applicability of that position to those two schools?—I do not object to that position, but I think no one would send their sons to board at Westminster. If they sent them it would be as day boys. Therefore, if you give facilities for day boys coming, you would probably have the number at Westminster much larger.

45. (*Mr. Thompson.*) You mean no one living in London would send his boy to board there?—No; and if he had to send his boy at 8 o'clock in the morning, probably the habits of the present day would not allow him to send him at all.

46. He would probably be the first person up in the house?—Yes.

47. (*Lord Lyttelton.*) When you say you would legislate solely for day boys, but allow boarders to come if they choose, you mean if they choose to come as at St. Paul's and Merchant Taylors', quite extraneously to the administration of the school, without the authorities of the school being in any way responsible for it?—They are under the control of the school at the places you mention. Only certain dames are licensed, or at least permitted by the head master, and the others are taken by the masters themselves.

48. Not at Merchant Taylors'?—Are they not?

49. That is not according to our evidence. I think at St. Paul's, but certainly at Merchant Taylors', we were told that the authorities know nothing about it. If they chose to board near the school of course nobody would object. You refer to it as existing in the constitution and system of the school?—I mean that what you have to do, if you want to make the school available for the largest numbers, is to think of the boys as day boys, and make it convenient, so as to attract boys whose parents live in London or the neighbourhood.

50. Would you provide in the constitution for the houses in which boys might board being put under the regulation of the school authorities?—I think that would be a very desirable thing.

51. (*Mr. Vaughan.*) Is not there a time at both those London schools, in the middle of the day, when the boys are almost like sheep without a shepherd?—Yes, there is an hour at least at St. Paul's; Dr. Kynaston has a dinner at 1 o'clock to which many of the boys go, then they are taken care of and have a room of their own for that hour; but if not they would be running about anywhere. That evil is counteracted at King's College school by their going on *en masse* and stopping at 3 o'clock, and then going home. There is very little space between—I forget how long, but not longer than is necessary for luncheon.

52. (*Lord Clarendon.*) Where did they get their luncheon?—There is a regular college hall there, and dinner for the school at 1 o'clock at a very cheap rate—I think it is 4*l.* a term.

53. For the school?—Yes; the college have a hall dinner at 5 o'clock, I think that is 5*l.* a term, but you will see in the calendar what the exact price is.

54. Those are for day scholars?—Yes; at least there are rooms in college for students of the college, but the majority of the boys in the school live at home.

55. If it breaks up at 3, and there is a dinner at 5, what do they do between?—In the college the lectures are going on, probably, but the school hours are over at 3.

56. That is six hours?—Yes, with about half-an-hour break, I should think, between.

57. What is generally the age of the boys at the school?—I suppose from 10 years old upwards to 18—the same as at a public school. Some go straight from the school to the university, others come into the college for a year or two years, perhaps, and then go to the universities—these leave at 16.

58. (*Sir S. Northcote.*) What is the distinction between the college and the school?—They are quite separate. The system in the college is just like that in the universities—the lectures are very much the same.

59. (*Mr. Thompson.*) Except that they are better attended?—They are very seldom absent, certainly.

60. (*Mr. Twisleton.*) I presume you have no doubt that if a parent has the means it would be desirable for him to send a son to a school in the country?—Yes.

61. But whatever provision there may be made for sending sons to school in the country, is it or is it not the case that there would necessarily be, in a large metropolis, a large class of fathers who from economical motives would wish to send their sons to a town school?—No doubt; and also there may be a class—I daresay there is—who like to have their sons at home a part of the time, and combine the two modes of education.

62. You are acquainted probably with some persons who have expressed those ideas to you?—Yes, no doubt there is a feeling of that kind; I think you must have some schools in London itself. The City of London School, for example, is a school of that kind, and I suppose there are 600 boys there who are the sons entirely of the trading classes.

63. (*Mr. Vaughan.*) Do you think, considering the number of boys at Westminster and the other London schools compared with the number of such schools, there does or does not seem to be a waste of instructional power centred in London?—I should think not, because I should think so many more would

take advantage of that same power if there were opportunities.

64. I mean at present in London; considering the number of schools compared with the number of boys who attend those schools, do you think there is or is not a waste of instructional power?—No, I should think not; they are not over-mastered any one of them.

65. I was speaking of waste with regard to the number of schools rather than with regard to the number of masters?—No, I should think not. I should think London ought to support a great many more schools than it does, if the inhabitants took advantage of them, because I suppose many parents of the trading classes like to send them to private schools away from them in the country.

66. Are not 116, 136, and 153 small numbers to make up the total number of boys in three such well-endowed schools as Westminster, Charterhouse, and St. Paul's?—Yes, too small, but then they might be increased very much indeed, I think; for instance, the numbers at St. Paul's would be doubled if there were double the number of presentations given, only the trustees cannot do it, they have not room for it.

67. (*Mr. Twisleton.*) Then, in the case of Westminster, you think the hours are prejudicial to their having large numbers?—I should think so, certainly. I should think Westminster might be trebled or quadrupled.

68. If the hours were favourable to fathers who wished to send their sons to a school in London?—Yes; and then, again, advantages are confined to a particular class of boys. At these great London schools every boy who enters has a right to the advantages of the foundation; at Westminster they are confined, I think, to the Queen's scholars. At Merchant Taylors' every boy who enters has a right, if he can work his way up to the top in time, to get his scholarship at St. John's.

69. (*Lord Devon.*) It is true that at Westminster those advantages are confined to those on the foundation, but you are probably aware that that foundation is open to anybody who can succeed in the competition?—Yes, but they are obliged to be boarders, they are obliged to live in the place.

70. I think they are not necessarily boarders?—I believe so, if they are on the foundation.

71. (*Mr. Vaughan.*) Are you aware whether the payments for instruction, by the boys or their parents, at Merchant Taylors', used always to be as much as they are at present?—They used to be not so much, but the extra expense now is more—such as teaching arithmetic, mathematics, and so on, which must now be paid extra for. They did not teach them. They only taught Latin and Greek in former days. They have added some additional fees in order to pay arithmetical, mathematical, and French masters.

72. Have you ever made a computation of how much the boys have themselves to pay for their education at Merchant Taylors', and how much the company pays?—No. The boys do not pay more than 10*l.* a year each. I do not know exactly what it is, but certainly it is not more than 10*l.* a year. At St. Paul's they pay nothing.

73. That is in addition to certain other fees, I think, which raise it somewhat above that; for instance, certain fees on their removal from and entrance to each form?—Those fees are very slight, I think. I do not think the total can be more than 10*l.* a year.

74. (*Mr. Twisleton.*) What is the number of boys at King's College School?—I should think about 400 in the two divisions. There are two divisions in the school.

75. Will you explain the two divisions?—In the one division the system is exactly like that of the old public schools; it is a classical school, in fact. In the other there is no Greek taught. Instead of that they have mathematics, French, and German, and so on, to fill up the place that the Greek would occupy.

76. Are there many tradesmen who send their sons to that school?—I should think there would be; I do not know.

77. Have you reason to believe that they are well taught French and German?—I believe they are very well taught.

78. Would a boy who leaves at 18 be able to speak those languages?—I do not know whether English boys ever can do so after leaving school, but at least they would have all the advantages they would have in any other school.

79. (*Lord Clarendon.*) Do you consider that a boy would leave the King's College or the Merchant Taylors' School as well grounded in classics and with as much scholarship as boys from the other great public schools?—I should think fully so.

80. You would say that a boy would go up from King's College well grounded in classics?—Do you mean from the school?

81. I suppose they do not go from the school to the university?—Yes, they do. They go from both, in fact.

82. Then I will ask you from both?—Yes; I have had, I suppose, more than a hundred men who have taken first or second classes at Oxford or Cambridge.

83. From the school and college?—From the college, but many have done so from the school.

84. Do any go straight from the school to the university?—Yes, and they get scholarships there, Balliol scholarships too. It is just the same education as at any other public school.

85. There is not quite the same time devoted to classics as at a public school, and there are other branches of knowledge that are paid more attention to?—Yes; but still I do not think that interferes with their classical proficiency at all, because we have had so many men who have obtained distinctions in it, as you will see by looking at the calendar.

86. (*Mr. Vaughan.*) Have you not had some men who have come very near indeed to obtaining if they have not actually got the Ireland scholarship at the university?—I think it is very likely. I think we have. We have had an immense number of fellows, tutors of Trinity College, Cambridge, and of nearly all the colleges, and two of the censors of Christchurch. In fact, there have been, I should think, more than a hundred whom I have myself had under me, first and second class men and prizemen.

87. (*Lord Clarendon.*) At Oxford?—At both Oxford and Cambridge.

88. (*Mr. Vaughan.*) What Greek and Latin grammars do they learn at King's College School?—I think they have grammars of their own; I think Dr. Major edited them; but they are much like the Eton grammar. In the college we let them use whatever grammar tney have been accustomed to. They use Jelf's grammar more than any other.

89. That is a grammar for one who is becoming a mature scholar, is it not?—That is the case. The others would only take the grammars they had been accustomed to use at their schools, as they would at Oxford and Cambridge.

90. Do you happen to know whether the Greek grammar used at the school is written in English or Latin?—It is written in English.

91. Is that found to work well?—I believe it does; I myself prefer the other.

92. On what principle do you prefer the grammar written in Latin?—I think it sticks by a man more; you never forget it.

93. Do you think that a boy, when he learns the language, understands it as well?—I do not suppose he does, but he does not understand any grammar then.

94. Do you think, if a sensible Greek grammar were written in English, that the higher degree of understanding with which he would grasp the language would not compensate him for the loss of that adherence to his mind afterwards which you speak of?—No, indeed I do not. I think it is very useful,

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Ven. R. W. Browne, M.A.

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and in fact the examples stick by him so well in after life.

95. Do you think it does not produce a bad habit of mind to commit to memory such a sentence as this, "Præsens est thema et fundamentum"?—I never found any disadvantage myself, and I think all our best scholars have gone through that discipline.

96. (*Mr. Twisleton.*) Do not boys interpret that to mean that they deduce all other tenses from the present?—I should think so.

97. They understand it enough for that?—Yes.

98. (*Mr. Vaughan.*) Do you not think there are a great many boys who would long carry that sentence in their mind without attaching any distinct idea to the word "*thema*," or "*fundamentum*"?—I think the moment they understand it they never forget it. I must say that I like the old Eton grammars very much indeed, and I believe they have been at the *fundamentum* of a great deal of our best scholarships.

99. (*Sir S. Northcote.*) Do you think it desirable, if it could be done, to have one elementary grammar in use in all the schools?—I think that would be very important. I think it is very uniform now. Wordsworth's grammar and King Edward the Sixth's grammars are the Eton grammars in reality.

100. (*Lord Devon.*) Are you personally cognizant of the system of King's College School?—No, I have nothing to do with it.

101. As to the two divisions in the school, supposing a boy to be admitted to King's College School, is it open to his parents to decide whether he should go into the one division or the other?—Yes; he may be entered in either.

102. If he is entered in the one division he goes on in the ordinary classical course, with mathematics, I presume?—Yes; but still Greek and Latin form the principal part of his education in the classical school. The other is more of a mixed character. That would be for civil engineers, mercantile men, tradesmen, or men going into the army.

103. If he goes into the other division, Greek is not attended to?—Not at all.

104. But Latin is?—Yes.

105. Are modern languages attended to in both?—Yes; but more so in B division, because there is more time for it. The time that is given to Greek would be given to modern languages.

106. Do modern languages include German as well as French?—Yes.

107. The two divisions, I suppose, have each their first, second, and third class?—Yes.

108. And are, in fact, distinct schools?—Yes, with distinct head-masters.

109. They have no common head, then?—The head-master of the classical school is considered head-master of King's College School; but Mr. Fearnley, who is the second master, is really the head-master of the second division. He would not be interfered with.

110. Is there any other link, or bond of union, or connexion between these two schools, except that they are under Dr. Major?—I think not. They are all under the Principal of King's College, and fall in one groove.

111. They have separate prizes?—Yes.

112. And separate examinations?—Yes, they would be examined separately; whether by the same examiners or not, I do not know.

113. In fact they are almost two distinct schools?—Yes.

114. (*Mr. Twisleton.*) Do you know the proportion in each division?—I think they are very nearly equal. The demand is about the same.

115. Are the persons generally of a different class who require their sons to go into the one and into the other division?—It depends on the object. It depends whether they are going to the universities or to other professions. King's College School is more expensive than Merchant Taylors' or St. Paul's—I should think more than double.

116. As you have been at Merchant Taylors' have you any suggestions to make in reference to Merchant Taylors' School?—No; indeed I think there have been so many improvements gradually taking place, year after year, that scarcely anything remains to be done.

117. (*Mr. Vaughan.*) Do you know from whom those improvements in Merchant Taylors' School have emanated?—I should think principally from Dr. Hessey.

118. From suggestions of his?—Yes. He takes a great deal of pains with it, and is a very able man.

119. (*Lord Lyttelton.*) In fact it is a very good school?—It is, in fact, the best school in London. It is a very good school indeed. The boys do their work remarkably well, and great pains are taken by the masters.

120. (*Mr. Vaughan.*) You have a peculiar source of knowledge as to the state of some of the London schools, have you not, as examiner?—Yes. I have examined at both Merchant Taylors' and St. Paul's for some years, so that I see the work of the boys from year to year, and a great deal of it is due to the teaching. The work is proportioned to their standing in the school, and they gradually improve from form to form. You can see the growth of the boys.

121. (*Mr. Twisleton.*) Have you any suggestions to make with reference to St. Paul's School?—No; it is not my duty to interfere with the internal management of it. I think the system is a very good one.

ANALYSIS OF THE GENERAL EVIDENCE.

[*** The Names of the Witnesses are in Alphabetical Order. The Figures refer to the Numbers of the Questions in the Minutes of the Evidence of each Witness.]

ACLAND, HENRY W., Esq., M.D., page 405.

Is Regius Professor of Medicine at Oxford, also Clinical Professor; was for the year previously Lee's Reader in anatomy, and during the whole period teacher of anatomy and physiology, besides having the exclusive charge of the physiological collection at Christ Church; having moreover been educated at a public school, namely, Harrow, has had means of forming a judgment of the training in physical science of the young men who come to the University; 1–4. The present age is one of transition, and the young are just beginning to appreciate the advantage of scientific study, which Oxford now for the first time holds out; 5–7. The chemical class at Wellington College is going on well; 8. Scientific knowledge is of great use, and it might be stimulated by the Universities requiring proficiency in it; difficult to fix test; at Oxford, on his recommendation, it was made law that to enable any person to pass in science he must pass in physics, chemistry, and general physiology, or two of them; 9–12, and 55–57. Defines "physics" as fundamental to all natural science; 13, 14. Matriculation examinations in natural science at the London University; none such at Oxford; natural science taught in the Schools; 18–23. Scientific studies an important part of mental training; 24, 25. Every thing necessary for scientific progress at Oxford, except the good will of some of the teachers of the classics; the study is voluntary, and he is scarcely prepared to say that he wishes it to be made a part of the curriculum of University education; 26–31. Is unable to state the age at which boys should begin physics and chemistry in the public schools, but thinks it a matter for the individual schoolmasters; knows that many masters are averse to the introduction of physics and chemistry into the schools, but is disposed to think these generally unacquainted with physical science; 32–36. Opinion as to the supplemented plan of teaching science by lecturers' Assistant Masters favourable; thinks science should be compulsory on all at the Schools; gives the reason, and indicates what he wishes to have done, and how he would find the necessary time; 37–42, and 51, *et seq.* Speaking educationally, prefers further time being given to German rather than to science; 43–45, and 66, 67. Is told, however, that time may be found for both; 46. Is apprehensive of the effect of the present system of cramming the boys on the *physique* of coming generations 50 years hence; Dr. Gaisford the late Dean of Christ Church, a most industrious man, was of opinion that no person ought to read more than eight hours a day, and witness is of opinion that, with more of cricket and rackets and less of reading and study, many boys would become at the same time stronger men and better scholars; boys do more work with more play; 39, 47, 48, and 68, 69. Effect of ventilation on the power of attention and prolonged study; 49, 50. In a short time Oxford will remove all difficulty as to the supply of properly qualified teachers of the natural sciences; 51–53. University honours and emoluments and general prospects of teachers; 58–61. Gives a general preference to a resident professor of physical science over the occasional visitors *ab extra*; 54. Growing recognition at Oxford and throughout the country of the importance of the cultivation of science; 55–62. Opinion on the preference to be given to zoology on account of its logical tendency, how far coincident with that of Professor Owen; 30, 31, and 64, 65. Anticipated result of the introduction of science into the public schools and Universities on the medical profession; 69–71, and 78–80. At Oxford the number who go out in mathematics is four times that of those who go out in physical science, but then the mathematical school is as old as the classical, and the natural science school has only been introduced during the last eight or 10 years, and then under great difficulties; besides which there is a rush to the mathematical school by the pass men owing to a prevalent notion that this school involves the least amount of work; the natural science men are of equal intellectual calibre with those eminent in other pursuits; 72–77.

AIRY, GEORGE BIDDELL, Esq., F.R.S., page 401.

Has been Astronomer Royal 27 years, is a Fellow of the Royal Society and the Royal Astronomical Society, and is also connected with other scientific institutions; 1—4. Is of opinion that the preparation at schools for the Universities, with the exception of Latin and Greek, is very imperfect, on scientific subjects it is almost nothing; 5–9, and 17–19. The scientific education at Cambridge is almost confined to pure mathematics and bears the impress of the examiners, who are generally young Masters of Arts, their mathematics being those of speculative men who know very little of practical science as pursued out of the Universities; the teaching at Cambridge of what is taught is exceedingly good; 10–18, and 49–53. Would like to see freshmen have a good deal of the mechanism of mathematics, in which he would include algebra as a very important element of minor training; 19, *et seq.* Shown a book describing the requirements of the London University matriculation examination, expresses his opinion that they are far too high for a boy of 16 or 17; 25–29. Describes the mathematics proper for a boy of 18 to have learned on leaving school; arithmetic and algebra should be pretty well taught, including quadratics, scarcely one book of Euclid, trigonometry, a general knowledge of mechanics and hydrostatics, but not conic sections, but this limited list of subjects should be fully learned; he would also require a general aquaintance with several physical subjects such as electricity and chemistry; 30–40, and 55–57. Doubts whether the mind of such a boy is powerful enough to grasp the sciences of classification such as zoology and botany; 41–46. If a boy had a good deal of his time taken up with a number of the "ologies" his mind might be drawn off from the severer work of the classics; 47, 48. The applied mathematics taught in Germany with much more effect than in England and France; the German and English Universities compared; the Germans cannot understand the importance we attach in England to the social education of the University as distinguished from the book learning; 54–63. So, with regard to our public schools; illustrative anecdote; 67–77. In pure mathematics England stands very well; 64–66. It would not be incompatible with social education to give good instruction; thinks the mechanism of mathematics can be learned in school, also algebra, but not the demonstrations of geometry; 78, 79. The mathematics that he would like to have taught in schools during four or five years would require only an hour or two a week; anecdote in illustration; 80–84. As three or four hours a week are at present devoted to these subjects, without producing the required result, there is probably something defective in the mode of teaching; 85–87. Has an impression that the Woolwich examination is pitched too high; 88–91. There is nothing to prevent a boy going to the University with the amount of knowledge indicated, from obtaining a place among the first six wranglers, or even being a senior wrangler; 92–94. Value of knowledge, extra school training, and thinks that an exhibition of some of the most remarkable physical sciences in the schools would be generally useful, although only a slight knowledge might be obtained of them; 95–100. Cannot express the great importance which he attaches to the classics, and would not on any account disturb classical learning as the basis of English education at our great public schools, but sees no difficulty but rather great advantage in superadding mathematics and good scientific knowledge; 101–105.

BROWNE, Rev. R. W., Archdeacon of Bath, page 412.

Was educated at Merchant Taylors' for 9½ years, has since been Professor of Classical Literature at King's College 27 years; examines the School annually with his colleagues for the prizes; and also those scholars who are candidates for St. John's, Oxford; 1–6. Asked his opinion as to the requirements of a good London school, he replies that London schools labour under a great disadvantage, because in the country the boys are better physically and brighter intellectually, while their fancy and imagination are more cultivated than in London; but a London school must be principally a day school, the boys living at home with their parents, and having to come to school often by rail from distances up to 10 miles necessitates that the School should commence later than is usual at public schools, the time at St. Paul's being nine and at Merchant Taylors' a quarter later; with the exception that the playgrounds are necessarily absent, the boys going only occasionally to the Kennington Oval cricket ground, those schools fulfil the conditions of good London schools; the boys receive a good education, and the best have distinguished themselves at the Universities; the day boys, however, lose the advantage of self-education by mixing with each other out of school hours, because after school hours they separate and go home; 7–10. Knows that the question of the removal of Westminster and St. Paul's schools into the country has been mooted; thinks the removal would be advantageous, excepting that the present localities would be deprived of the benefits of the day schools; 11, 12, 15–56, and 60–70. The boys educated at St. Paul's and Merchant Taylors' are almost all sons of professional men, clergymen, barristers, lawyers, mercantile men, military men, clerks in public offices, with a few sons of tradesmen, the greater part living in or near London; the boarders who live with the dames and masters are incon-

GENERAL EVIDENCE.

BROWN, Rev. R. W., Archdeacon of Bath—*cont.*
siderable in number, perhaps not exceeding one-fifth of the whole; 13, 14 The effect of the removal to the country would be to deprive the boys of their present advantages, unless the governors or conductors would pay part of the expense of boarding them; 15. Is satisfied with the improvements in education already made, and is unable to suggest anything in addition; 16, and 116–121. Advantages and disadvantages of the early and late opening of the London schools; 16–23. Numbers of boys at the public day schools; 24–26. The great value of the site of St. Paul's might meet the expense of removal, and the estates enable the Masters to pay a portion of the boarding; the cases of Marlborough, King's College, Dulwich, &c.; want of playgrounds in London generally; the subject of removal pursued at length, including boarding-house arrangements, and the present practices as to the day-boys' luncheons and dinners, early and late school hours; 27–56. Age of the boys at King's College, and the lectures there; 57–59. Expenses of education in some of the metropolitan schools; 72, 73. King's College School described; there is the classical school, and another where mathematics, modern languages, &c. are substituted for Greek; 74–78, and 100–115. Boys from King's College and Merchant Taylors' are as well grounded in scholarship as boys from other schools; 79–87. Grammars used at King's College; opinion as to the desirability of a Greek grammar for English boys being written in Latin or English; 88–99. Thinks St. Paul's School a good schoool, and has no suggestion to offer for its improvement; 120, 121.

CARPENTER, W. B., Esq., M.D., F.R.S., page 363.

Has been registrar of the London University six years; is also a member of the Council of the Royal Society; 1–3. Books he has written; 53–56. Describes in detail the extent of the elementary knowledge of the physical sciences required for matriculation at the London University; 4–7. There are, three faculties in the University,—arts, science, and medicine —but the same entrance examination is required of every candidate whatever his ultimate destination; 7, 8. Modifications in the examinations; 42–44. The number of candidates is increasing; last year the number was about 480, of which number two-thirds passed and one-third were rejected; 45–48. The rejections in science were about on an average with those in classics, mathematics, and other subjects; 49–53. Few of the candidates come from Eton, Harrow, or Rugby, a good many come from Marlborough College, but most come from the proprietary and private schools, and they are generally prepared to pass the matriculation examination in science as well as in other matters; 9, 11. Is aware that in some of the schools, *i.e.*, University College School, there are regular courses of instruction in science to prepare for the University matriculation, but cannot speak with certainty as to the general body of proprietary schools; 12, 13. The matriculation examinations in classics at Oxford and Cambridge vary in the different colleges, it being very slight in some while at Balliol it is very severe; at the London University the matriculation examinations are as severe as the senior middle-class examinations of Oxford and Cambridge; 14–19. High character of the London University medical graduates; 20, 21. Physical science trains a class of mental faculties left untouched by both classics and mathematics; conceding the importance of both classical and mathematical discipline, he knows from experience that the want of scientific and mental training is the source of a vast amount of prevalent misconception among men of high literary cultivation and high mathematical attainments, especially with regard to the value of testimony regarding the reputed phenomena of mesmerism, spiritualism, &c.; 22–24. Is in favour of commencing with scientific teaching at an early age; a boy of 10 is capable of understanding a very large portion of natural philosophy; from his own experience believes that this does not militate against the sustained attention required by the classics and mathematics; 25–32, 63, 64, 75, *et seq.* Believes that the time devoted to classics at an early age may be advantageously diminished; has seen instances in which boys beginning early had no classical attainments beyond those of boys commencing late; gives an instance in one of his own sons. The beauties of a classic author cannot be understood at an early age; 33–41, 67, 68, 71–74, 88, *et seq.* Values highly a philosophical study of language; one does not know the value of language till he has tried to express his thoughts in a language other than his vernacular; 36–41. With respect to himself, states that his own taste for science was awakened at school at an early age, when great curiosity exists as to external objects; 54–57, and 69, 70. Observed at school that while some boys showed an aptitude for classics, others showed a similar aptitude for mathematics, others again for physical science; thinks it an evil that a boy should be obliged to devote most of his time to a subject which he dislikes to the neglect of that for which he has an aptitude; family instances; 58–62. Thinks the mental faculties are more apt for early exercise on natural science than upon grammar and mathematics, since it is easier to fix a child's attention on what it sees than upon an abstraction; consequently regards the natural sciences as the best subjects for the earliest mental training; 65–57, and 69, 70. Physiology taught later; 75, *et seq.* A mixture of physical

CARPENTER, W. B., Esq., M.D., F.R.S.—*cont.*
science with literary studies beneficial to both; no mental training can be adequate that is one sided, and all experience shows that a change of studies is a positive refreshment to the mind; 81–86. Much inquiry is going on with regard to the number of hours which can be healthfully employed on study in the National and British schools, and there is a general conviction that the maximum time is four hours; but in that case a child of an educated stock, with an inherited aptitude for intellectual pursuits, might work eight hours; 82–87. Questioned whether a boy beginning science at a late period of life might not make up for lost time as well as a boy beginning late at classics, the witness replies in the affirmative, but adds that the natural period for commencing studies should be according to the development of the faculties, and is quite certain that the faculties of observation are developed before those of reasoning; 88–93, and 104, 105. The subject pursued; 96, *et seq.* Curious instance of the effect of the Eton strictly classical system during the pre-mathematical period, in the case of a young man who did not know enough of the multiplication table to find the price of several pairs of stockings which he had purchased, except by adding the price of the first to that of the second and the total to that of the third, &c.; 98–100. A recommendation of the Council of the Royal Society in 1857 since carried out in the establishment of the Department of Science and Art; 106. Is fully aware that at our public schools the professed object is to train the mind; some of the schools consider that they adopt the best possible means to that end by the study of classics and mathematics, but the exclusion of science prevents the development of faculties not touched by classics and mathematics, and which consequently lie dormant; 107–111. Repeats that too much time is devoted in the public schools at an early age to the classics; and if this were diminished the pronunciation of modern languages might be more attended to among the younger boys with great advantage; 112–113.

FARADAY, MICHAEL, Esq., F.R.S., page 375.

Was for 20 years lecturer on chemistry at Woolwich for the Government; is one of the originally nominated senate of the London University; has been in the habit of lecturing at the Royal Institution for many years; also of giving juvenile lectures; 1–5. Not being an educated man, according to the usual phraseology, and therefore not being able to make a comparison between languages and natural knowledge, but regarding it only as a means of conveying thought, thinks that the fact of conveying knowledge of the physical sciences which has been so abundantly given to the world during the last 50 years should not be conveyed to the young in public schools, a matter so strange that he finds it difficult to understand it; 6. Habit and prejudice arising from pre-existing conditions are the causes; 9. The opposition, however, is breaking away; there are good, strong-minded, willing men at work to promote education in these things; they are knocking, there is a prospect of the door being opened, and it must be opened, or England will stand behind other nations in the mode of education; 6, 11. Gives instances, in connexion with the light-houses of England and France, of the superiority of the French common man over the English; the ordinary intelligent workman so common in France can hardly be found in England; 12–23. Hands in a lecture delivered at the Royal Institution before Prince Albert, in 1855, on the subject; 18. Mathematical and classical attainments spoken of; 24–26. "Training the mind" is an indefinite phrase; the highly educated men are those who are continually asking simple questions in chemistry or mechanics, and showing themselves as far from the power of judging of these things as if their minds had never been trained; they require to learn the A B C of science as much as or more than children; exclusive attention to literary studies seems to create a tendency to regard other things as nonsense, or belonging exclusively to the artizan, so that the mind gets to run in a particular groove, from which it does not easily extricate itself, and is really injured for the reception of real knowledge. Who are the men whose powers are really developed, who made the electric telegraph, the steam engine, and the railroad? Not the men who had been taught Latin and Greek; the Stephensons had that knowledge which has been habitually neglected in the public schools, and been pushed down below; 27–31, 55–57, and 74, *et seq.* Asked how he would effect the changes he considers desirable in our system of education, says he finds it difficult to reply; it requires a good man of business, a man educated up to method, and with a knowledge of all things needful in a good education, so to arrange, as in the University of London, that a large knowledge of things in general being required on matriculation, the literary man, the physical man, the medical man, and other classes should, as soon as possible, separate and go to their own special kinds of education; 32–39. Boys might begin to learn physical science very early if there were competent teachers, a class to be yet created, but might be done without difficulty by encouraging natural knowledge and gradually introducing it into education; 40, 41, and 46, 47. Unable, from want of knowledge, to compare the training power of classical with physical instruction, he yet thinks that nothing can be so competent to make a young mind think, and logically too, as the action of natural laws; 42–45, and 55–57. Supposing physical science were introduced, say at Eton, he would

FARADAY, MICHAEL, Esq., F.R.S.—*cont.*

teach all boys of ordinary intelligence, and 11 years of age, all those things that come before classics at the London University, namely, mechanics, hydrostatics, hydraulics, pneumatics, acoustics, and optics; 48–50, *et seq.*, 68, *et seq.* Mode of teaching natural science; 51–54, *et seq.*, and 67, *et seq.* Time he would devote to it, speaking very generally, would be about one-fifth of the whole time devoted to the studies of the school; 58, *et seq.* In half a century probably more time still will be given to natural science; 66. Reverting to the subject of classical training and its effect, the witness states that men of high education come to him and talk about mesmerism, table turning, flying through the air, and so on, notwithstanding their classical training; the system of education that can leave the mental condition of the public body in this state must have been greatly deficient in some important principle; and nothing, he believes, but a knowledge of natural laws and natural science will ever clear their minds from those most absurd inconsistencies; 75. The study of the physical sciences would not only last through the period of school years, but, like education generally, would never be exhausted; proficiency could be tested by examinations; 76–81. The classics as connected with scientific nomenclature; 82–91.

HOOKER, J., Esq., M.D., F.R.S., page 382.

Was educated at the High School, Glasgow; 55–59. Is Fellow of the Royal Society, Assistant Director of the Botanical Gardens at Kew, and author of "*Travels in the Himalaya;*" 1–3. During the last 20 years hardly a day has passed without his hearing expressions of regret, personally and by letter, from members of the upper and middle classes, of their ignorance of botany; the letters chiefly relate to the use of fibres for yarns and paper, and indicate great scientific ignorance; 4–10. Has considered the neglect of this important study a matter of national regret; 12. Has turned attention to the possibility of teaching botany to boys at School in classes, and feels that it might be done, and the present deficiency easily remedied; 13. Professor Henslow, his late father-in-law, professor of botany at Cambridge, introduced botany into the lowest possible class of schools, one for village labourers' children in Suffolk, from 8 to 12 years of age; details of the school; no difficulty experienced; the experiment completely successful; Professor Henslow was of opinion that the study of botany had considerable effect in the general development of the children's mind; such was also the opinion of some of the inspectors of schools; 14–32, and 67–69. Practical result of this teaching on the village girls in after life; 98–99. In the case of medical education has remarked the beneficial effects of learning sciences of observation as a training of the mind; 33, 34. Thinks mathematical training rather than classical produces a tendency to receive other knowledge; 35. Does not say that classical training is not beneficial, but would place the classics lowest, mathematics next, natural history first, because a child of eight or nine can with pleasure and profit begin natural history when mathematics would injure the mind, and, further, is applicable to minds without capacity for mathematics, at a time, moreover, when learning a language might be irksome; 36–39. Medical students scarcely ever bring any physical science from the schools; the want is much felt in the profession; the botany and chemistry required by the medical man might be as easily obtained at school as while passing through his medical curriculum; that it has not been so obtained is a prevalent matter of regret; he never knew them regret their classics or their mathematics, quite the contrary; but they do regret very much that their faculties have not been trained to habits of observation, so necessary for them in going round the hospitals; 40–47. A general feeling prevails amongst them that the study of physical science, especially botany, might have been added to the other studies without injuring them; while conducting for several years the army medical examination for the East India Company's service, the majority of the questions not answered by the candidates were such as would have been answered by the children in Professor Henslow's village school; moreover, in most of our medical schools botany is very imperfectly taught; 48–54. A strong appreciation of the value of classics and mathematics in medical education is universal in the profession; 60–66. Opinion that botany might be taught nearly as well in London as in the country; Professor Henslow's opinions and books relative to botany as applied to education; 67–80. Botany less popular than chemistry, owing to the brilliancy of chemical experiments; 73, 74, and 80–87. Thinks it a great hardship that a school boy having faculties of a particular kind, such as an aptitude for the natural sciences, should have those faculties wholly neglected; it would be morally injurious to him to be regarded as stupid because he had no talent for languages; the same boy, with an opportunity of cultivating the natural sciences, would be likely to become a useful member of society; 88–91. Thinks there should be more of variety in the education of children, more of concentration in the studies of after life; did not lecture on this subject to the royal children, but accompanied his father-in-law, Professor Henslow, who did; Prince Albert was strongly in favour of making acquaintance with natural science part of the education of boys, and expressed his regret at its neglect in England; 92–97. Has had a medical education, and is

HOOKER, J., Esq., M.D., F.R.S.—*cont.*

incidentally acquainted with the medical profession; believes that very few of the medical profession have been to the English Universities, and not many to the great public schools such as Eton and Harrow; 100–104. The classics, however, are not going out of use in the profession; the classical examination is more strict than it was 20 years ago; the classics have increased in value, more probably for the sake of the discipline and the proof it gives of mental culture than for the sake of the medical literature in the classic languages, as all that has been written by famous anatomists and physiologists has long been embodied in the vernacular of the chief European languages; 105–112. Cannot say whether superadding the physical sciences to the valued languages in the public schools would attract thither more of those who intend to resort to the public schools; as a general rule, the profession is recruited from the middle and lower classes, who do not send their sons to the public schools, owing probably to the great expense, which the parents cannot bear in addition to the after special training required for the profession; 113, 114, 120, 121 and 125, *et seq.* The reasons why the upper and upper middle classes do not send their sons into the profession are difficult to define: the position of a medical man in the public service ranks too low, he cannot rise as others rise, he is put behind in every way, in the brevets he is mentioned in a separate class and after the executive officers; again, many persons are disinclined to hospital practice and to anatomy and dissection; 122. Chemistry is more needed in medical education than botany; physiology and anatomy infinitely more so, in fact, essential; botany chiefly valuable for the training it gives to the powers of observation; a medical man is not a herbalist as he used to be; all the physical sciences minister in some way to the medical profession; the best medical degrees demand an elementary knowledge of every one; the London University degrees demand all, except, perhaps, applied mechanics; 115–119. Cheap medical colleges at St. Bartholomew's and Birmingham mentioned; 124. Physicians proper are a very small body; very few men are educated as physicians proper; that is owing to the higher education of what may be called the lower parts of the profession, and because general practitioners are more in demand than physicians; a good general practitioner ought to know all the physician knows, *plus* the surgery; 125–127. The medical degrees of the London University are very highly valued, because the examinations are strict; they are a pledge of previous acquirements in various directions; they demand for matriculation a thorough education, including Latin, Greek, and mathematics.

LYELL, SIR CHARLES, F.R.S., page 370.

Took honours at Oxford, and received a Doctor's degree seven years ago; is a Fellow of the Royal Society, and the author of several works on geology and of "*Travels in North America;*" 1–6. Physical sciences in this country seem to have been ignored; there has been a move of late in the Universities to restore them somewhat to the place they formerly held when the sciences were much less advanced, but when in proportion to what was then known they held a very fair position; within the last 200 years they have been deprived of their proper position; the public schools being modelled to a great extent on the system of the Universities, in order to obtain their prizes and honours, the sciences have been neglected also in the schools, even where the boys are educated up to the age of 17 or 18; in that period progress in science has been more and more acquiring importance, theoretically and practically, but science has been more and more excluded from the teaching of the higher classes of the country; 7, 8. Although a large proportion of the boys at the larger schools do not go to the Universities, the system of teaching is planned as if they did; in fact the object of the schools is to teach just what is required at the University matriculation examination, and the boys are deprived of the advantage of the mental training of the sciences (represented even by any one of them) which the classical languages do not furnish; 8. The masters having no knowledge of the sciences and natural history are prejudiced against them and slight them; besides this they are unable to teach them; as physics and natural history have developed, the school and University system have become restricted from there being fewer people to teach them; has treated the decline of scientific teaching historically in his first "*Travels in America;*" the majority of boys at the great public schools are sacrificed to the minority who go to the Universities; 9–16. Wishes natural philosophy and chemistry introduced into the matriculation examinations at the Universities of Oxford and Cambridge, as they are at the University of London; 17–19. Would not expect the knowledge of these sciences to be more than elementary; it would be of immense importance that the subjects should be thus recognized; 20, 21. He would have the sciences introduced into the schools without in the least disparaging the present studies, and knowing the difficulty of the introduction he would be satisfied with a very moderate amount of science to begin with; 22–26, and 38–42. Mode of teaching the sciences; 11, and 27–29. Science, as a mental training, better than classics and mathematics; 29–33. Would leave to the Universities a portion of the Greek and Latin now done in

GENERAL EVIDENCE.

LYELL, Sir CHARLES, F.R.S.—*cont.*

the schools, and devote the school-time thus gained to teaching science; 30. The best mode of commencing education is probably the present, namely, with the ancient languages, but he would begin early with science; the faculties of observation ripen earlier than the power of reasoning; and the connexion of the names of animals and plants in learning Latin has a surprising effect in helping the memory; 34–37. Believes that the purely literary pursuits and the literature of the country would receive benefit by a degree of scientific education and instruction being given in the public schools and the Universities in conjunction with literary education; instances Hallam; so much of science is now scattered through the literature of Europe that the literature can not be understood without some scientific knowledge; 44. More physical science taught in Germany than in England; 49, 50. The German gymnasia the causes of this; a separate teacher of science in the little town of Eisenach; 51–58. Does not find that this superior education in science leads to a corresponding superiority in the educated classes of Germany over the educated classes of England, but this he attributes to our political freedom; among the literary men the advantage of the superiority of education is found; also among the clergy; 55–61. Opinion as to connexion between education in classics or in science with liberty or absolutism; 84–96. Before the formation of the School of Mines, in Jermyn Street, there was great difficulty in obtaining in England the assistance of men practically educated, and resort to Scotland and Germany for a geological surveyor was frequent; 62–64. The institutions in Jermyn Street and South Kensington have provided facilities for instruction in practical science, but that has hitherto told little on general education; the public schools are not places where this instruction should be given, but if the elements of science were not wholly neglected at school there would be more educated men to go into the scientific departments, and the mining superintendents would be drawn from a higher class, as is now the case in Germany, where Count Brenner in Austria and Count Beust in Prussia are devoted to mining, and consider it an honourable profession; 63–66 and 69, 70. Approves the system of "bifurcation;" 67, 68. Men are now allowed to go up at Oxford for honours in the physical sciences; if, combined with this, instruction in science were given in the schools, the men who obtain the prizes would be likely to compete for such offices as he had just named, geological surveyors and superintendents; 71–76. The sale of a scientific work is larger among the middle classes of the manufacturing districts than the clergy and country gentlemen of the agricultural districts, and on account of the present distress in Lancashire a publisher would say, "Do not bring out your book just now;" politically it is a dangerous state of things that the material world should be much better known by the middle than by the upper classes; thinks it specially desirable that the clergy should be taught science; 77–81. Asked whether if the upper classes in acquiring a greater amount of knowledge of the physical world were to lose their literary and intellectual superiority, they might not endanger their pre-eminence as much in one way as they would gain it in the other, the witness replies that at present, by narrowing the number of subjects taught, a boy is prevented from learning that for which he has an aptitude, and that after he leaves school he forgets that which has been forced upon him, the result of which is that he obtains the advantage of neither; 82, 83.

MÜLLER, MAX, Esq., M.A., page 394.

Has been Taylorian Professor of modern languages and literature at the University of Oxford about eight years; in that capacity has been examiner for the University scholarships in modern languages; has also been examiner for the Indian Civil and Military Services; 1–3. Gives lectures every term on the literature of Germany and France, and comparative grammar, or the science of language; 4–6. Ever since the throwing open of the Royal Artillery and the Indian Civil Service to public competition, there has been a growing improvement in the boys' acquirements in French and German, altogether satisfactory considering how little time is devoted to them at the public schools; is unable to state specifically the improvement in this respect in the nine schools the subject of the inquiry; believes that the boys who carry off the Oxford scholarship at the Taylor institution are almost without exception sons of foreign parents, or boys who have had other special advantages, such as living abroad, or being the sons of ambassadors; 7–19. Scarcely a boy comes to him unable to read an easy French or German writer; 20. From 3 to 50 boys attend his lectures, from 200 to 240 come before him in the examinations yearly, he also examines the cadets at the Royal Military academies at Woolwich and Sandhurst, and has there had an opportunity of knowing the acquirements of the sons of the gentlemen of England in those languages during the last eight years; 20–23. His general impression is that half the successful candidates at Woolwich come from the great public schools, including Marlborough; 24–26. The improvement in the knowledge of German and French which he mentions is in the grammatical knowledge of the languages, ability to translate an easy book into English, and in writing those languages with some degree of

MULLER, MAX, Esq., M.A.—*cont.*

fluency; 27–30. Fluency in speaking is never acquired at public schools, it is always traceable to extraneous sources; 31, 32, 151, 152. Conversational classes failures at home and and abroad; 33–37, 41, 42, and 149, *et seq.* Accent; 43–47, 78, *et seq.*, and 132–135. All that a boy taught only in school can acquire is an ability to read easy prose and verse for his amusement or instruction; 38–40, 77, and 107–110. Most of the Oxford men are able to read an easy French book; 48, 49. And try to learn German; 158. Time would be saved by teaching Latin and French together; 50, 51, 53, 95–98, and 100–106. The two languages assist each other; 95–98 and 125–127. Similar thing attempted in France; 52–55. French school books good; 84–86, 94. May be used in teaching other things than the language; 94–99. Mode in which French should be taught in the public schools; would have an English Classical Master knowing French to teach, aided by a French Assistant Master; 57–62, 132, *et seq.* The English Master would know what the boys knew in Latin, and would best maintain discipline; 58–60, 132, *et seq.* And leave pronunciation and idoms to the French Assistant Master; 61, 62. What applies to French in the main applies also to German; 63, *et seq.* No difficulty in finding proper French and German Assistant Masters; 66–68, and 128–131. Time for foreign languages, considering the other important matters of education, could scarcely be more than two hours; 69–76. French ought to be commenced early, before the boys come to school, if not in the nursery; 79–84, and 99. No difficulty in keeping it up at school; 91–93. There might be private lessons; 145 and 150, *et seq.* Thinks the English are equal to the Germans in the capacity of acquiring modern languages; 111–114. There are more Germans speaking tolerable English than English speaking tolerable German, but that applies not to school boys but to grown up people; it is more for the interest of Germans to learn English than for English to learn German; 115, 116. French more known in Germany than in England; 117, *et seq.* The French and German classes at Oxford are increasing; 153, *et seq.* Good scholars prefer German because it opens to them a vast literature; 154. Many undergraduates learn German who afterwards become clergymen; 157. Learning German is to some extent connected with the study of theology; has been told by German booksellers that many of the German theological books sell better in England than in Germany; few of the men on either side who take an interest in theological matters are unable to read German; Dr. Pusey and Professor Jowett are excellent German scholars; 161–164. The study of Italian is increasing at Oxford; 153 and 165. There are teachers of German, French, Italian, and Spanish; 153. Assuming that the scientific study of language is of great importance in early education, agrees that language is best studied in Greek and Latin; being dead languages they are complete and definite; 89, 90. Would not say that the study of classical philology is diminishing in importance, but classical scholarship does not hold the place it ought to do and used to do; the "double-school" system at Oxford has injuriously affected the study of Greek and Latin, and he hopes it will soon be repealed, at least in the case of classmen; Frederick the Great, one of the greatest admirers of French, once said, "Whatever you do, do not let a boy grow up without "knowing Latin"; 166, 167. Goethe, spite of his partiality for physical science, would have begrudged every hour taken from Greek and Latin in the education of boys at school; 168.

OWEN, RICHARD, Esq., F.R.S., page 387.

Is a Fellow of the Royal Society, Superintendent of the zoological, geological, and mineralogical departments of the British Museum, and author of works on comparative anatomy, paleontology, and kindred subjects; 1–4. Has long felt a great desire to see the great public schools, to which the sons of the territorial and wealthy families of England are sent, possess the means of learning the elements and methods of natural history, either in botany or zoology, or both, which they do not at present possess; 5, 6. The upper classes appear to be the least acquainted with these subjects, especially with their use in disciplining the mind; alludes particularly to the absence of instruction in these matters at the public schools; 7, 8. Grammar and classics, arithmetic and geometry, may be most important disciplinary studies, but they fail to bring out faculties of order and method, which natural history science most tends to improve, namely accurate observation and classification of facts; the present system of education, besides exercising the memory and imagination, sharpens the memory and imagination, sharpens the mental powers for rigid deduction of consequences, as by geometry and mathematics, and for close conformity of word with idea and the whole faculty of word-fighting, as by logic, and he would not claim for natural history more than its due as an elementary training science, benefiting and improving the mind for accurate observation and bringing out the faculties of classification, order, and method; of the latter he gives some instances by sketching an outline of natural history classification; 9–11 and 49–54. Having studied the difficulties attendant on the introduction of what is needed by way of reform, thinks that the chief improvement might be made if every boy of the proper age were compelled to listen to a

OWEN, RICHARD, Esq., F.R.S.—*cont.*

course of lectures, one hour a week for six months, on natural history, embracing zoology, botany, and mineralogy, branching off in the two former into anatomy, omitting geology as too complex, and specially regarding botany; without foreseeing the ultimate demand he would be contented with this as an experimental beginning; 12–15, and 42, *et seq.* Additional time, perhaps half an hour a week, out of school might necessarily be spent in reading a class book on the subject; 68–74. Mode of arranging the lectures in a large school; 50 in a class; lectures on natural science before the Royal children; 42–46. Would not have the same teacher undertake more than one branch of natural science, but different branches of natural history, such as zoology and botany, might be taken by one; 57, 58. Subject of teachers pursued; 59, *et seq.* He would test the effect of the lectures on the boys, and make the attendance on these lectures a part of the curriculum of the school, as if left voluntary or as an extra the lectures might be no improvement; 16–19. The attendance of a well qualified teacher, during such period as might be most convenient, would probably be sufficient without a resident professor of natural history; 20, 21, 59 *et seq.*, and 114, 115. Conceives this would be an advantageous mental training of which the schools are at present deficient; 22–24. Knows little of proprietary or other large private schools; believes, however, that some progress with natural history has been made in them, but at King's College University College, a considerable amount of elementary knowledge in physical science is required before matriculation, which implies that it has been taught in the schools supplying the students; 25–28. Having communicated with the masters of the different public schools on the subjects, has found no indisposition to recognize the importance of natural history and physical science, but a want of appreciation of its value as a training instrument, and the difficulty appears to be how to find time to fit it to the system now in operation; the proposed addition to it; 29–33. Thinks, however, that need not be a ground of objection; 34. The "proper age" might be 15 or 16; would not apply the proposed teaching to boys much under that age; reminded that other witnesses have proposed a lower age, says he has had no experience in teaching except of adults; 35–37. Thinks 15 would be a good age to begin, but apprehends no danger from beginning earlier; 40–47. Regards chemistry with less favour than natural history as a mental training; would place modern language in the first order of importance, natural

OWEN, RICHARD, Esq., F.R.S.—*cont.*

history next, chemistry last; astronomy and mechanics are already in part provided for in the illustrations of geometrical and algebraical teaching; 38, 39. Chemistry; 38, 48–54, and 80–83. Knows nothing of the system of bifurcation, but it seems a good one; 55, 56. Sir Joseph Banks as an illustration; 51. Has observed at school and in after life three distinct types of mind, some with a predominant turn for languages, others for mathematics, and others for natural sciences; taking a school like Eton, with 800 boys, there must be many boys with a turn for science, and it is not only a great hardship but an injury to make them remain there till 18 years of age without receiving any instruction on the subjects for which they have an aptitude; has heard complaints by Eton men, who have afterwards under disadvantage and difficulty followed their bias in favour of science, that they had no opportunity at school of learning the elements of natural history; 85–87. At first there might be difficulty in getting teachers in natural history for the principal public schools; at present, owing to the want of teachers, naturalists are all naturalists by accident; the subject pursued; 59, *et seq.* Approves of beginning with the sciences of observation and ending with those of experiment; a boy might be taught botany at 12 or 13, and this would sharpen his faculties and prepare him to study zoology; boys in the German gymnasia begin at from 10 to 13; 75–79. Sciences are progressive, but their principles are as fixed as those of mathematics; illustrations embracing Linnæus, Ray, Aristotle, and Cuvier; not to teach till the sciences could undergo no change in form would be to wait till the termination of our existence as a species; for the purposes of elementary instruction and mental discipline, the natural sciences are as good as they will perhaps be 10,000 years hence; 88–98. There are other advantages to be derived from the study of natural history besides its effect as an instrument of mental training; it largely illustrates the teleological principle, or the adaptation of means to ends, the appreciation of causes and effects; 99–103. Ignorance of the physiological structure of the human frame is the basis of the success of the empiric; 104. The practical teachings of physiology concur with the teaching of morality as to the effect of temperance and chastity; 105–111. Opinions of Mr. J. B. Jukes, (Local director of the Geological Survey of Ireland) and Baron Cuvier in favour of the study of the natural sciences as an instrument of mental culture; 116.

INDEX TO THE EVIDENCE.

Except where they indicate the page, the Figures refer to the numbering of the Questions in the Evidence relating to each School, and, in regard to the General Evidence, to the numbering of the Questions put to each Witness.

E.	stands for	Eton.	M. T.	stands for	Merchant Taylors'.
Win.	„	Winchester.	H.	„	Harrow.
West.	„	Westminster.	R.	„	Rugby.
Ch.	„	Charterhouse.	Sh.	„	Shrewsbury.
St. P.	„	St. Paul's.	Gen. Ev.	„	General Evidence.

A.

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